

**In Search of Musical Talent in Schools in Hong Kong: An Overview of Different Perspectives**

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Current interests in the development of diverse talents in students have brought particular relevance and importance to the identification of musical talent in the Hong Kong school setting. An overview of different perspectives on what constitutes musical talent is first provided to set the stage for examining different assessment and identification approaches that emphasize musical aptitude, musical expression and performance, and creativity in musical tasks. It is suggested that the assessment of musical aptitude in terms of aural discrimination is a starting point, and should be followed by observation of students' creative interpretation in performance, improvisation, and composition. Other behavioral characteristics such as self-motivation and commitment crucial to talent development should also be taken into consideration in the identification process. Music education in Hong Kong and the corresponding musical talent identification procedures are then discussed in light of this overview.

*Key words: musical talent, music education, talent identification, Hong Kong*

**Facing the Challenges of the 21st Century: Preparation of School Leaders in Australia and Hong Kong**

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School Principals hold the key to effectiveness and quality in education, as they are the vanguards of stability and agents of change. School-based management (SBM) in New South Wales in Australia and Hong Kong has given the principals increased autonomy in managing the schools with accountability. Current trends in both systems indicate commitments for consolidating SBM, making the quality of leadership vital in institutionalizing change. Both systems select principals on merit, as leadership qualities are partly inborn and partly learned, resulting in a number of programs offered by the universities in meeting the demand for professional development. This paper presents practitioners' opinions on the effectiveness of the Master of Leadership and Management in Education (MLMEd) offered by the University of Newcastle and the Preparation for Principalship (PFP) program by the Chinese University of Hong Kong. Methodology included both quantitative and qualitative approaches and thus the findings are based on student evaluations and interviews with school leaders who followed these programs.

*Key words: professional development programs, school leaders, school-based management*

## **Accounting Education Reforms in the United States: A Case of Hong Kong Implementation**

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In 1989, the then eight largest CPA firms entered a partnership with the American Accounting Association (AAA) leadership to form the Accounting Education Change Commission (AECC) to provide leadership in changing accounting education so it will be responsive to the needs of those entering a variety of career paths and to address the educational needs of the principal stakeholders in accounting education. This article examines the developments over the past decade and a half in the United States and uses the eight proposed initiatives of the institutions receiving grants from AECC as a benchmark for implementation by a Hong Kong academic institution. The environmental difference between the United States and Hong Kong is pointed out. The Government of Hong Kong Special Administrative Region has directed all tertiary institutions to commence a four-year undergraduate degree programme (currently three years) within five years. If the Departments of Accounting of these institutions see the merit of the U.S. accounting education reform and particularly, the initiatives of AECC, then the latter used as a benchmark in programme development

by a Hong Kong academic institution already having a four-year programme, could be considered as a reference framework when developing their own new four-year accounting programme.

*Key words: accounting reforms, AECC initiatives, benchmark*

## **Investigating Perceptions of a Collegiate Physical Education Program's Organizational Culture, Instructional Supervision Practices and Socialization Processes: A Case Study**

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Historically, graduate teaching assistants (GTAs) have served as invaluable members of institutions of higher education teaching staff dating back to the 1800s. Currently, GTAs teach an estimated 40% of undergraduate courses offered at most major research institutions. The graduate teaching assistantship provides not only financial support for graduate studies but also allows graduate students opportunities to gain valuable and relevant experience as instructors. To date, scant scholarly attention has been paid to examining the organizational culture of graduate academic programs in which GTAs seek to fulfill their instructional tasks and responsibilities (Meyers, 2001). The goal of this research was to examine the organizational culture of a collegiate physical education (CPE) program paying particular attention to the impact of explicit and implicit symbolic messages received by its GTAs as communicated by influential university administrators concerning their role in the overall educational mission of their respective CPE program, academic departments, institution and the greater academic profession in which they were preparing to join upon graduation. Specifically, the research uncovered the participants' perceptions concerning the CPE program's ability to effectively provide instructional supervision, socialization, and development processes while preparing their GTAs for future career aspirations.

*Key words: graduate teaching assistants, physical education, college teaching*

## 從教師的教學信念看中文科新課程的實施

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香港中學中國語文新課程倡議「學生中心」的教學方式，有別於傳統的教學觀，故此，本質化研究旨在探究六位中文教師的教學信念及其對課程實施的影響。研究結果反映教師的教學信念可分為「傳授觀」及「啟發觀」兩大取向：「傳授觀」與新課程的理念有不少分歧之處，阻礙了新課程的實施；相反「啟發觀」與新課程的理念大致相符，能落實新課程。本文建議要成功實施新課程，必須持續地發展教師專業課程，以改變教師的信念及教學實務。

關鍵詞：教學信念、課程實施、中國語文

## 由課程指引到教科書——從編選體系的角度評論落實的方法

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香港課程發展議會在 2001 年公佈初、高中「中國語文教育學習領域·中國語文課程指引」（簡稱「指引」）。本文根據指引關於課程規劃與教材組織的內容，考察架構示例和教科書有沒有具體落實指引的主張。論證發現指引關於教材編選的原則是有理論依據的，但架構示例沒有把它落實下來，因而影響現行七套教科書的編寫。文章就有關的問題作出討論，最後根據理論依據，建構一個符合指引精神的課程規劃。

關鍵詞：課程指引、教科書、編選體系

## 家校協作的微型政治：權力！工具！夥伴！

吳迅榮

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本文報告一項以理解分析取向的質性研究，研究員以微型政治觀點探討和分析三所小學的家校夥伴關係情況。研究顯示，在發展家校夥伴關係的過程中，三所學校各自衍生了不同的家校關係模式：第一種是「家長乃政策的跟從者」模式，第二種模式是「家長乃推行校政的工具」，而第三種則是「家長乃虛假夥伴」。研

究員認為在目前香港的教育發展過程中，「家長作為學校的真正夥伴」，只是一個烏托邦而已，要達到真正的夥伴關係，尚待未來的發展。

關鍵詞：家校協作、微型政治、夥伴關係