

使命

香港中文大學教育學院的主要使命，是為學員提供一充實豐足的環境，使他們可以接受優質的專業及學術培訓，發展成為教育界翹楚。我們期望擴展在香港教育範疇的影響，為政府及學校提供在學校變革方面的援助，達到為新一代提供優質教育的最終目的。我們亦會致力教學及研究，積極發展成為太平洋邊陲地區教育研究及教育專業發展的領導中心，務求對中西文化交流作出貢獻。

歷史 — 主要事件

成立期：

香港中文大學教育學院（School of Education）於1965年成立，是本大學第一個專業學院，成立初期只提供一年制教育文憑課程，收錄大學畢業生，培訓成為專業的高中教師。當時學院租用九龍某大廈的一層樓上課，只有講師三數位，學生二十多名，開設的科目也只有十餘科。

發展期：

到了七十年代中期，香港的中學教育急遽擴展，教育當局對中學教師的專業水平日益重視，並規定在中學任教的大學畢業生必須修畢教育文憑課程，才算是符合檢定升等的資格。社會對學位教師培訓課程的需求因而大增，同時對教育研究專才的需求亦日見顯著。教育學院因應社會轉變，迅速發展。除師生人數不斷增加外，學院更不斷提供多元化的課程和提高課程水平，以及改進各種教學設施。1973年，教育學院遷進大學校園，借用崇基學院的教室上課，並開辦教育學文學碩士課程。

1978年，港府訂定高中及專上教育發展大綱，其時教育學院已取得相當長足的進展：有全職講師十五位，學生五百人，開設的課程有一年全日制及二年在職兼讀制教育文憑，和文學碩士（教育）課程。此後師生人數根據政府的教育發展方案按年遞增，以配合社會發展所需。

教育學院在成立後首二十年皆獨立運作，初為直接向大學教務會負責的單位，至1976-77學年大學改制，教育學院亦轉為直隸大學研究院的一個獨立學部，學院師生雖為大學正式成員，但對校政的參與有別其他教學院系，例如本身沒有院務會或系務會的組職，因而在大學的各級教學及行政架構內，也沒有教育學院的選任代表。

轉變及重組期：

1987-88 學年，教育學院全體教師一致議決向大學建議改制，把教育學院改組為學院（Faculty of Education），劃分教育心理學、教育行政與政策、課程與教學三個學系。大學教務會原則上接納此一建議，並把負責校內本科生體育課程的體育部撥歸教育學院轄下，以便發展體育的學術研究和專業培訓。

1988-89 學年，教育學院院長一職改由院內講師互選產生，其餘新制度亦相繼推行。1991-92 學年，教育學院正式成為一個與文、理、社、商、醫等學院享有同等地位的學院。

1993 年，教育學院取得重要的發展，成立了香港教育研究所，提供獨立而設備完善的資源中心，致力教育研究及出版工作，刊物包括中英雙語《教育學報》和《基礎教育學報》，以及專題研究叢書。

1998 年，教育學院更成立大學與學校夥伴合作中心，致力推進大學與學校間健康互惠的關係，務求為個別學校以至整體社群帶來良好的轉變。

現時及未來發展

目前，教育學院共有四個學系及一個學部 — 課程與教學學系、教育行政與政策學系、教育心理學系、體育運動科學系及體育部。經歷一連串的改制，在課程方面亦有不少的轉變及擴展：

年份	開 辦 課 程
1965	教育文憑課程
1973	文學碩士（教育）課程
1988	兼讀制教育學士（小學教育）課程①
1989	兼讀制教育學士（體育運動科學）課程②
1990	哲學博士課程
1992	哲學碩士及教育碩士課程，替代原本的文學碩士（教育）課程
1994	全日制教育學士（小學教育）課程③ 教育學士（體育運動科學）課程④
1997	教育博士學位課程
1998	全日制教育學士（語文教育）課程 兼讀制學位教師教育文憑（小學）課程
2000	全日制教育學士（數學教育）課程① 全日制學位教師教育文憑（小學）課程 學位教師高級教育文憑（學生輔導）課程⑤

年份	開 辦 課 程
2001	學位教師高級教育文憑（資訊科技教育應用）課程⑤ 學位教師高級教育文憑（普通話教育）課程⑤
2002	普通話教育文學碩士學位課程 運動科學理學碩士學位課程
2003	資訊科技教育應用文學碩士學位課程⑥
2004	英語教學文學碩士學位課程 學校諮商與輔導文學碩士學位課程 學位教師高級教育文憑（藝術教育）課程⑤ 體育運動科學深造文憑課程⑦
2005	學校改善及領導文學碩士課程 體育學文學碩士課程 學生活動教育文學碩士學位課程⑧ 學位教師高級教育文憑（通識教育科）課程⑤ 學位教師教育文憑課程（通識教育科知識及教學法）⑨ 學位教師教育文憑課程（英語教學學科知識及教學法）⑨
2006	中國語文教育文學碩士學位課程 通識教育科課程發展與教學文學碩士學位課程⑩ 價值教育文學碩士學位課程 數學教育理學碩士學位課程
2006	學位教師教育文憑課程（中文教學學科知識及教學法）⑨ 全日制文學士（英文研究與教育）學位課程⑪
2007	幼兒教育文學碩士學位課程 家長教育文學碩士學位課程⑩ 兼讀制教育學士（幼兒教育）學位課程⑫
2008	全日制文學士（中國語言及文學）及教育學士（中國語文教育） 同期結業雙學位課程⑬⑭⑮ 全日制文學士（英國語文研究）及教育學士（英國語文教育） 同期結業雙學位課程⑬
2009	教育學士（通識教育）學位課程⑯
2011	國際漢語教育文學碩士學位課程

年份	開辦課程
2012	教育學士（數學及數學教育）學位課程 二年制理學士（運動科學與健康教育）課程
2016	學位教師教育文憑（幼兒教育）課程 二年制文學士（幼兒教育）課程
2019	專業教育心理學文學碩士學位課程 教育學士（幼兒教育）學位課程
2020	運動科學與體力活動理學碩士學位課程
2022	四年制理學士（學習設計與科技）學位課程
2023	對母語為非英語人士的英語教學文學碩士學位課程
2024	四年制理學士（人體運動科學與健康研究）學位課程
2025	關鍵學科領域教學（國家優秀中小學教師培養計劃）教育碩士學位課程

① 已於 2004 年停辦

② 已於 2002 年停辦

③ 已於 2000 年停辦

④ 由 2012 至 13 年度起，課程名稱更改為教育學士（健康與體育運動科學）課程。

⑤ 已於 2008 年停辦

⑥ 由 2013-14 年度起暫停招生

⑦ 由 2016 至 17 年度起，課程名稱更改為體育運動科學深造文憑課程，已於 2019 年停辦。

⑧ 由 2014-15 年度起暫停招生

⑨ 由 2008-09 年度起暫停招生

⑩ 由 2015-16 年度起暫停招生

⑪ 香港中文大學與香港教育學院合辦課程，於 2008 年改名為文學士（英國語文研究）及教育榮譽學士（英國語文教育）學位課程，已於 2012 年停辦。

⑫ 已於 2013 年停辦

⑬ 由全日制教育學士（語文教育）課程改組

⑭ 由 2010 至 11 年度起，全日制文學士（中國語言及文學）及教育學士（中國語文教育）同期結業雙學位課程的名稱更改為文學士及教育學士（中國語文教育）同期結業雙學位課程。

⑮ 由 2015 至 16 年度起，全日制文學士及教育學士（中國語文教育）同期結業雙學位課程的名稱更改為文學士（中國語言研究）及教育學士（中國語文教育）同期結業雙學位課程。

⑯ 由 2019-20 年度起暫停招生

教育學院現有全職教研人員逾百人。開設的課程包括博士課程、碩士課程、學位教師教育文憑、學士後文憑課程、以及不同專修範圍的學士學位課程。這些課程分隸三個不同的課程委員會：教育高級課程委員會、教育專業課程委員會及教育本科課程委員會。學院並為大學其他院系的本科生提供體育和通識教育課程。

近年，教育學院更與香港教育研究所為在職教師提供不同學科的文學碩士學位課程。

教育學院同人有一份特別的使命感，致力教學、研究和服務，務求對香港，對各華人社會，以至對中西文化交流作出貢獻。隨著教育學院重組完成、香港教育研究所穩扎根基、大學與學校夥伴合作中心投入運作，我們將處於一個更佳位置去實踐我們的承諾，教育學院將會加倍努力，不斷探究及傳播教育知識，及改善教育實踐的方法。

Mission Statement

The mission of the Faculty of Education is to provide an enriched environment for students to receive an excellent professional and academic training to become leaders in the field of education. We hope to extend our influence in Hong Kong education by rendering assistance to government and school authorities in school reform with the ultimate goal of providing quality education for our children. We strive to become a leading research centre in educational studies and professional development in education in the Pacific Rim. The Faculty also seeks to contribute towards the blending of Chinese and Western cultures through teaching and research.

History of the Faculty of Education – Key Events

Formative Years:

In 1965, the School of Education was established as the first professional school of the University. During its early year, the School was simply to provide a one-year Diploma in Education Programme to train university graduates to become professional teachers at the senior secondary level. It was run on rented premises in downtown Kowloon, with only a handful of lecturers offering a dozen of courses to some twenty students.

Growth Years:

In the mid-1970s, secondary education in Hong Kong underwent rapid expansion. Local educational authorities began to emphasize the professionalisation of teachers. University students teaching in secondary schools were required to obtain a Diploma in Education before they were fully-qualified and eligible for promotion. Hence, the social demand for postgraduate teacher training increased tremendously. There was also an emerging need for more education researchers. The School of Education responded to such needs by expanding, diversifying, and upgrading curricula and facilities. It moved into Shatin in 1973 and operated in classrooms and offices on the Chung Chi campus. In the same year, a new programme leading to the Master of Arts in Education was offered.

In 1978 when the Hong Kong Government formulated the development plans for senior secondary and tertiary education, the School already had 15 full-time lecturers and about 500 students in the one-year full-time diploma, two-years part-time in-service diploma, and the Master of Arts (Education) programmes. In the years that followed, the School continued

to develop in accordance with government educational plans to meet social needs.

For the first 20 years of her existence, the School functioned rather independently, first as a unit directly under the University Senate, and following a major reorganisation of the University in 1976-77, as a separate division within the Graduate School. While the staff and students of the School were full members of the University, the School was different from other academic units in that it did not have any elected representatives in the academic and administrative structure of the University and did not have a faculty board or board of studies.

Period of Change and Reorganisation:

In 1987-88, the School teaching staff unanimously adopted a resolution requesting the University to reorganise the School into a Faculty with three departments, viz., Curriculum and Instruction, Education Administration and Policy, Educational Psychology. The University Senate accepted the proposal in principle, and further resolved to transfer the Physical Education Unit which has been in charge of undergraduate physical education to the School to facilitate research development and professional training in that discipline.

In 1988-89, the School teaching staff elected from among themselves the Director of the School for the first time. Other re-organisation were also carried out step by step. In 1991-92, the School formally became the Faculty of Education having the same status as the Faculties of Arts, Science, Social Science, Business Administration, and Medicine.

In 1993, the Hong Kong Institute of Educational Research was established. This marked a significant development in the Faculty of Education as it provides an independent, well-equipped resource centre dedicated to research and publication. The Faculty bilingual Education Journal, Journal of Basic Education, and series of research monographs are published through the Hong Kong Institute of Educational Research.

In 1998, the Centre for University and School Partnership was established under the Faculty of Education to foster a healthy and mutually beneficial relationship between the University and the school sector to bring desirable change in individual schools as well as in the school community.

Current and Future Development

There are now four departments and one unit within the Faculty of Education: Curriculum and Instruction, Educational Administration and Policy, Educational Psychology, Sports Science and Physical Education and Physical Education Unit. During our period of re-organisation, major changes and expansion were made in our study programmes:

Year	Programme Introduced
1965	Diploma in Education Programmes
1973	M.A. (Education) Programme
1988	Part-time B.Ed. (Primary Education) Programme ①
1989	Part-time B.Ed. (Physical Education & Sports Science) Programme ②
1990	Ph.D. in Education

Year	Programme Introduced
1992	M.Phil. Programme, M.Ed. Programme to replace the M.A. (Education) Programme
1994	Full-time B.Ed. (Primary Education) Programme ③ B.Ed. (Physical Education & Sports Science) Programme ④
1997	Doctor of Education Programme
1998	Full-time B.Ed. (Language Education) Programme Part-time Postgraduate Diploma in Education (Primary) Programme
2000	Full-time B.Ed. (Mathematics Education) Programme ① Full-time Postgraduate Diploma in Education (Primary) Programme Advanced Postgraduate Diploma in Education (Guidance and Counselling) Programme ⑤
2001	Advanced Postgraduate Diploma in Education (Information and Technology) Programme ⑤ Advanced Postgraduate Diploma in Education (Putonghua Education) Programme ⑤
2002	M.A. Degree Programme in Putonghua Education M.Sc. Degree Programme in Exercise Science
2003	M.A. Degree Programme in Information Technology in Education ⑥
2004	M.A. Degree Programme in English Language Teaching M.A. Degree Programme in School Guidance and Counselling Advanced Postgraduate Diploma in Education (Arts in Education) Programme ⑤ Postgraduate Diploma Programme in Exercise Science and Physical Education ⑦
2005	M.A. Degree Programme in School Improvement & Leadership M.A. Degree Programme in Sports Studies M.A. Degree Programme in Student Activities in Education ⑧ Advanced Postgraduate Diploma in Education (Liberal Studies) Programme ⑤ Postgraduate Diploma in Education Programme (Knowledge and Pedagogy for Liberal Studies) ⑨ Postgraduate Diploma in Education Programme (Subject Knowledge and Pedagogy for English Language Teaching) ⑨
2006	M.A. Degree Programme in Chinese Language Education M.A. Degree Programme in Curriculum Development and Teaching of Liberal Studies ⑩ M.A. Degree Programme in Values Education M.Sc. Degree Programme in Mathematics Education Postgraduate Diploma in Education Programme (Subject Knowledge and Pedagogy for Chinese Language Teaching) ⑨ Full-time B.A. (English Studies and Education) Programme ⑪
2007	M.A. Degree Programme in Early Childhood Education M.A. Degree Programme in Parent Education ⑩ Part-time B.Ed. (Early Childhood Education) Programme ⑫
2008	Full-time B.A. in Chinese Language and Literature and B.Ed. in Chinese Language Education Co-terminal Double Degree Programme ⑬⑭⑮ Full-time B.A. (English Studies) and B.Ed. (English Language Education) Co-terminal Double Degree Programme ⑬
2009	Bachelor of Education (Liberal Studies) Programme ⑬
2011	M.A. Degree Programme in Teaching Chinese as an International Language

Year	Programme Introduced
2012	Bachelor of Education in Mathematics and Mathematics Education 2-Year B.Sc. (Exercise Science and Health Education)
2016	Postgraduate Diploma in Education (Early Childhood Education) Programme 2-Year B.A. (Early Childhood Education)
2019	M.A. Degree Programme in Professional Educational Psychology Bachelor of Education (Early Childhood Education) Programme
2020	MSc Degree Programme in Sports Science and Physical Activity
2022	4-Year Bachelor of Science (Learning Design and Technology) Programme
2023	M.A. Degree Programme in Teaching English to Speakers of Other Languages
2024	4-Year Bachelor of Science (Human Movement Science and Health Studies) Programme
2025	M.Ed. Degree Programme in Teaching in Key Subject Areas (National Excellent Teacher Training Initiative)

① terminated in 2004

② terminated in 2002

③ terminated in 2000

④ renamed as B.Ed. in Physical Education, Exercise Science and Health Degree Programme with effect from 2012-13

⑤ terminated in 2008

⑥ suspended for admission since 2013-14

⑦ renamed in the Chinese programme title with effect from 2016-17 and terminated in 2019

⑧ suspended for admission since 2014-15

⑨ suspended for admission since 2008-09

⑩ suspended for admission since 2015-16

⑪ a programme jointly offered by The Chinese University of Hong Kong and The Hong Kong Institute of Education, renamed as B.A. (English Studies) and B.Ed. (Honours) (English Language Education) Programme in 2008 and terminated in 2012

⑫ terminated in 2013

⑬ restructured from Full-time B.Ed. (Language Education) Programme

⑭ renamed as B.A. and B.Ed. in Chinese Language Education Co-terminal Double Degree Programme with effect from 2010-11

⑮ renamed as B.A. (Chinese Language Studies) and B.Ed. (Chinese Language Education) Co-terminal Double Degree Programme with effect from 2015-16

⑯ suspended for admission since 2019-20

The Faculty of Education currently has a team of more than 100 full-time teaching and research staff. The Faculty offers different programmes of studies: the Doctoral Degree Programmes, the Master's Degree Programmes, the Postgraduate Diploma in Education Programmes, the Postgraduate Diploma Programme, and Bachelor Degree Programmes of various specialisations. These programmes report to three Boards of Studies respectively: Board of Postgraduate Studies in Education, Board of Professional Programmes in Education, and Board of Undergraduate Studies in Education. The Faculty also offers physical education and general education courses for undergraduate students of the University.

In recent years, the Faculty, in collaboration with the Hong Kong Institute of Educational Research, introduced a number of Master of Arts Degree Programmes in different disciplines for in-service teachers.

We have a special commitment to serve Hong Kong, other major Chinese societies, and towards the blending of Chinese and Western cultures through teaching, research, and services. With the reorganisation of the new Faculty completed, the Hong Kong Institute of

Educational Research well established, and the new Centre for University and School Partnership in operation, we are in a better position to fulfill our commitment and we will double our effort in the production and dissemination of cutting-edge knowledge and ways to improve educational practice.