

學校夥伴及社區聯繫辦公室

**OFFICE OF SCHOOL PARTNERSHIP AND  
COMMUNITY ENGAGEMENT**

## Office of School Partnership and Community Engagement

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The Office is charged with the following Faculty “missions” and objectives:

1. To coordinate the full spectrum of professional experiences of students in school settings, including teaching practicum, school attachments, school observations, overseas immersion and other field-based experiences such as service learning.
2. To develop an effective, adaptable administrative infrastructure and mechanism (e.g., an effective workflow and support system) to support the field placement of students and partnerships with stakeholders (e.g., schools, teachers, teaching supervisors).
3. To work with different programmes and programme committees to ensure that the field experiences of students are designed to meet teacher professional standards in Hong Kong and internationally.
4. To develop sustainable partnerships with schools and relevant community organizations, and to engage professional stakeholders to collaborate with CUHK Faculty of Education to train and equip future teachers and leaders in education.
5. To equip trainees for life-long professional development through organizing tours, talks, immersion experience, and/or local and overseas experiential/service learning opportunities (e.g., in collaboration with programme committees).
6. To align the professional experiences of student trainees with the visions of CUHK Faculty of Education: Empower, Innovate, and Transform.

### 教學實習 Teaching Practicum

教學實習是學位教師教育文憑課程教育學士的重要部分，它為學員提供實踐教學理論的機會。實習期間，本院導師進行視導，為學員的教學表現、專業修養及教學態度等作進展性及總結性評估，以支援學員的專業發展。

Teaching Practicum (TP) is an integral part of the Postgraduate Diploma in Education Programme and Bachelor of Education Degree Programme. It provides opportunities for students to apply theory into classroom practice. In order to support students’ professional development, practicum supervision will be conducted by TP supervisors of the Faculty, who will assess students’ teaching performance,

professional behavior and teaching attitude through formative and summative assessments.

## I. 目的 Objectives

完成教學實習，學員能：

- (1) 實踐更強的教學技巧；
- (2) 更好地掌握本專業的教學內容知識；
- (3) 在教學中成為一個更具反思性的實踐者
- (4) 培養專業教師所需的更沉穩的態度和價值觀
- (5) 更了解學校學生
- (6) 更了解教師的職業和學校的工作環境
- (7) 更深入地反思自己作為教師的優缺點

Upon TP completion, students should be able to:

- (1) demonstrate greater competence in teaching skills
- (2) master better the pedagogical content knowledge in their major subject
- (3) become a more reflective practitioner in teaching
- (4) develop stronger attitudes and values required of a professional teacher
- (5) have a better understanding of school learners
- (6) become more aware of the career as a teacher and the working environment of a school
- (7) have more in-depth reflections on his/her strengths and weaknesses as a teacher

## II. 安排 Arrangements

學位教師教育文憑課程

學位教師教育文憑（小學）課程

學位教師教育文憑（幼兒教育）課程

### (1) 全日制課程

學員須於修業期內完成為期約十周之教學實習。學員（英文科主修除外）會分上、下兩個學期進行為期各五星期的教學實習（包括預備周），而英文科主修之學員會進行一次教學實習。實習學校之分配由院方決定，而院方亦會邀請實習學校的經驗教師擔任學校導師，於實習期間為學員提供指導及支援。

### (2) 兼讀制課程

任職教育界的兼讀制學員\*，須在修讀有關課程的兩年期間於其任教之學校進行教學實習；任職非教育界之兼讀制學員，一般須於兩年內完成兩次各為期約四至五周之教學實習，並在修業期第一學年內完成第一次教學實習。

\*因特殊情況而暫離教職者，須以書面向院務處呈報，學院會按照學員之個別情況，決定是否准予繼續就讀。

**Postgraduate Diploma in Education Programme**

## **Postgraduate Diploma in Education (Primary) Programme**

### **Postgraduate Diploma in Education (Early Childhood Education) Programme**

#### (1) Full-time Programmes

Students are required to complete a 10-week TP within study period. Students (except English major students) will have two blocks of TP in the first and second term respectively, each lasting for five weeks (including preparation week). English major students will have one block of TP. The Faculty will assign practicum schools to students, and experienced teachers in participating schools will be invited to act as School Mentors to provide students with guidance and supervision during TP.

#### (2) Part-time Programmes

Students of teaching mode are required to conduct TP in their serving schools, normally within the two-year study period \*. As for students of non-teaching mode, they will have two blocks of TP within the study period, with each block lasting for four to five weeks and the first one must be completed in the first year of study.

\* *Students who temporarily leave their teaching positions for whatever reason must notify the Faculty Office in writing. The Faculty will then decide whether these students will be allowed to continue their studies.*

文學士（中國語文研究）及教育學士（中國語文教育）同期結業雙學位課程

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

教育學士（數學及數學教育）學位課程

教育學士（幼兒教育）學位課程

#### (1) 教學實習前活動

教學實習前活動讓學員有機會觀察各類學校活動，以協助他們更有效地進行教學實習。學員會參觀不同的教育機構，認識教學情境和教師的職責，並到學校進行「學校體驗」及「留校觀摩」活動，依照該校老師的工作時間駐校，以老師及學生的角度觀察及參與各類學校生活及課堂活動。完成這兩項活動後，學員須於分享會內討論他們的經驗，並提交書面報告。

#### (2) 教學實習

學員須於第四及第五學年進行為期十四周之教學實習。主修中國語文教育及英國語文教育的學員會分別被派往小學及中學進行教學實習，主修數學教育的學員則會被派往中學進行實習，而主修幼兒教育的學員則會被派往幼稚園進行實習。本院會邀請實習學校的資深經驗教師擔任學校導師，以加強對學員於實習期間之指導及支援。

## **Bachelor of Arts (Chinese Language Studies) and Bachelor of Education (Chinese Language Education) Co-terminal Double Degree Programme**

## **Bachelor of Arts (English Studies) and Bachelor of Education (English Language Education) Co-terminal Double Degree Programme**

## **Bachelor of Education (Mathematics and Mathematics Education) Programme**

## **Bachelor of Education (Early Childhood Education) Programme**

#### (1) Pre-Teaching Practicum Activities

Pre-Teaching Practicum Activities allow students to observe and experience various kinds of

school activities so as to better prepare them for TP. Students will visit different educational institutes to learn about various school settings and teachers' responsibilities. During School Experience and School Attachment, students will be required to stay in schools according to the schedule of frontline teachers, to observe and participate in classroom and school activities from the perspectives of both teachers and students. Upon completion of both activities, students are required to reflect upon and share their experiences in a sharing session and submit written reports.

## (2) Teaching Practicum

Students are required to conduct 14 weeks of TP during their fourth and fifth years of study. Students majoring in Chinese Language Education and English Language Education will be assigned to both primary and secondary schools to conduct TP. Mathematics Education major students will conduct TP in secondary schools; and Early Childhood major students will conduct TP in kindergartens. Experienced teachers of practicum schools will be invited to act as School Mentors to provide students with guidance and supervision during TP.

### **專業操守乃順利完成教學實習之關鍵**

當學員於實習前/期間之言行及態度引起學院關注其是否適合教學，教育專業課程委員會及教育本科課程委員會有權暫停或終止該學員之教學實習：

- 若學員被認為不適合從事教育專業，將不獲分配教學實習學位；
- 若學員在教學實習期間的行為嚴重違反專業操守，其教學實習會被終止。

### **A good standard of professional conduct is key to TP completion**

The Board of Professional Programmes in Education and the Board of Undergraduate Studies in Education are vested with the authority to terminate or suspend students from TP should there be major concerns about their suitability for teaching or their behaviour before/during the TP periods.

- TP placement will not be assigned to students who are considered unsuitable to work in the teaching profession;
- Students will be suspended from TP if their behaviour during practicum constitutes a serious breach of professional conduct.

## **海外沉浸學習 Immersion Programmes**

海外沉浸學習旨在讓學員在以英語/普通話為主要溝通語言的社區內沉浸學習，從而提高學員對英語/普通話語言與文化的認識，促進學員的專業成長。

沉浸學習具有以下主要目的：

- (1) 提升學員英語/普通話的溝通能力；
- (2) 提高學員對以英語/普通話為第一語言國家/地區之認識，體驗其國家/地區文化；
- (3) 提高學員以英語作為外語/普通話的教學能力；
- (4) 瞭解香港以外地區的教育情況；及
- (5) 擴闊學員的國際視野。

The overall aim of the Immersion Programme is to enhance students' professional development and their competence in using English/Putonghua through studying in native English/Putonghua-speaking

communities.

The following are the specific objectives of the Immersion Programme:

- (1) To enhance students' competence in using English/Putonghua as a means of communication;
- (2) To allow students to gain first-hand experiences as well as knowledge of cultures and life styles in countries/regions where English/Putonghua is the first language;
- (3) To expand students' ability to teach English as a foreign language or Putonghua;
- (4) To expand students' exposure to educational practices in places other than Hong Kong; and
- (5) To provide students the opportunity to develop global vision.