

Mentoring Students for Talent Development: Its Role in Lifelong Learning

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In the recurrent discussion on the review of the overall education system in Hong Kong, issues related to the centrality of the learner, equity, excellence, information technology, and community-wide collaboration have emerged. In view of the emphasis on lifelong learning, it is suggested that mentoring should be considered an educational option not only for the nurturing of gifts and talents in students but also for the promotion of lifelong learning. The viability of this option is supported by the description of the development of mentorship programs with three levels of mentoring: Telementoring, double mentoring, and one-to-one mentoring. The implications of the use of telementoring via telecommunications and double mentoring via expertmentor and teacher/peer-mentors for greater dissemination and promotion of talent development and lifelong learning in Hong Kong schools are discussed/

Key words: mentoring; mentorship; talent development; lifelong learning

Quality and Equality in the Educational Development of Hong Kong and the Chinese Mainland

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The simultaneous pursuit of excellence and equity in educational development has tested the wisdom of educators and policy-makers since the advent of mass schooling. Implementation of educational policies, which aimed to facilitate such pursuance, has often caused confusion among teachers and school administrators who are charged with the responsibilities of improving school education for our children. The balance of quality and equality in schooling, therefore, is dependent on the articulation of commonly shared values within the community and the initiation of appropriate political and social actions. In the recent past, "quality education" has become a familiar slogan in education enterprises of both Hong Kong and the Chinese Mainland. While it carries different meanings in the two societal contexts, efforts to improve the quality of schooling have not been accompanied by measures to safeguard equity. This paper is an attempt to illuminate major educational issues in Hong Kong and the

Chinese Mainland with reference to quality and equality in education – stratification of schools and students, methods of improving the quality of schools, and relevance of education. It is argued that the elitist approach of old can hardly satisfy the requirements of a new information age. Because of the emergence of a new set of development requirements in the information age, both societies have to dig deep into their own pools of talents and avail opportunities to all children and youths to develop their potentiality to the fullest. In this endeavor, the major function of schooling to nurture talents for development becomes more obvious than ever before. The advent of information age, therefore, demands a convergence of excellence and equity in education.

Key words: education; Hong Kong; China

Students' Perceptions of Quality of School Life in Hong Kong Primary Schools

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This paper reports on a study in which the concept and measurement of the quality of school life in the Hong Kong context were developed. Based on the Australian model and scales of quality of school life, a sample of 2,963 students from 35 randomly selected primary schools was surveyed. Principal component analysis was used to analyze the data to confirm the existence of the scales. Further analyses of the data using reliability tests, correlation and multiple regression were performed to test the validity and reliability of the adapted instrument and its appropriate, objective performance indicators and provides essential information for schools and teachers about the areas in which the quality of school education can be managed. Important findings include: (1) most students were satisfied with the schools and had few negative feelings about being at school; (2) promoting teacher-student relations was the most effective way to maintain and assure the quality of school life; and (3) the quality of school life for most students deteriorated dramatically in Primary 5 and 6 when compared to Primary 4.

Key words: primary student; quality education; school life

Relationship between Teacher Behaviors and Student Academic Learning Time

in Junior Secondary Physical Education

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The purpose of the study is to examine teacher behaviors and students' academic learning time in physical education in local junior secondary physical educators and their physical education classes. Interval recording procedures were employed with the Arizona State University Observation Instrument to collect teacher behavior data. The Academic Learning Time-Physical Education instrument was used to collect data on the appropriate motor engaged activities of the students. Each teacher and their students were observed in four separate classes. Results show that students spent about one third of their time engaged in ALTPE. The most widely exhibited intervals of teacher behaviors were pre-instruction, concurrent instruction, management and silence. The Pearson Product Moment Correlation indicates that pre-instruction, concurrent instruction, and management had significant relationships with student ALTPE. To concluded, local physical education teachers need to play a dynamic role in using different teaching techniques in order to enhance quality teaching and learning. Future studies focusing on the effects of type of unit, time allocation, class size, and class structure on ALTPE could also aid researchers and teachers to better understand what constitutes an effective teaching-learning environment.

Key words: academic learning time in physical education; teacher behavior; physical educator

The Co-operating Teacher Scheme: A Learning Experience for Student-Teachers and Co-operating Teachers

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Though the notion of the mentor or co-operating teacher in initial teacher education has been implemented in other countries for many years (Haberman, 1971; Spillane &

Levenson, 1976), the Co-operating Teacher Scheme (CTS) was first attempted in initial primary education in Hong Kong only in 1994. The present qualitative study aims to investigate this new attempt by the Hong Kong Institute of Education. The paper focuses on the CTS as a learning experience for both student-teachers and co-operating teachers. Through in-depth interviews, student-teachers and co-operating teachers were asked to describe their experiences in the CTS and how the scheme affected their professional growth. Drawing on the findings, implications for initial teacher education and the implementation of the Scheme for the development of in-service teachers are discussed.

Key words: teaching practice; teacher education; learning of student-teacher

Perceptions of Heads of Subject Panels towards Staff Development Program: A study of Secondary Schools in Samarahan Division, Sarawak, Malaysia

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The Malaysian Education System encourages teachers to upgrade their abilities through Staff Development Programs (SDP) under the responsibility of the Head of Subject Panel (HSP). School inspectors have reported that the SDP has not been well implemented. This study, addressed to investigate the perceptions of the HSP regarding the implementation of the SDP in schools, assumed that such implementation depended on administrative support, balance between theory and practice, assessment, continuity and planning, and teachers' needs and developmental approach in executing the SDP. A questionnaire was used to required information based on the five factors from 156 HSPs in the Samarahan Division, Sarawak, Malaysia. The findings indicated that the HSPs were not satisfied with the present implementation and the lack of support from school administrators for the SDP. The assessment process for the SDP was deemed to be satisfactory and the HSP's felt teachers valued the SDP and thought of it being capable to enhance the

professionalism of teachers. Significant differences were found to exist in the perceptions of the HSPs for the SDP according to tenure of service but there was no significant relationship between perceptions towards SDP and the rate of implementation.

Key words: staff development program; head of subject panel; secondary schools

Reflective Teaching in Second Language Teacher Education: An Overview

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Reflective teaching has become a dominant paradigm in the second language teacher education in recent years. This paper reviews the conceptions and practice of reflective teaching in second language teacher education. The first part of the paper identifies five orientations to reflective teaching in the training and development of second language teachers; reflective teaching as thoughtful practice, as a model of teacher preparation, as organized professional development, as classroom inquiry, and as a means to social justice. The second part of the paper outlines the methods and strategies that have been proposed for implementing reflective teaching in preservice teacher education programmes and in professional development activities for serving language teachers. The paper finishes with a critique of reflective teaching as it is conceived and practiced in second language teacher education. The review will show that in the field of second language teacher education, more effort is needed in defining reflective teaching and reflection, and in researching the process of language teachers' reflection and its effect on classroom teaching.

Key words: reflective teaching; second language teacher education; second language teaching

測量閱讀理解能力的工具 - 「按題背默」

何萬貫

香港中文大學

傳統背默方法，以考勤為主。他們對課本的內容及主題思想是否理解？教師無從

評估。「按題背默」只是一種測量工具，主要目的是：第一，可以鼓勵學生在背默課文前，先要理解課文內容、主題和寫作技巧；第二，可以在學生背默課文時，測量他們對課文內容、主題和寫作技巧的理解程度。本研究以三所中學中四級學生為研究對象。高(band 1)、中(band 3)、低 (band5)程度的中學各一所，每所選居中四學生一班（每班約 40 人）。目的是要測試高、中、低程度的學生對傳統背默課文之理解程度。研究結果顯示，這種「按題背默測驗」、除了可達到傳統背默的測量目的外，還可以反映學生對課文「內容」和「主題」方面的理解能力。