



Staff 教職員

“ To enhance staff expertise, qualifications, skills and leadership, and to develop shared commitment and enthusiasm to achieve the Vision.

提升教職員的學歷、技能和領導能力，發展其專長，並培育共同的承擔感，以達成教院之「遠景」。”

Staff

The Institute strongly believes that its staff members are its most important resource and is fully committed to enhancing their expertise, qualifications, skills and leadership, as part of its strategy to develop a shared commitment and enthusiasm for achieving its Vision and to become a university-level institute.

Number of staff

As at 30 June 2000, the total number of staff at the Institute stood at 1,075, of whom 395 were academic staff and 680 were non-academic.

Outstanding academic leaders join the Institute

Two outstanding academic leaders were recruited to head the academic division and the School of Languages in Education.

Professor Paul Morris, Deputy Director (Academic), was Chair Professor in the Department of Curriculum Studies at the University of Hong Kong before joining the Institute. Professor Morris had worked as a teacher educator since 1976. His research interests are mainly in curriculum development and evaluation – strategies, policy-making processes and implementation, and comparative education. He has published nine academic books and some 44 articles in refereed journals.

教職員

本校深信教職員是最重要的資源，因此致力提升教職員的專長、資歷、技能和領導才能，以鼓勵他們同心同德，達成本校的遠景目標，晉身為大學水平學府。

教職員人數

截至二零零零年六月三十日，本校共有教職員一千零七十五名，其中三百九十五名為教學人員，六百八十名為非教學人員。

延聘學術精英

兩位傑出的學術界領袖加盟本校，出掌學術部門和語文教育學院。

莫禮時教授出任副校長（學術）一職。加入本校前，他是香港大學課程學系講座教授。自一九七六年起，莫禮時教授已投身教師教育，研究興趣主要是課程發展與評核，包括策略、政策制訂過程與政策的推行，以及比較教育。莫教授曾出版九本學術著作，並在評審制期刊發表約四十四篇論文。

陳永明教授出任語文教育學院院長。他原為香港浸會大學中國語文及文學系系主任兼教授，曾出版多種中英文著作，包括期刊論文和書籍，內容廣泛，遍及中國文學以至古典音樂、比較哲學，其中不乏暢銷書籍。





Professor Ruth Hayhoe, the Director (middle), welcomes Professor Paul Morris, Deputy Director (Academic) designate (right), and Professor Chan Wing-ming, Dean of the School of Languages in Education designate.

校長許美德教授歡迎候任副校長(學術)莫禮時教授(右)與候任語文教育學院院長陳永明教授

教學人員培訓

本校的《策略方案》確認教學人員的專業培訓，是本校晉身大學水平學府的必要條件，因此這是首年策略計劃的重點優先項目。

進修高級學位

一九九九至二零零零年，教職員培訓委員會推行進修假期計劃，配合教學人員進修高級學位的需求。年內，共有一百七十六名教學人員獲得給假，在本港和海外著名學府修讀博士課程，六人獲給假修讀碩士學位課程，八人獲給假修讀深造證書課程。修畢博士及碩士課程的教院人員共十四名。

教學進修

本校鼓勵教學人員參加本港和海外的會議、研討會、工作坊和短期駐校計劃，以提高教學技巧和專科技能。各學系、教學與視導發展中心及其他機構舉辦了多種教職員培訓日和活動，幫助教職員準備教授本校推出的新課程，並協助他們提高教學技巧。培訓內容包括在教學上使用資訊科技、故事講述和教育話劇的運用等。評核和素質保證，也是主要的培訓內容。

研究培訓

本校十分注重培養教學人員的研究能力，特別是有關教師教育和學校教育方面的研究。除研究及國際合作中心、亞太教育領導及學校質素中心等舉辦有關研究發展、方法與學術寫作等的研討會、工作坊和講座外，年內還採取了多項措施，例如本年報所載的研究及學術活動，以促進教職員在研究方面的發展。

Professor Chan Wing-ming, Dean of the School of Languages in Education, was Head and Professor of the Department of Chinese Language and Literature at the Hong Kong Baptist University. Professor Chan publishes both in Chinese and English. His publications include journal articles and books on a wide range of topics, from Chinese literature to classical music and comparative philosophy, including some best selling titles.

Academic staff development

The Institute's Strategic Plan has identified the professional development of its academic staff as essential for the upgrading of the Institute to university level and made this a key priority for the initial year of the plan.

Pursuit of higher degrees

In 1999-2000, the Academic Staff Development Committee implemented a study leave scheme to cater for the need for staff to undertake higher degrees. During the year, 176 academics received support to pursue doctoral studies in renowned local and overseas universities while six were supported for master's degree programmes and eight for postgraduate certificates. Fourteen academic staff successfully completed doctoral and master's degrees.

Staff development in teaching

Academic staff were encouraged to enhance their teaching skills and subject expertise by attending local and overseas conferences, seminars, workshops and short-term attachments. A wide range of internal staff development days and activities was organised by the departments, the Centre for Learning, Teaching and Supervision and other units, to prepare staff for teaching new programmes offered by the Institute, as well as to help them update their teaching and pedagogical skills. This training ranged from the use of IT in teaching, to the use of story-telling and edu-drama. Assessment and quality assurance were other major areas of development.

Staff development in research

The Institute places a premium on developing academic staff capability in research particularly related to teacher education and school education. In addition to the seminars, workshops and lectures on research development, methodology and academic writing, organised by, for example, CRIC and the Asia-Pacific Centre for Education Leadership and School Quality, various measures, such as the research and scholarly activities noted in this report, were employed in the year to facilitate staff research development.

Non-academic staff development and training

The Institute recognises the importance of enhancing the skills and professional knowledge of its non-academic staff, providing them with support and sponsorship for staff development. Programmes for 95 staff members were supported, through financial sponsorship or study leave. Of these, 47 were for certificate, diploma, bachelor, master or doctoral degree programmes at local or overseas institutions. Participants ranged from senior administrative staff to clerical and technical staff.



Miss Pamela Leung (left) of the Department of Chinese receives her Distinguished Teacher Award from the Director

優秀教師表揚計劃得獎人、中文系講師梁佩雲女士(左)從校長手中接過獎項

In-house training

Between April and June 2000, the Institute held 12 in-house training programmes in Putonghua, interpersonal skills, supervisory management, time management and EQ for non-academic staff. A total of 255 non-academic staff members participated.

Performance planning and review

The planning and monitoring of staff performance is integral to the Institute's quality assurance, and crucial for achieving the goals set out in its Strategic Plan. In August 1999, the first pilot exercise of the Performance Planning and Review (PPR) for academic staff was completed. A survey was carried out, which indicated that most staff accepted the PPR scheme, though some refinement was needed to improve its implementation. The second PPR cycle will be completed in August 2001.

The aim of the scheme is to help staff to maximise their job satisfaction and performance, and to assist heads of departments to facilitate this. PPR is an ongoing process of planning, review, feedback and recognition. Staff regularly report their activities and achievements. Performance is reviewed and feedback provided, with reviews taking into account previously agreed performance and development goals for the individual, as well as the goals and priorities of the department and the Institute.

Administrative and support staff are subject to a similar performance planning and review scheme. They completed their first planning and discussion meetings in early 2000. Training for reviewers will be organised in preparation for the formal interim review near the end of 2000.

非教學人員培訓

本校認識到增強非教學人員的專業知識和技能是十分重要的，因此對他們的培訓大力支持和贊助。年內以學費資助和進修假期的方式，支持九十五名職員進修，其中四十七人申請在本港或海外院校修讀證書、文憑、學士、碩士或博士學位課程。進修職員包括高級行政人員以至文職人員及技術人員。

校內培訓

二零零零年四月至六月間，本校為非教學人員合共舉辦十二項校內培訓課程，內容包括普通話、人際溝通技巧、督導管理、時間管理和情意智商工作坊等，參加者共二百五十五人。

工作規劃和表現評核

教職員工作的規劃和評核，是本校素質保證計劃的一部份，對實現策略方案的目標至為關鍵。一九九九年八月，教學人員的工作規劃和表現評核第一次試驗計劃完成，調查結果顯示該計劃獲得大部份教職員接受，但在推行方面仍須稍加改進。第二期工作規劃和表現評核將於二零零一年八月完成。

計劃的目的是幫助僱員提高工作表現和滿足感，並協助部門主管達成這目標。工作規劃和表現評核是持續進行的策劃、檢討、回應和肯定過程，教職員定期向上司報告其工作和成果，評核人回顧屬員的工作表現，予以回應，檢討時考慮先前曾與屬員協定的表現和發展目標，以及學系和本校的整體目標與工作優先次序。

類似的工作規劃和表現評核計劃也適用於行政及輔助人員。二零零零年初，這方面的首輪規劃和討論會議圓滿結束。本校將為評核人提供培訓，為二零零零年底的正式中期檢討作好準備。

