

# EducationMatters

## COVER STORY

### Faculty Springs into Action as COVID-19 Closes Schools



Top Tips for HKDSE English Exam



Real-time Online Tutoring Programme



Physics Teaching Package



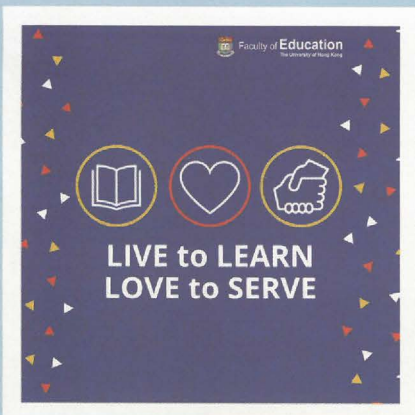
Unleash Your Creativity at Home



Schools Online Teaching Support Programme



Stay Home Science Experiment



#### Teaching and Learning

Partnerships for Good

#### Research

Digital Citizenship Study Uncovers  
Competency Concerns in Hong Kong

#### Community Engagement

Helping Parents to Train Their  
Children through Play  
Catering for Diverse Learning Needs

#### Alumni

A Heart for Education – From Tax  
Lawyer to Early Childhood Teacher

#### Students

A Chance to Head in a New Direction  
A Peerless Role Model





# Partnerships for Good

*The School-University Partnerships (SUP) Office has been fostering collaborations between the Faculty and schools for more than 10 years.*

**T**he difficult times we are all experiencing now have shed new light on just how important this collaboration is – both for the Faculty and for the schools. Director of the SUP Office and Senior Lecturer in the Faculty’s Academic Unit of Teacher Education and Learning Leadership (TELL), Ms Promail Leung, said, “The Faculty of Education is passionate and committed to teacher education, and we have enthusiastic educators with varied expertise. The SUP Office invites partner schools to academic conferences and practical seminars and workshops, thereby giving school principals (and their teachers) the opportunity to interact and share knowledge with both local and globally-renowned scholars and educators.

“Nurturing future generations of teachers requires concerted efforts from both the schools and the university. Hence, it can only be beneficial for them to work in close partnerships, and this in turn enables a larger network for mutual support for the school community. The schools play a vital role in introducing our student teachers (STs) to daily professional practice and preparing them to become qualified and competent teachers – the supervised professional practicum in schools is the central component of all the initial teacher education programmes offered by the Faculty.”

“For example in 2020, over 510 STs were due to go out into the field. Then COVID-19 happened and having strong school-university partnerships became more important than ever, enabling mutual support in a time of such uncertainty, which has given rise to such unprecedented events.” The SUP’s many activities since COVID-19 are described in our cover story this issue (see page 3 to 7) and include having STs coach school students online, helping them prepare for exams and giving guidance to teachers suddenly having to provide all their lessons online.



*Ms Amy Au Yeung (second from right), principal of Cognitio College has served a guest speaker at the PGDE School Forum for the past four years and found the Teacher Ambassador Programme inspiring for the teachers.*

One of the longest SUP collaborations – dating back more than two decades to before the SUP Office was even created – has been with Cognitio College (Kowloon), whose teachers are part of the Teacher Ambassador Programme (TAP) and whose principal, Ms Amy Au-Yeung Wai-yin, has served a guest speaker at the Postgraduate Diploma in Education (PGDE) School Forum for the past four years.

Asked what she thinks her school gets out of the partnership with the Faculty, Ms Au-Yeung said, “Having STs at the school helps our teachers to reflect on their pedagogy and ways to improve the effectiveness of learning and teaching. Lesson observation and giving feedback to STs help mentors to reflect on the necessary components of effective learning and teaching. On the whole, providing the opportunity for enthusiastic young teachers to practice in real conditions is a meaningful way for schools to contribute to the education of Hong Kong.”

Teachers from Cognitio College have also joined the TAP under the SUP Office, and Ms Au-Yeung said, “I am pleased that Vice-Principal Alice Wong and the assistant panel heads in our school joined the programme. They reflected that the training was inspiring, and they have learnt how to conduct lesson observation and professional interflow with the support of education theories.”