

Chairman's Foreword

校董會主席前言



I am delighted to write the foreword for the 2000-01 Annual Report, the seventh since the establishment of the Institute in 1994. Significant progress was made in the past year to accelerate our upgrading to university level. The Institute now offers a large number of programmes at degree and postgraduate levels. It has also pioneered collaborative degree programmes with local tertiary

institutions as well as with other tertiary institutions in China and abroad, a unique development for university programmes in Hong Kong. With nine degree and postgraduate programmes on offer at the Institute, three of which were validated in 2000-01, and the first cohort of degree graduates going into local schools as teachers in the summer of 2001, considerable progress has been made. These new programmes are designed to support the current education reforms in Hong Kong, with a strong emphasis on the enjoyment of learning, creativity, communicative ability and a commitment to serving society.

We see evolution into a university of education, able to promote learning in all sectors of the knowledge society, as the next phase of the Institute's development. This vision is supported by the Institute's Council, staff and students. It is also in keeping with the Government and corporate sector's concern that the people of Hong Kong, our human resources, should be able to keep up with the changing demands of the information age. Our special mandate of laying a strong foundation for the learning society from the bottom up gives the Institute a unique niche, one that is complementary to the roles of other local universities.

In the year 2000-01, the Institute provided the majority of the pre-service teacher education in Hong Kong, as well as a considerable proportion of all in-service teacher education places, indicating the pivotal role it plays in preparing teachers to meet the demands of educational reform. The Institute has also successfully extended its tripartite collaboration with schools and with the Education Department, with the aim of fostering a creative classroom culture and revitalising teaching practice in partnership with schools and teachers. With the active involvement of teachers and principals, the Institute is developing a concept of field-based professional and academic knowledge, which brings together theory and practice, and enables us to support the teaching profession at all levels and contribute to the ongoing educational reform initiatives of Government.

The Council has also ensured that the development of the Institute's infrastructure matches its professional and academic development. In November of 2000, our new Town Centre was officially opened, accommodating about 900 students, most of whom are in-service teachers. Early in 2001 the 5.3 hectare Pak Shek Kok Sports Centre was opened, providing additional excellent athletic facilities for the Institute's students, many of whom will teach physical education in primary and

secondary schools. The construction of an early childhood learning centre was completed in the summer of 2001 and will be ready to welcome 150 children, aged from six months to six years, in September 2001. Finally, the conversion of vacant senior staff quarters to student hostels was also completed in the summer of 2001, providing nearly 500 new residential places for students in a family-style living environment for September 2001. These projects received funding from the Government and generous donations from the private sector, notably the Hong Kong Jockey Club and Hongkong Bank Foundation, showing the community's support for the Institute. This support is particularly treasured in view of the relative youthfulness of our institution.

As part of our commitment to quality enhancement, the Institute has undertaken intensive internal review of its teaching and learning processes over the past year. This has also served as preparation for the University Grants Committee's Teaching and Learning Quality Process Review scheduled for June 2002. In addition, the Institute has continued to develop dynamic global partnerships, which help to extend our professional network and contribute to an improved learning and teaching environment and fruitful intellectual exchange.

All of these accomplishments are due to the concerted efforts of the staff at all levels, under the able leadership of the Director, Professor Ruth Hayhoe, whose vision and dedication is greatly appreciated by all. The Council very much regrets that Professor Hayhoe will be leaving Hong Kong in early 2002 for family reasons and would like to take this opportunity to extend to her its very best wishes and thank her for her dynamic leadership over the last four years. A Search Committee has been formed by the Council to recruit a successor.

The Institute is also indebted to the University Grants Committee, the Education and Manpower Bureau and the Education Department for their continual support and guidance for our efforts over the past year. Our thanks go also to many friends and benefactors in the community who have given us warm and enthusiastic support.

I should like to take this opportunity also to thank my fellow Council members, three of whom, Ms Leona Lam, Mrs Mak Chen Wen-ning and Miss Annie Wu, retired this year. The Institute has benefited greatly from their support and advice. It has been my pleasure to work with them. I also extend a warm welcome to three new members of Council, Mr Cheung Pak-hong, Mr Lin Man-sheung and Ms Jan Westrick, all of whom joined the Council in April 2001. I count on their support and counsel in the coming years.

A handwritten signature in black ink, appearing to read 'Simon S O Ip'. The signature is fluid and cursive, with a horizontal line underneath it.

Simon S O Ip, JP
Chairman of the Council

這是香港教育學院自一九九四年成立以來的第七份年報，本人很高興能為它撰寫前言。過去一年，本校進展良多，在升格為大學的路上加速前進。本校現時提供大量的學位和學位後文憑課程，並率先與本地、中國大陸及海外的高等教育學府合辦學位課程，在本港大學課程中獨樹一幟。本校目前提供的九項學位及學位後課程中，其中三項在二零零零至零一年度通過評審；第一批學士學位畢業生於今夏投身本地教師行列。凡此種種，均可見本校去年取得長足的成就。這些新課程，都是為了支援本港目前的教育改革而設，而且特別強調學習的樂趣、創意、溝通技巧和服務社會的精神。

至於本校下一階段的發展，我們認為是要演化成一所師訓大學，並以倡導知識社會，推動全民學習為己任。這個遠景得到校董會、教職員和學生的支持，也符合政府及商界對培育香港人力資源以適應持續多變的資訊年代的關注；為學習型社會建造一個由下而上的茁壯根基，是本校的特殊受命，也同時賦予我們一個獨有的角色空間，可與本地其他大學相輔相成。



二零零零至零一年度內，本校為本港提供了大部分的職前教師培訓學額，以及為數不少的在職教師進修學額，突顯了本校在培訓教師、配合教育改革方面的關鍵角色。此外，本校亦成功擴大了與學校和教育署之間的三方合作關係，致力培養着重創意的教室文化，又與學校和教師建立夥伴關係，重新為教學方式注入生氣。在教師和校長的積極參與下，本校正在發展一系列專業實況經驗與學科知識並重的師訓概念，將理論與實踐結合，好讓我們在支援各階層教育專業人士方面，發揮更大的作用；在響應政府持續推行教育改革時，作出更大的貢獻。

校董會也注重本校的基礎建設，確保它能配合本身的專業和學術發展。二零零零年十一月，本校的市區分校新址正式啟用。新的分校校舍可供約九百名學生使用，大部分為在職教師。二零零一年初，位於白石角、佔地五點三公頃的運動中心開幕，為本校學生增添了精良的運動設施；而使用這些設施的同學，其中不少將在學成之後，到各中、小學任教體育。至於本校的幼兒發展中心，也於二零零一年夏季落成，準備在九月份招收年齡由六個月至六歲的幼兒共一百五十人。最後，由空置高級教職員宿舍改建而成的學生宿舍，

也於二零零一年夏天竣工。從二零零一年九月起，為學生提供近五百個家居式宿位。以上項目均蒙政府及私人機構慷慨撥款資助，特別是香港賽馬會與滙豐慈善基金，印證了社會人士對本校的支持。香港教育學院與其他大專院校相比，年紀尚輕，對各界的支持尤為感激。

過去一年，本校為了致力提高素質，進行了嚴格的教與學過程內部評審工作。此舉也是為大學教育資助委員會（教資會）在二零零二年六月訪查本院，並進行「教與學質素過程檢討」作好準備。此外，本校也繼續面向全球，發展充滿動力的夥伴關係，藉此延伸我們的專業網絡，改善學教環境和促進豐實的知識交流。

以上一切的成就，全仗校長許美德教授領導有方，全體教職員同心協力。許美德教授的遠見和對本校的赤誠奉獻，是有目共睹，有口皆碑的。校董會對許教授因家庭理由而須於二零零二年初離開香港，深感惋惜，希望藉此機會為她送上最美好的祝願，並感謝她過去四年在本校的英明領導。校董會現已成立遴選委員會，在適當的時候聘請繼任校長的人選。

本校於去年取得豐碩的成果，亦有賴教資會、教育統籌局與教育署的不斷支持和指導。本校又蒙社會人士、各界友好及贊助人熱心支持，我們對此深表謝意。

本人亦趁此機會向校董會同人致謝，其中林惠玲女士、麥陳尹玲女士及伍淑清小姐均於年內任滿。教育學院承蒙三位鼎力支持，不吝賜教，獲益良多。本人有機會與她們共事，深感榮幸。此外，我謹在此歡迎張百康先生、連文賞先生及韋淑勤女士於二零零一年四月加入校董會，並寄望他們在未來數年，對本校予以支持和提點。



校董會主席
葉錫安太平紳士