
教育行政與政策學系

Department of Educational Administration and Policy

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教育行政與政策學系歷史悠久，多年來為香港、中國內地以至國際社會提供優質教育、研究和專業服務，成果有目共睹。本系同事專業知識廣泛，涵蓋範圍有：教育社會學、比較教育、經濟學、政策研究，以至教育行政、管理和領導、和組織理論及組織行為學等基本學科。本系同事研究興趣橫跨學前教育、基礎及中等教育、高等教育等多個重要組別，對中國教育政策及發展更素有研究。

本系著重教育的社會實用性，在教育各領域擔當領導地位。本系的教授及導師在一連串有關教育政策和教育領導的領域上進行學術探索，尋求在政策層面及學校層面上改善教育政策的實踐。藉此培養具主動性、具團隊協作及具社會觸覺的研究員、教育工作者和領導人才，致力在現今變化多端、漸趨多元化的社會和學校環境下，提高教育水平。

本系同事教授多個學系課程，包括教育學士、教育文憑、教育碩士、教育博士、哲學碩士和哲學博士等。本系主張持續的教學效能改善，不斷提升各課程的社會實用性及相關性。本系不斷地對教育文憑、教育碩士和教育博士等的課程進行檢討和調整，配合時代變遷的需要。

本系同事熱心積極參與教育研究，教員以各自獨立或以團隊方式承擔了多項大型或小型的研究計劃，亦成功從外界獲得大量競爭性的研究經費。本系亦支援就本地、亞太地區以至國際化的教育議題探究和進行研究，更推廣大學與學校協作進行各項學校發展及研究的計劃。我們重視和支援一眾從事教育研究的學生，歡迎來自全球各地學生投身教育研究的行列及專業，並致力透過研究期刊和其他傳播媒介，將研究發現在世界各地、尤其亞太地區發表，及提升研究成果的可見度。

本系同事願為教育事業及社會發展作出積極的貢獻，在專業上提供各式各樣的服務。本系同事與本地及海外的教育機構及專業團體有緊密合作，為他們提供諮詢服務。本系旨在透過建立具意義的伙伴關係和積極的支援，為學生、學校以至廣大的社區作出貢獻。

The Department of Educational Administration and Policy is an established department with

an enviable record of providing quality teaching, research and professional services to the educational communities in Hong Kong, mainland China, Asia-pacific regions and the broader international societies. Our academic staff members' expertise and interests cover the foundation disciplines of sociology, comparative education, economics, and policy studies, as well as educational leadership, management and administration. Our interests also cover different sectors of education, such as, early childhood education, elementary and secondary education, and higher education, with particular strengths in educational development in Chinese societies.

The mission of the Department is to prepare collaborative, proactive and socially aware researchers, educators and educational leaders committed to improving the quality of education in a variety of shifting and increasingly diverse societal and organizational contexts. We endeavor to achieve the mission through focusing teaching on relevance, assuming leadership positions within the education community, engaging in scholarly inquiry across a broad range of policy and leadership domains and seeking to improve education policies and practices at both the system and organizational levels.

We teach across a range of programmes offered by the Faculty, including the Bachelor of Education, Postgraduate Diploma in Education, Master of Education, Doctor of Education, Master of Philosophy and Doctor of Philosophy. We strive continually to improve the quality and the effectiveness and relevance of our teaching. The Department has constantly reviewed and restructured courses offered in the PGDE, M.Ed. and Ed.D. programmes as part of its drive for continuous improvement.

We are interested and active researchers. We work, both individually and collectively, to undertake large as well as small scale research projects and have been successful in acquiring substantial external competitive funds. Our interests cover various investigations and research into local, regional and international educational issues and phenomena, on a team-based, collaborative manner. The Department values and supports a large body of research students and welcomes expressions of interest from prospective students across the globe. The Department is committed to increasing its research visibility through publications and various means of dissemination, including holding conferences, seminars, symposiums, forums on focused themes, especially throughout the Asia-Pacific region.

We are also committed to contributing to the development and well-being of the education community in particular and the society in general. We do so through working closely with a broad range of professional communities, as well as schools and other educational institutions on a consulting way. We aim to maintain and enhance our contribution to students, schools and the broader educational community through active and meaningful engagement and partnership.

張志強 CHEUNG Chi Keung Alan

教授 Professor

教育行政與政策學系系主任 Chairperson of the Department of Educational Administration and Policy

大學與學校夥伴協作中心主任 Director of the Center for University and School Partnership

文學士 (BYU-Hawaii)、工管碩士、教育碩士、哲學博士 (BYU)。曾任約翰霍普金

斯大學教育學院副教授。現任約翰霍普金斯大學客座教授及南京師範大學特聘講座教授。研究範圍包括國際教育、雙語教育、學校整體改革、教育科技、階層線性模式及統合分析，參與多個相關範疇的大型隨機實驗及研究。(聯合)發表多篇論文、書章及研究報告，部份論文在著名學術期刊發表，如 *Review of Educational Research (RER)*、*Educational Research Review (ERR)*、*Journal of Educational Psychology (JEP)*、*American Educational Research Journal (AERJ)*和 *Reading Research Quarterly (RRQ)*。他獲得三個研究獎項，以表揚其在研究領域的貢獻及影響：2008 年在美國教育研究學會 (AERA) 期刊發表論文，獲評選為最佳論文，榮獲 *Palmer O. Johnson Memorial Award*；2013 年獲得中大卓越研究獎和 2018 年獲澳大利亞研究理事會 (ARC)頒發 *Discovery International Award*。在 2016 年，他還獲得了母校楊百翰大學頒發的傑出校友成就獎，以表揚他對學術專業和社區作出的重大貢獻。他曾在多個國家參與研究，包括英國、美國、中國、印度、新加坡、馬來西亞、印尼、愛爾蘭及墨西哥。任教科目：課堂與學校情景中的量化分析、香港教育政策、學校教育的架構與過程、香港教育制度及學校改進等教育議題。

BA in English (BYU-Hawaii), MBA, MED, and PhD (BYU). Prior to joining the department, Dr. Cheung was a faculty member in the School of Education at Johns Hopkins University. He currently serves as a Professor (Courtesy) at Johns Hopkins University and a Distinguished Chair Professor at Nanjing Normal University. His research areas include evidence-based reform, bilingual education and educational technology. He has been involved in many large-scale randomized experiments and studies on these topics and is the author or co-author of numerous journal articles, book chapters, and technical reports. His journal articles have appeared in top academic journals such as *Review of Educational Research (RER)*, *Educational Research Review (ERR)*, *Journal of Educational Psychology (JEP)*, *American Educational Research Journal (AERJ)*, and *Reading Research Quarterly (RRQ)*.

In recognition of his research contribution and impact in the field, he has received three research awards: The prestige *Palmer O. Johnson Award* for the best article published in an AERA journal by the American Educational Research Association (AERA) in 2008; the *Research Excellence Award* by CUHK in 2013, and the *International Discovery Award* by the Australian Research Council in 2018. In 2016, he also received an *Outstanding Alumni Achievement Award* from Brigham Young University, his Alma Mater, to recognize his significant contributions to his profession and community. Dr. Cheung has conducted research in various countries, including the UK, USA, China, India, Singapore, Malaysia, Indonesia, Ireland, and Mexico. He taught *Quantitative Analysis in Classroom and School Setting*, *Educational Policy and Practice in Hong Kong*, *Structure and Process in Schooling*, and *Issues and Advances in School Improvement*.

戴 坤 DAI Kun

助理教授 Assistant Professor

數字媒體學士、碩士 (澳大利亞格里菲斯大學)、哲學博士 (澳大利亞昆士蘭大學)。戴坤博士現為香港中文大學教育學院教育行政及政策學系助理教授。戴坤博士的研究興趣包括國際與比較教育、跨國高等教育、教育政策以及跨文化學習與適應。他的研究成果發表於眾多知名刊物，例如 *Higher Education*, *Studies in Higher Education*, *Journal of Studies in International Education*, *Educational Technology Research & Development*, *Compare*, *Higher Education Research & Development*, *International*

Journal of Intercultural Relations, Assessment & Evaluation in Higher Education, Oxford Review of Education，以及《北京大學教育評論》。此外，他的專著‘*Transitioning ‘In-Between’ Chinese Students’ Navigating Experiences in Transnational Higher Education Programmes*’在 Brill 出版。戴坤博士還是 *Journal of International Students* 的副編輯以及 *Compare* 和 *Journal of Diversity in Higher Education* 的編委會成員。他還擔任 40 多本國際期刊的審稿人，例如 *Studies in Higher Education, Higher Education, Journal of Studies in International Education* 與 *Cambridge Journal of Education* 等。同時，他也為 Routledge, Bloomsbury 與 Springer 等多個國際出版社擔任審稿人。

B. Digital Media (Griffith University, Australia), M. Digital Design (Griffith University, Australia), PhD (The University of Queensland). Dr DAI Kun is an Assistant Professor at the Department of Educational Administration and Policy, Faculty of Education, The Chinese University of Hong Kong. Dr Dai’s research interests include international and comparative education, transnational higher education, education policy, and teaching and learning in higher education.

Dr Dai’s work has appeared in several leading international peer-reviewed journals, such as *Higher Education, Studies in Higher Education, Journal of Studies in International Education, Educational Technology Research & Development, Compare, Higher Education Research & Development, International Journal of Intercultural Relations, Assessment & Evaluation in Higher Education, and Oxford Review of Education*. He is the author of “*Transitioning ‘In-Between’ Chinese Students’ Navigating Experiences in Transnational Higher Education Programmes*” (Brill) and “*Developing Intercultural Competence ‘at Home’: Domestic Students’ Experiences in Chinese Universities*” (Routledge).

Furthermore, Dr Dai serves as an associate editor of the *Journal of International Students and Higher Education Research & Development*, an editorial board member of *Compare* and the *Journal of Diversity in Higher Education*, and a referee for more than 40 international journals, such as *Studies in Higher Education, Higher Education, Journal of Studies in International Education, and Cambridge Journal of Education*. He also serves as a book proposal referee for Routledge, Bloomsbury, and Springer.

何世敏 HO Sai Mun Stanley

專業顧問 Professional Consultant

社會科學學士、教育文憑、教育碩士(香港中文大學)、教育博士(香港公開大學)。曾任中學教師、活動主任、教務主任、副校長、校長，參與不同學校議會及教育機構等公職服務，包括：香港校長中心(創會委員)、香港中學校長會(副主席)、香港學校自評網絡(主席)、黃大仙區中學校長會(主席)、教育局、香港考試及評核局以及聯業訓練局等專責委員會。近幾年更多投入香港、澳門及台灣等地大學教學及研究，致力加強本地與外地教育、大學與學校交流聯繫及伙伴協作，結合教育理論、研究及實踐。多年以來，一直協助推動教育工作者專業發展，包括香港及國內校長培訓、香港及澳門學校自評中層領導與教師培訓、國內、香港和台灣自主學習工作坊與中小學校本支援等計劃顧問及導師。專業關注範疇涵蓋學校領導、學校自評、外評及學校改進、自主學習、適性評估、其他學習經歷及學生聲音。

BSSc, DipED, MED (CUHK), EdD (OUHK), served as secondary school teacher, activities master, prefect of studies, vice principal and principal, participated in voluntary services in different school councils and educational institutes including, the Hong Kong

Principals' Institute (Founding Councilor), Hong Kong Association of Heads of Secondary Schools (Vice-Chairman), Hong Kong Schools Self-Evaluation Network (Chairman), Secondary School Principals Association of Wong Tai Sin District (Chairman), and various special committees in Education Bureau, Hong Kong Examinations and Assessment Authority and Vocational Training Council; in recent years, devoted more time to teaching and research in universities in Hong Kong, Macau and Taiwan, with a commitment to promoting the collaboration and partnership between local and oversea education, universities and schools, integrating theory, research and practice; since early years, has been playing a role in the professional development of educational practitioners, serving as consultant and mentor of training programs of principals in Hong Kong and Mainland, school self-evaluation projects for middle management and teachers in Hong Kong and Macau, self-regulated learning workshops and school based support programs in Mainland, Hong Kong and Taiwan; areas of professional interest: school leadership, school self-evaluation, external evaluation and school improvement, self-regulated learning, adaptive assessment, other learning experiences and student voice.

郭恩成 KWOK Yan Shing Henry

助理教授 Assistant Professor

文學士、教育學士（香港大學）、哲學碩士（劍橋大學）、哲學博士（格里菲斯大學）。已故英國社會學家伯恩斯坦（Basil Bernstein）提出的一個有關教育的問題，總是讓郭教授很感興趣。也就是說，如何在學校內外，通過新的教學模式，打破不平等。這是他研究探究的起始點，促使他關注 (1) 教育政策，(2) 課程改革，(3) 教師教育，以及 (4) 社會正義與平等。

郭教授未來的研究將集中於下列四項：(1) 教師專業化的政策重構；(2) 氣候正義與環境教育；(3) 精神健康教育和政策；(4) 西方社會裡的「文化戰爭」及「後真相」對宗教（特別是基督教）、知識和教育的衝擊。就研究風格而言，他積極主張打破學科界限，以探索複雜的社會現實。他的學術工作受到了各科理論啟發：人類學、歐陸哲學、文化研究、科學與科技研究、精神分析甚至神學。他問，他們如何才能從看似不切實際的社會理論和哲學中尋找失落的見解，並提出新的問題，從而重新構想教育研究、教學實踐和學校領導？

郭教授正於布里斯本精神分析研究中心，接受初級階段的培訓。他還是澳洲布里斯本格里菲斯大學的兼任研究員，參與一項長期資助項目，在該項目中，大學學者與昆士蘭州貧困地區的教師、家長和社區組織合作，並共同開展研究。在此之前，他曾在香港公開大學（現為香港都會大學）及在兩所本地中學任教。

BA, BEd (HKU), MPhil (Cambridge), PhD (Griffith)

Prof. Kwok is always intrigued by the pivotal question on education raised by the late British sociologist Basil Bernstein. That is, how can inequality be interrupted, through new modes of pedagogy, in and beyond schools? This is the starting point of his research enquiry and prompts him to focus attention on education policy, curriculum reform, teacher education, and social justice and equity.

More specifically, Prof. Kwok's future research will focus on (1) recontextualisation of teacher professionalisation policy; (2) climate justice and environmental education; (3) mental health education and policy; and (4) the impact of 'culture war' and 'post-truth' on religion (especially Christianity), knowledge, and education in the West. In terms of

research style, he is a strong advocate for breaking down disciplinary boundaries, in order to scratch beneath the surface of complex social reality. His academic work has been informed by a wide range of theoretical resources: anthropology, continental philosophy, cultural studies, science and technology studies, psychoanalysis and even theology. He asks, how can they retrieve the lost insights from the seemingly impractical social theory and philosophy, to open up new questions and therefore, reimagine educational research, pedagogic practice, and school leadership?

Prof. Kwok is at the beginning stages of training in the Brisbane Centre for Psychoanalytic Studies. He is also an adjunct research fellow at Griffith University in Brisbane, Australia, on a long-term funded project in which university academics work and co-produce research with teachers, parents, and community organisations in a high poverty area in Queensland. Before that, he lectured at the Open University of Hong Kong (now Hong Kong Metropolitan University) and taught in two local secondary schools.

黎萬紅 LAI Man Hong

副教授 Associate Professor

香港中文大學伍宜孫書院副院長 Associate Master, Wu Yee Sun College, the Chinese University of Hong Kong

文學士（台灣中興大學）、教育文憑、哲學碩士、哲學博士（中大）。任教科目包括華人社會的教育變遷、教育政策研究、教育研究中的質化方法、華人社會中的教育改革。研究興趣包括：當代華人社會的教育發展、高等教育、教育治理、學術資本主義、教師發展、及職業教育。

BA (Chung Hsing University), DipEd, MPhil, PhD (CUHK). Courses taught: Educational Change in Chinese Societies, Policy Studies in Education, Qualitative Method in Educational Research, Education Reform in Chinese Societies. Research interests: Educational Development in Contemporary Chinese Societies, Higher Education, Governance in Education, Academic Capitalism, Teacher Development, and Vocational Education.

林嘉嘉 LAM Ka Ka

專業顧問 Professional Consultant

文學士、教育文憑、哲學碩士、哲學博士（中大）。曾任中學教師、科主任、輔導主任、大學兼任講師、中大教育學院兼任視學導師。任教科目包括：學校教育的架構和過程、香港教育政策與實踐、教育研究中的族誌學研究、香港社會與教育、回首來時路：香港教育的歷史脈絡。研究興趣：中國與香港政治與教育之關係、國族主義與身份建構、香港教育史、香港教育政策、教師發展等。

BA, DipEd, MPhil, PhD (CUHK). Served as teacher, subject panel chairperson and Mistress of Counselling in secondary schools, part-time lecturer in Universities, and part-time teaching supervisor in CUHK. Courses taught: Structure and Process of Schooling, Educational Policy & Practice in HK, Ethnographic Study in Education Research, Education and Society in Hong Kong, From whence we came: The Historical Contexts of Hong Kong Education. Research interests include: Political and educational relationships between China and Hong Kong, nationalism and identity construction, history of education in Hong Kong, educational policy and practice in Hong Kong,

teacher development.

劉雅詩 LAU Ngar Sze

高級講師 Senior Lecturer

社會學學士、教育文憑、文學碩士(中大)、哲學碩士(牛津)、哲學博士(蘭卡斯特大學)。曾任中學教師及倫理宗教科統籌、香港教育大學講師及高級講師、教育博士共同指導老師、兼任助理教授和碩士論文導師、香港教育局課程發展處和香港考試及評核局委員。劉博士榮獲教育署校本課程設計計劃嘉許狀(2000 年度)、香港教育大學教育及人類發展學院首屆關愛育人獎 (2021 年度)，以及優秀學校體驗視導獎 (2021-22 年度上學期)。任教科目包括：學校教育的架構和過程、價值教育、教師倫理、正向教育、正念教育、常識和通識教育等。研究興趣包括：華人地區跨國靜修活動、宗教教育、靈性健康、價值教育、正念教育、德育及倫理教育、融合教育等。劉博士 2007 年開始為本科生、職前教師和在職教師進行正念、身心靈健康和正向教育等教研計劃工作，曾協助籌辦多個相關研討會和教師專業培訓。她定期在國際學術期刊和學術出版社發表相關論文，以及協助國際學術期刊包括《正念》、《宗教》、《兒童靈性國際期刊》審查論文。

BSSc, PGDE, MA (CUHK), MPhil (Oxford), PhD (Lancaster). Dr. Lau had served as a secondary school teacher, subject panel of Ethics and Religion, Lecturer, Senior Lecturer, and EDD co-supervisor at the Education University of Hong Kong, part-time Assistant Professor and MA theses supervisor, member of Curriculum Development Institute of Hong Kong Education Bureau, and the Hong Kong Examinations and Assessment Authority. Dr. Lau received Certificate of Appreciation of School-based Curriculum Project Scheme of Education Department, HKSAR (2000), the Inaugural Caring Teaching Award of Faculty of Education and Human Development (2021), Award for Excellent FE Supervision (2021-22 Semester I) at the Education University of Hong Kong. Courses taught include Structure and Process of Schooling, values education, teachers' ethics, positive education, mindfulness education, General studies and Liberal studies, etc. Research interests include transnational meditation in Chinese communities, religious education, spiritual health, values education, mindfulness education, moral and ethics education, and inclusive education, etc. Dr. Lau has started teaching and research projects on mindfulness, mind-body-spirit health and positive education for undergraduates, pre-service teachers, and in-service teachers since 2007. She helped organizing a few academic conferences and teachers' professional training. She publishes academic papers in international journals and academic publishers. She also reviews academic papers for numerous academic journals, including Mindfulness, Religions, International Journal of Children's Spirituality, etc.

李玟霖 LEE Daphnee Hui Lin

副教授 Associate Professor

文學士、社會科學碩士(新加坡國立大學)、哲學博士(澳洲國立大學)。李玟霖是一名以社會學為專業背景，從事教育領域研究工作的學者，她運用社會學視角來研究華人社會的教育變革。她畢生熱衷於研究變革如何塑造專業身份，以及專業人員如何在變革中增強自身的能力。李玟霖最新的研究計劃聚焦於跨文化身份、價值觀和教育變革，探究人們基於自己的童年經歷，在專業學習社群、教學實踐或在應對線上

社群網絡中的跨文化差異時，是如何思考、交流和做出行動。她運用其所提出的「身份嫁接」理論，將身份和價值觀作為專業實踐和學習的基礎。李玟霖在她的《營造華人特性》(Managing Chineseness, Palgrave Macmillan, London, 2017)一書中，通過「身份嫁接」(Identity Grafting)理論探討了華人職業身份的理論意義。她擔任《Journal of Educational Change》的副主編，為國際學術界做出貢獻。在加入香港中文大學之前，李玟霖在香港教育大學和新加坡南洋理工大學(新加坡國立教育學院)開始了她的早期學術研究生涯。她在澳大利亞國立大學攻讀博士學位，為從社會學角度解釋個人如何構建和行使身份認同的實證工作奠定了基礎，並將組織、社會和政策實施的經驗與世界各地的教育變革聯繫起來。

BA, MSSc (NUS), PhD (ANU). Daphnee Lee is a sociologist by training and researcher in education who employs a sociological lens to study educational change in Chinese societies. She has a lifelong passion for understanding how change shapes professional identities and how professionals empower themselves in the face of change. Daphnee's latest research initiative focuses on intercultural identities, values and educational change, exploring how people, based on their childhood experiences, think, talk, and act, via professional learning communities, their teaching practice, or when managing intercultural differences in online social networks. Daphnee investigates the identities and values underpinning professional practice and learning with a theory she developed on identity grafting. In her book on Managing Chineseness (Palgrave Macmillan, London, 2017), Daphnee examines the theoretical implications Chinese professional identities through the concept of identity grafting. As a service to the international scholarly community, she is Associate Editor of the Journal of Educational Change. Prior to CUHK, Daphnee started the earlier phases of her academic scholarship at The Education University of Hong Kong; and Nanyang Technological University (National Institute of Education, Singapore). Her Ph.D. work at the Australian National University laid the foundations for the sociological explanation of empirical work on how individuals construct and exercise their identities, linking organizational, social, and policy experiences to global reforms and movements.

歐冬舒 OU Dongshu

副教授 Associate Professor

經濟學學士(中山大學)、文學碩士、哲學碩士、哲學博士(哥倫比亞大學)。劍橋大學訪問學者(2016/7)，劍橋大學卡萊爾學堂終身會員。現任香港教育研究所副所長，香港中文大學崇基學院院委會委員。校內外兼職主要包括雅禮協會教育委員會委員，優質學校改進計劃顧問委員會主席，世界大學聯盟經濟指導小組成員，中大全球中國研究計劃成員，以及中大人人口研究中心委任教授。歐教授從事教育經濟學研究，主要研究興趣包括教育改革的影响與結果，以及人力資本與移民融合的相互作用。她主持的研究項目多次獲得英國國家科學院、香港研究資助局、田家炳基金會和世界大學聯盟基金資助。此外，她還擁有在倫敦政治經濟學院經濟績效中心(Centre for Economic Performance, LSE)、聯合國兒童基金會(UNICEF)、福特基金會(Ford Foundation)和公立學校新視野中心(New Visions for Public Schools)等主要機構的研究和諮詢經驗。目前主要教授研究生和本科生的教育政策，教育與發展以及教育財政等課程。

B.Econ. (Sun Yat-sen University), M.A., M.Phil., Ph.D.(Columbia University). Dr. Ou specializes in economics of education. Previously she has been visiting scholar at the

University of Cambridge (2016/7) and is a Life Member of Clare Hall, University of Cambridge. She is Associate Director at the Hong Kong Institute of Educational Research and an Assembly Fellow at Chung Chi College. She also serves for Yale-China Education Committee, QSIP Advisory Committee, the Economics Steering Group of Worldwide Universities Network, the Global China Research Programme at CUHK, and is a Faculty Affiliate at the Centre for Population Research. Her two core areas of interest are the impact and consequences of educational reforms, and the interactions of human capital and immigrant integration. Her research has been supported by the British Academy, Hong Kong Research Grant Council, Tin Ka Ping Foundation and the Worldwide Universities Network. She has extensive research and consultancy experience on educational policy for major organizations including Centre for Economic Performance at the London School of Economics, UNICEF, the Ford Foundation, and New Visions for Public Schools. She teaches graduate and undergraduate courses on educational policy, education and development and educational finance.

謝均才 TSE Kwan Choi

副教授 Associate Professor

社會科學學士、哲學碩士（中大）、哲學博士（英國華威大學）。曾任中學教師、中文大學社會學系助教及講師、優質教育基金項目評審、行政長官卓越教學獎(2014/2015)、「德育及公民教育」評審團主席、公平貿易學校獎勵計劃學校推廣委員會委員(2015)、價值教育學會顧問(2014)、北京首都師範大學客座教授。他亦為逸夫書院校董(2014 年迄今)。任教科目包括價值教育與德育、公民教育、傳媒教育、歷史比較研究法、香港教育政策與實踐和教育社會學。研究範圍包括香港教育政策、德育、公民教育、家庭和傳媒作為社教化機構、青少年研究、公民資質及國族主義。BSSc, MPhil (CUHK), PhD (Warwick). Served as secondary school teacher; research assistant and lecturer in the Department of Sociology at CUHK; external reviewer for Quality Education Fund; Chairman of the Assessment Panel on Moral and Civic Education, the Chief Executive's Award for Teaching Excellence (2014/2015); panel member of the Fair Trade School Award Scheme (2015); consultant to Association for Values Education (2014); guest professor of Capital Normal University, Beijing. He also serves as a Trustee at Shaw College (2014 to present). Courses taught include Values and Moral Education, Citizenship Education, Media Education, Historical-comparative Research Method, Educational Policy and Practice in Hong Kong, and Sociology of Education. Research interests include educational policy in Hong Kong, moral education, civic education, family and mass media as socialization agents, youth studies, citizenship, and nationalism.

黃麗鏗 WONG Lai Ngok Jocelyn

副教授 Associate Professor

教育學院助理院長（學生事務）Assistant Dean (Student Affairs), Faculty of Education 文學士、教育文憑、哲學碩士（中大）、哲學博士（悉尼大學）。曾任中學教師、中國歷史科科主任、專業發展項目助理經理、講師、香港大學博士後研究員、新加坡國立教育學院及香港教育學院助理教授。任教科目包括華人社會的教育改革，學校教育的架構與過程及教師發展與領導。研究範圍包括：教育分權政策、中國教育發展與改革、教育變遷下的教師專業及校本教師專業發展。

BA, DipEd, MPhil (CUHK), PhD (Sydney). Served as secondary school teacher and Chinese History subject head teacher, Assistant Project Manager, lecturer, Post-doctoral fellow at the University of Hong Kong, Assistant Professor at National Institute of Education of Singapore and Hong Kong Institute of Education. Courses taught include Education reform in Chinese societies, Teacher development and leadership and Structure and process of schooling. Research areas include Educational decentralization policy, Education reforms and development in China, Teacher professionalism within reform contexts and school-based professional development of teachers.

梁賢佑 YANG Hyunwoo

研究助理教授 Research Assistant Professor

文學士（光州教育大學校）、文學碩士（賓夕法尼亞州立大學）、哲學博士（威斯康星大學麥迪遜分校）。在加入本系之前，梁博士是香港大學的博士後研究員。他的研究領域包括教育政策評估研究和幼兒教育。他在研究中使用先進的定量方法，包括多層次分析和準實驗方法，有時還借助機器學習技術和貝葉斯統計。

梁博士的研究成果發表在許多同行評審期刊上，包括 *Asia Pacific Education Review*, *Early Education and Development*, *Journal of Education for Students Placed at Risk*, *Professional Development in Education* 以及 *Teaching and Teacher Education*。在美國攻讀博士學位期間，他的工作獲得了 American Educational Research Association-National Science Foundation (AERA-NSF) 論文資助計劃的認可。

BA (Gwangju National University of Education), MA (Pennsylvania State University), PhD (University of Wisconsin-Madison). Before joining the Department, Dr. Yang was a post-doctoral fellow at the University of Hong Kong. His research areas include educational policy evaluation studies and early childhood education. He uses advanced quantitative methods for his research, including multi-level analyses and quasi-experimental approaches, sometimes with the help of machine learning techniques and Bayesian statistics.

Dr. Yang's work has been published in many peer-review journals, including *Asia Pacific Education Review*, *Early Education and Development*, *Journal of Education for Students Placed at Risk*, *Professional Development in Education*, and *Teaching and Teacher Education*. During his PhD in the US, his work was recognized with an award from the American Educational Research Association-National Science Foundation (AERA-NSF) Dissertation Grant program.

袁月梅 YUEN Yuet Mui Celeste

副教授 Associate Professor

教育文憑（柏立基教育學院）、理學士（蘭卡斯特大學）、文學士（布魯內爾大學）、教育碩士（曼徹斯特大學）、哲學博士（倫敦大學）。曾任小學老師、英國倫敦大學教育學院、赫爾大學及廣州教師學院訪問學者；香港教育大學教育政策與領導學系副系主任兼副教授。擁有超過十五年的中小學管理及行政經驗。任教科目：教師發展和領導、教育政策與社會、跨文化背景下的體驗學習、學校教育的架構和過程和家校社區協作與學校發展。研究興趣包括：跨文化教育、青年研究、內地移民、跨境及少數族裔教育、跨文化家校社區研究、靈性健康、學校及公民參與、平等教育及融合教育等。

CertEd (SRBCE), BSc (Lancaster), BA (Brunel), MEd (Manchester), PhD (London). Professor Yuen began her career as a primary school teacher and served as a manager and supervisor in both primary and secondary schools for more than 15 years. She was a visiting scholar at the UCL-Institute of Education, University of London, University of Hull, England and Guangzhou Teacher Institute, China. Served as Associate Professor and Associate Head in the Department of Education Policy and Leadership, The Education University of Hong Kong. Course taught at present: Teacher Development and Leadership; Structure & Process of Schooling; Developing intercultural competence: Experiential learning; Educational Policy and Society; Home-School-Community Collaboration. Research interests: Intercultural studies; Youth studies; Chinese immigrant, Cross-boundary and South Asian minority education and policy in Hong Kong; Intercultural home-school-community studies; Spiritual health; School and civic engagement; education policy studies; Equity and inclusive education; Curriculum studies.

鄒小蘋 ZOU Xiaoping Tracy

助理教授 Assistant Professor

理學士、哲學博士（理大）、教育博士（香港大學）。曾於香港科技大學擔任助教及於香港大學擔任助理教授。研究興趣包括：高等教育國際化，教學研究關係，和教學發展。她的多篇論文發表於高等教育領域著名期刊，例如，*Studies in Higher Education*, *Higher Education*, 和 *Higher Education Research & Development*。任教科目包括：價值教育與德育和學校教育的架構和過程。她主持過多項國際研討會，其中 2020 年的研討會吸引了來自 28 國家，超過 400 名學者參與。她目前擔任 *International Journal for Academic Development* 期刊副編輯以及 *Asian Journal of the Scholarship of Teaching and Learning* 期刊編委會成員。她亦獲得 Higher Education Academy 的高級教員資格。

BSc, PhD (PolyU), EdD (HKU). Dr. Zou served as a teaching associate at the Hong Kong University of Science and Technology and an assistant professor at the University of Hong Kong. Her main research areas are internationalization of higher education, teaching and research nexus, and academic development. She has published in several reputable journals in the field of higher education, for example, *Studies in Higher Education*, *Higher Education*, and *Higher Education Research & Development*. Courses taught include Values and Moral Education and Structure and Process of Schooling. Dr. Zou chaired a number of international conferences, and the recent one in 2020 attracted over 400 online audiences from 28 countries. She is an associate editor of *International Journal for Academic Development* and an editorial member of *Asian Journal of the Scholarship of Teaching and Learning*. She is also a Senior Fellow of Higher Education Academy.