

To Engage Prospective Teachers in making Meaningful and Critical Reflections on Teacher Identity through a Holistic Framework in Teacher Education



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Agenda

1. Essential Skills for the 21st Century
2. Models for Making a Systematic Reflection
3. Experiences Sharing

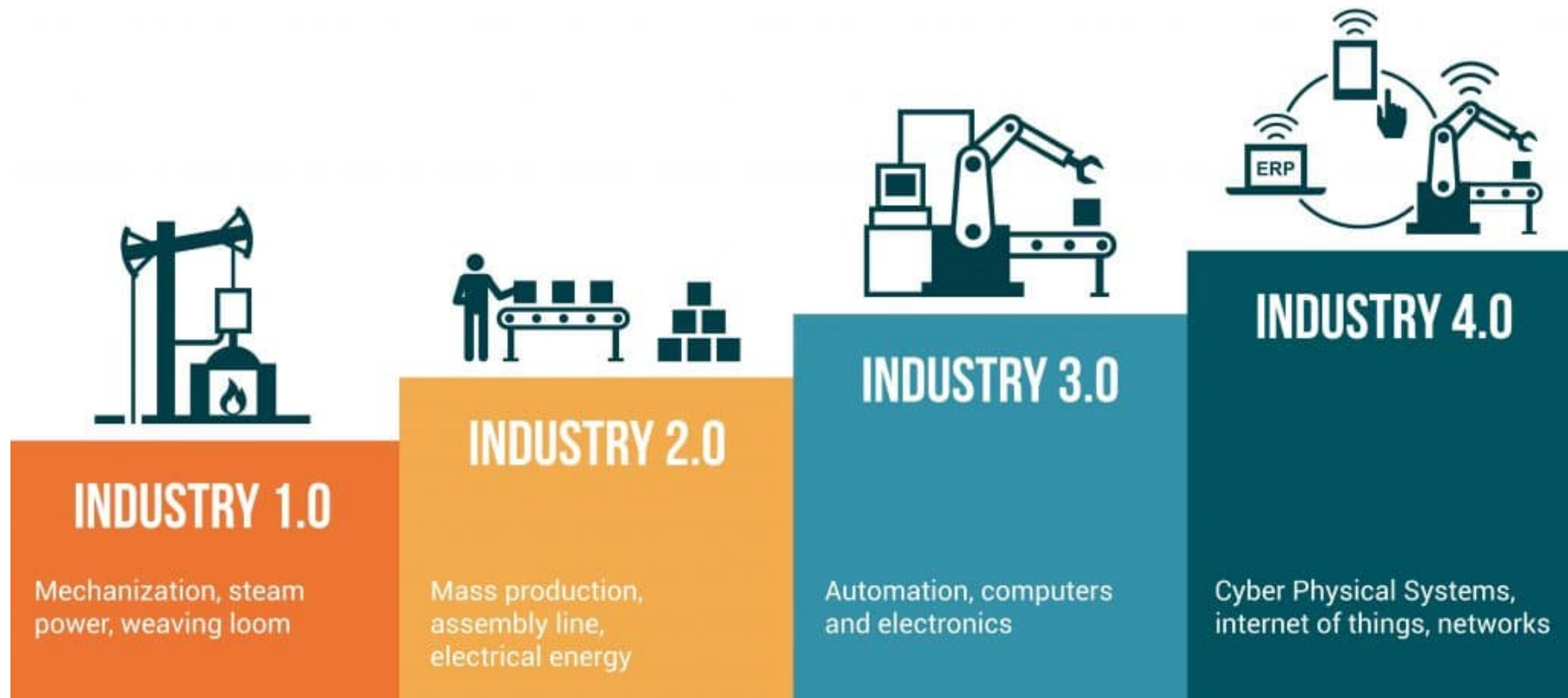
The Paradigm Shift in Curriculum

- Prepare for labour market; education for jobs
- Academic disciplines only (e.g., languages, mathematics)
- Static, linear and standardized
- Didactic teacher-centred

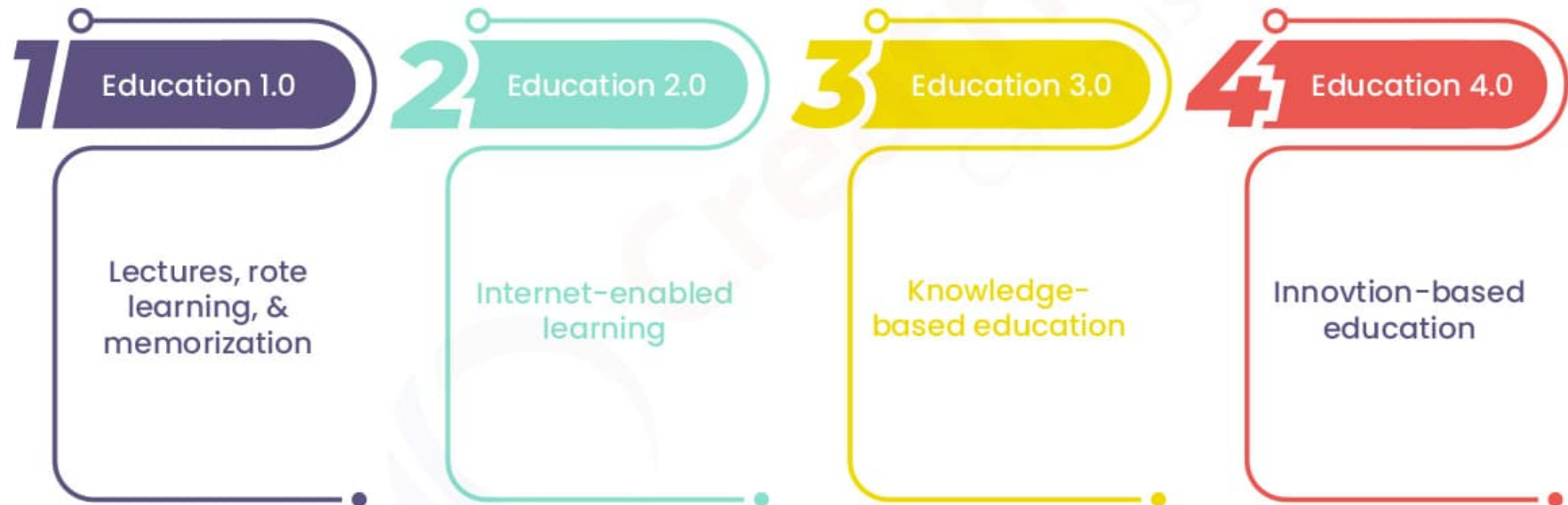
- Prepare for independence; education for individual fulfilment
- Widened scope (e.g., including music, visual arts, PE, etc.)
- Still static, linear and standardized
- Less teacher-centred and more student-centred

- Prepare for interdependence; education for citizenship
- Balanced scope (e.g., considering the breadth & depth, GS, IS, etc.)
- Non-linear, dynamic, flexible curricula
- Focus on personalized learning

Education 4.0 for the 21st Century



Education 4.0 for the 21st Century



Essential Skills for the 21st Century

What are the Essential Skills Required for Students in the 21st Century?

National Research Council (2010):

- Adaptability
- Complex communication
- Social skills
- Non-routine problem-solving
- Self-management / Self-development
- System thinking

Partnership for 21st Century Skills (2011):

- Inquiry processes
- Problem-solving
- Critical thinking
- Creativity
- Innovation

 Partnership for
21st Century Learning
A Network of Battelle for Kids

**FRAMEWORK FOR
21st CENTURY LEARNING
DEFINITIONS**



The Future of Education & Skills Education 2030 (OECD)

The OECD Learning Compass 2030



<http://www.oecd.org/education/2030-project/teaching-and-learning/learning/>

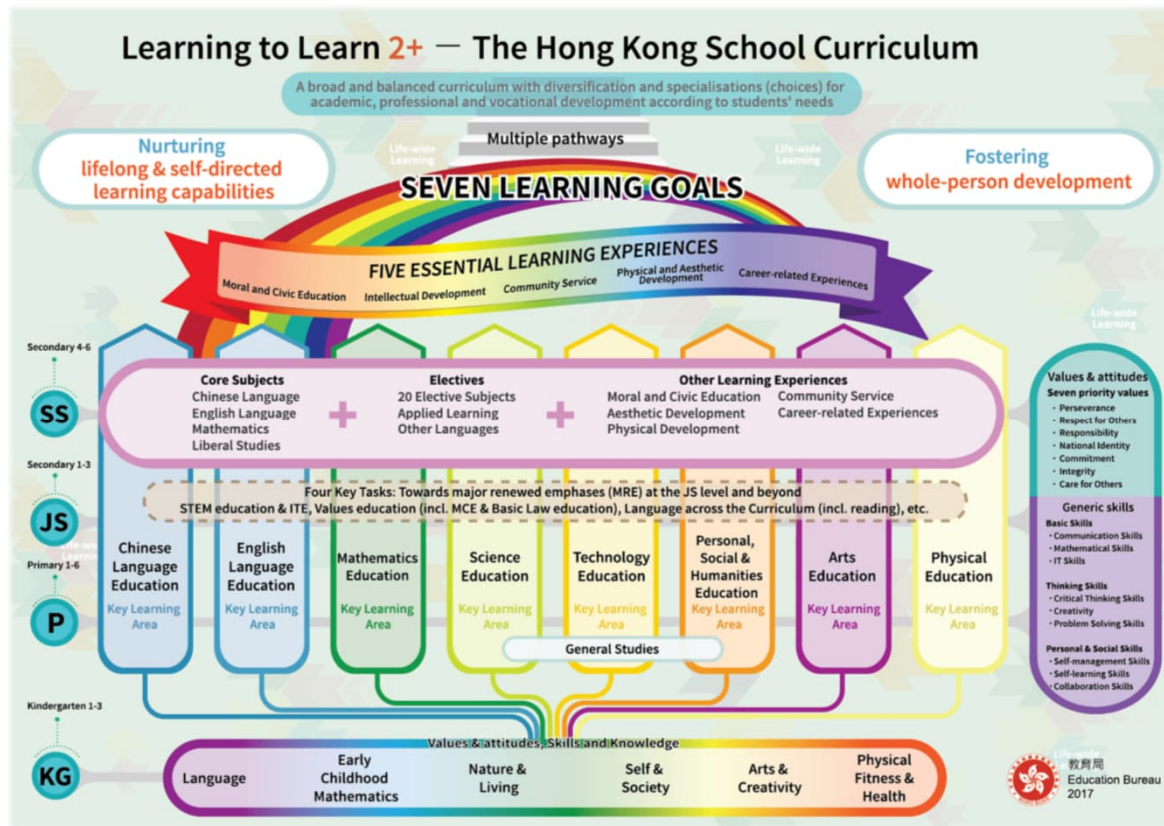
Core Foundations

- Literacy and numeracy
- Data and digital literacy
- Physical and mental health
- Social and emotional foundations

Transformative Competencies

- Creating new values
- Taking responsibility
- Reconciling conflicts, tensions and dilemmas

Essential Skills for the 21st Century



Values & attitudes Ten priority values

- Perseverance
- Respect for Others
- Responsibility
- National Identity
- Commitment
- Integrity
- Care for Others
- Law-abidingness
- Empathy
- Diligence

Generic skills

Basic Skills

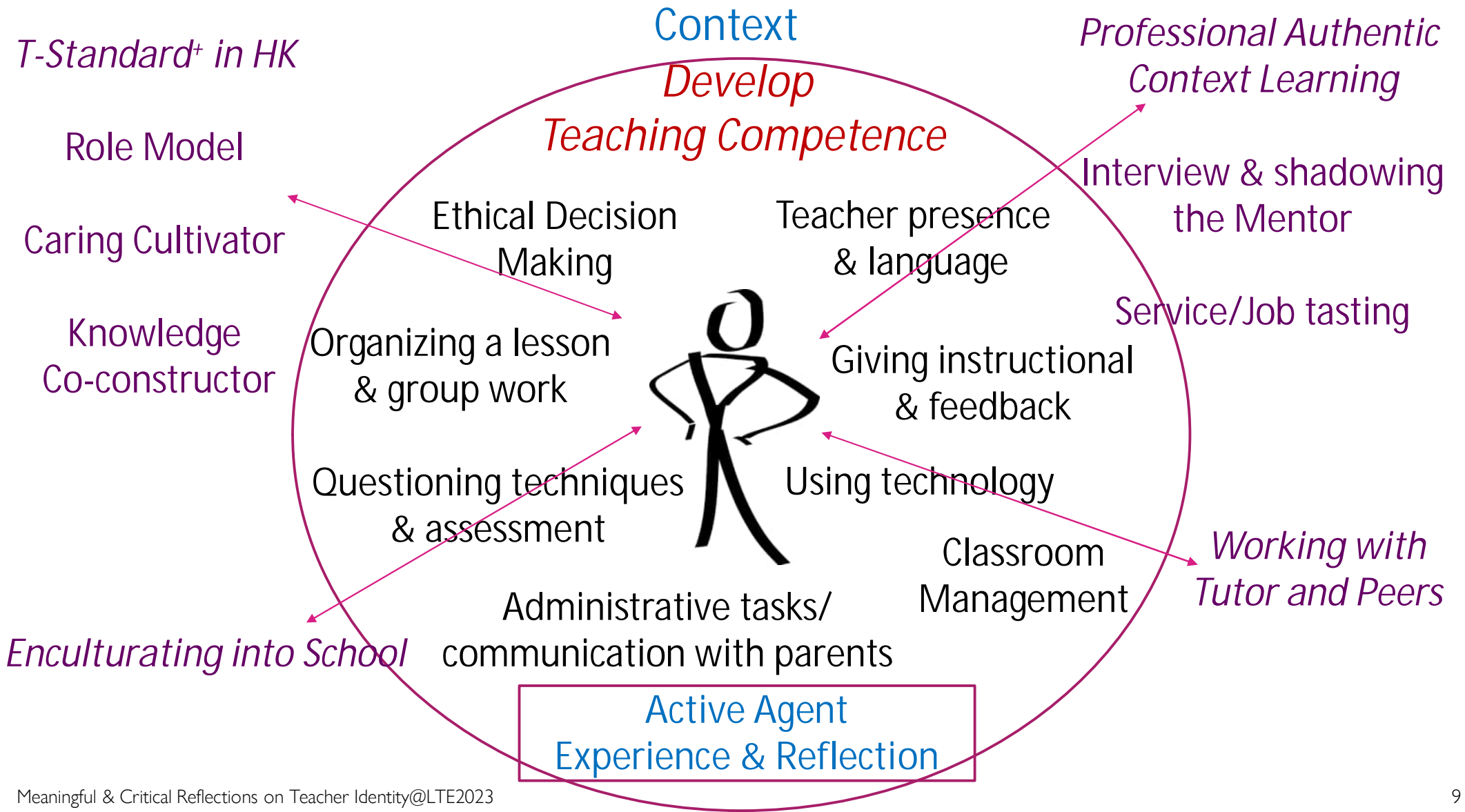
- Communication Skills
- Mathematical Skills
- IT Skills

Thinking Skills

- Critical Thinking Skills
- Creativity
- Problem Solving Skills

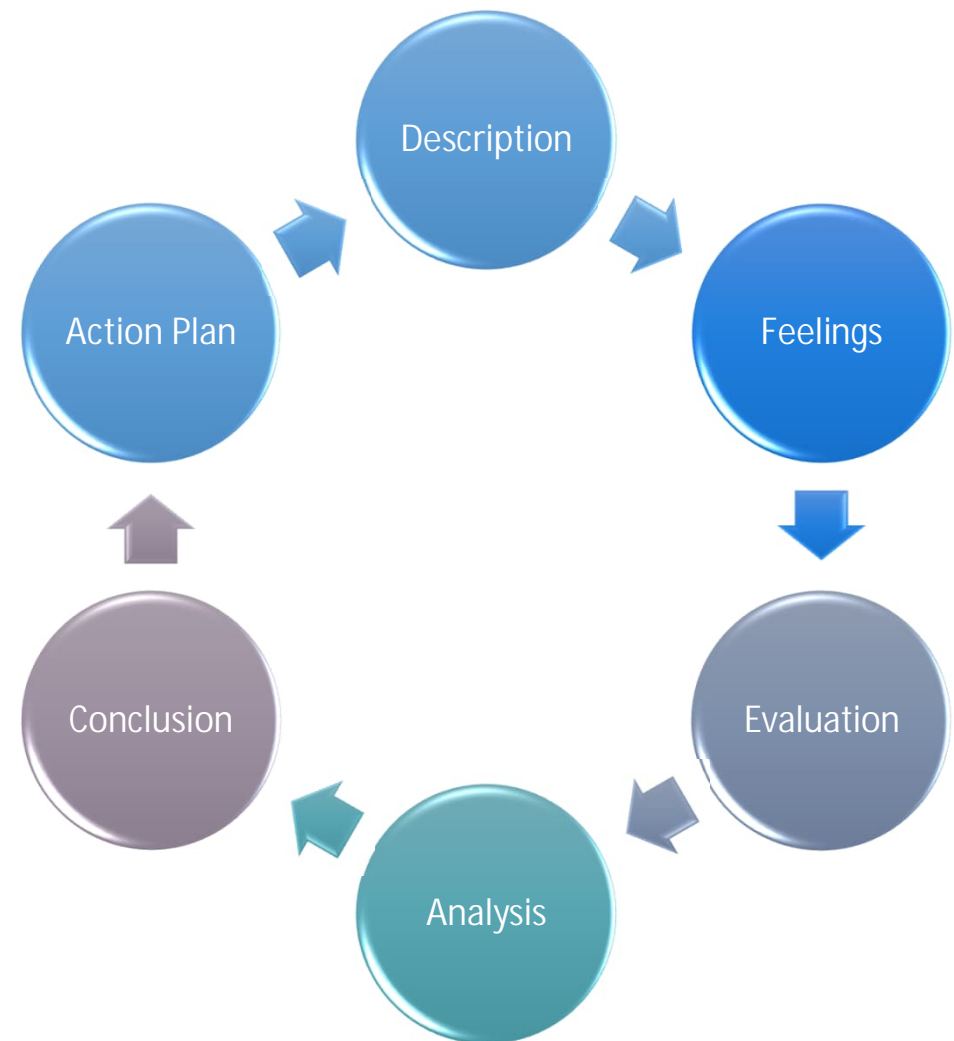
Personal & Social Skills

- Self-management Skills
- Self-learning Skills
- Collaboration Skills



Gibbs' Reflective Cycle

Gibbs, G. (1988). *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Further Education Unit, Oxford Polytechnic.

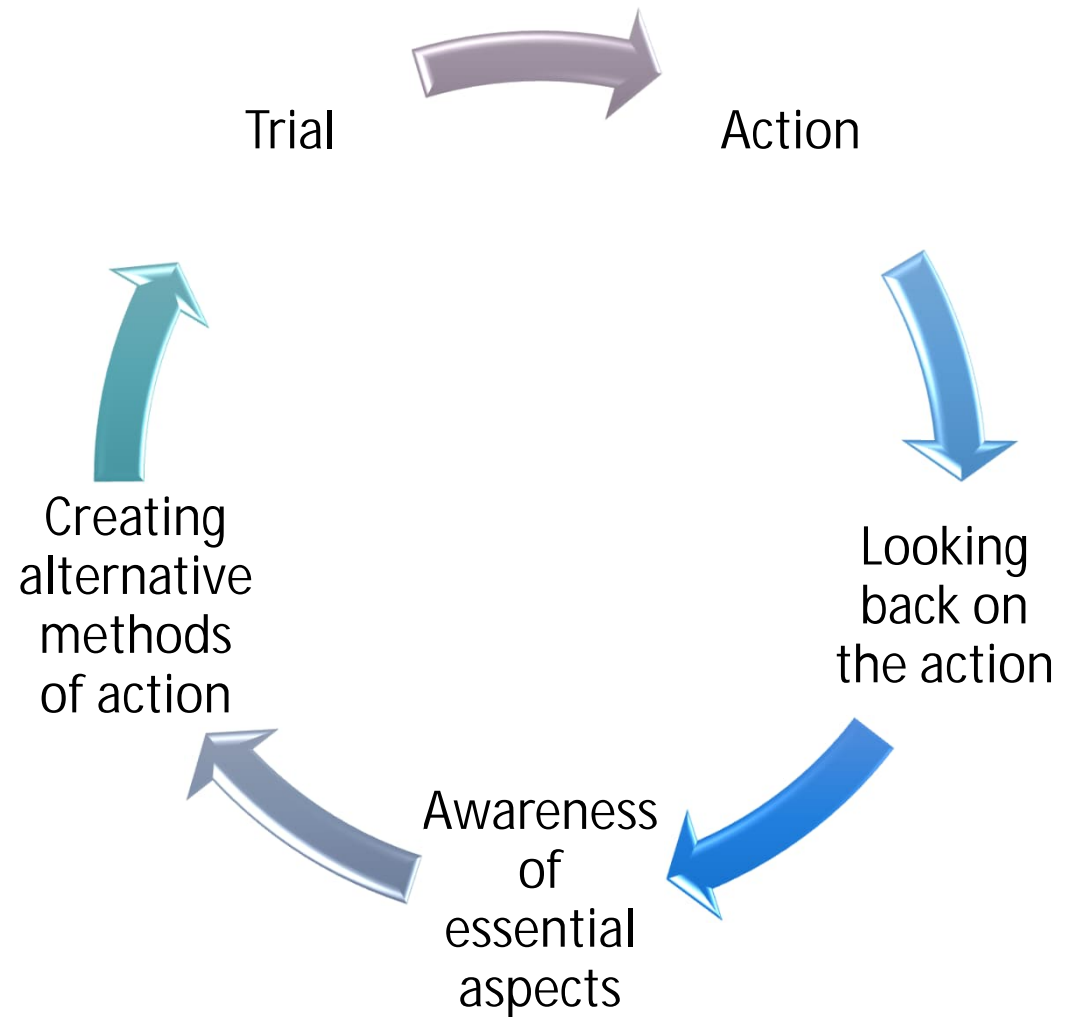


The ALACT Model

Korthagen, F. A. J., Kessels, J., Koster, B., Lagerwerf, B., & Wubbels, T. (Eds.). (2001). *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Mahwah, NJ: Lawrence Erlbaum Associates.

What do you think is the limitation of the ALACT model?

The ALACT model does not describe the issues that a teacher reflects on



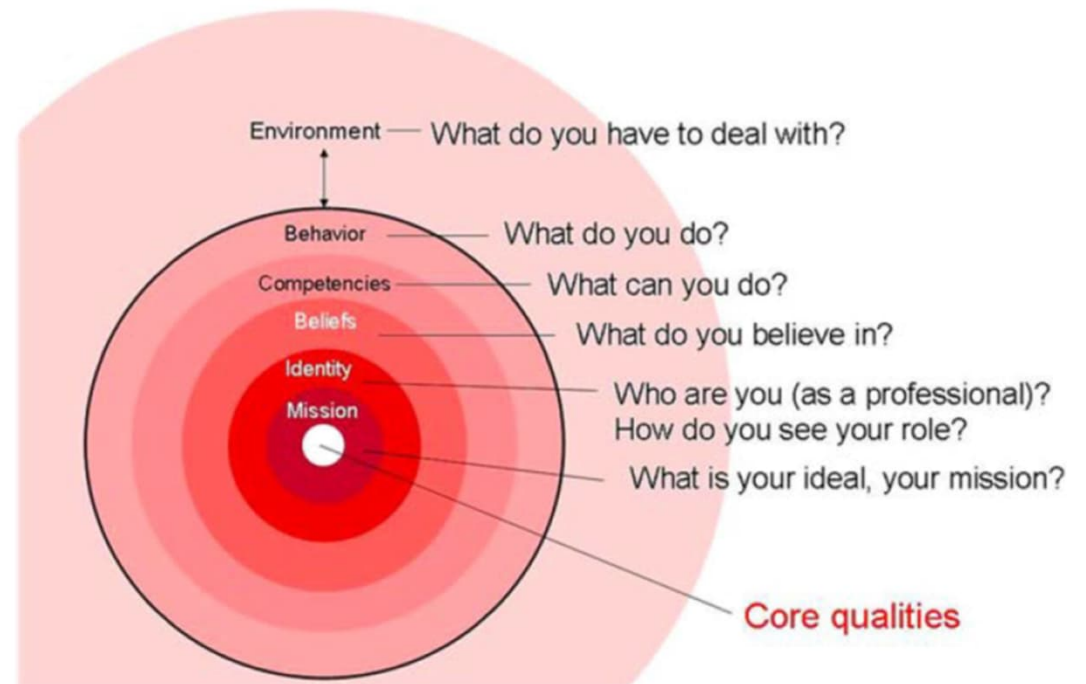
The Onion Model

Korthagen, F. A. J. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20(1), 77–97.


Korthagen, F. A. J., & Vasalos, A. (2005). Levels in reflection: Core reflection as a means to enhance professional growth. *Teachers and Teaching*, 11(1), 47–71.

What do you think "core qualities" in the model refer to?

An individual's personal strengths, such as empathy, kindness, creativity



Making Systematic Reflection



Level	Questions to get started
Reporting and Responding	Report what happened or what the issue or incident involved. Why is it relevant? Respond to the incident or issue by making observations, expressing your opinion or asking questions.
Relating	Relate or make a connection between the incident or issue and your own skills, professional experience, or discipline knowledge. Have I seen this before? Were the conditions the same or different? Do I have the skills and knowledge to deal with this? Explain.
Reasoning	Highlight in detail significant factors underlying the incident or issue. Explain and show why they are important to an understanding of the incident or issue. Refer to relevant theory and literature to support your reasoning. Consider different perspectives. How would a knowledgeable person perceive/handle this? What are the ethics involved?
Reconstructing	Reframe or reconstruct future practice or professional understanding. How would I deal with this next time? What might work and why? Are there different options? What might happen if . . .? Are my ideas supported by theory? Can I make changes to benefit others?

Bain et al. (2002). *Reflecting on practice: Student teachers' perspectives*. Flaxton, QLD: Post Pressed.

As cited in Ryan, M. & Ryan, M. (2013). Theorising a model for teaching and assessing reflective learning in higher education. *Higher Education Research & Development*, 32(2), 244-257.

Making Systematic Reflection



Level	Nature of reflection	Reflection questions
5	Meta-reflection	How do I reflect and learn? Whose voices are included/excluded in the process of knowledge-construction?
4	Critical reflection	What is this research/activity for? Who benefits? Who does not? What theories and values underlie it? What cultural, social, historical, political forces shape it?
3	Dialogic reflection (process)	How is my self (biography) involved in my actions? How do I relate to this/others? How does it/do they relate to me? What alternative choices, claims or viewpoints do I have?
2	Descriptive reflection (content)	What is happening in the project? What choices do I make? Reasons provided often based on personal judgement or on reading of literature.
1	Technical–methodical reflection (content)	Am I using the right methods and skills to achieve the goals?
0	Non-reflective action	

Hatton, N., and D. Smith. (1994). Reflection in teacher education – towards definition and implementation. *Teaching and Teacher Education*, 11(1), 33-49. As cited in Jacobs, G. & Murry, M. (2010). Developing critical understanding by teaching action research to undergraduate psychology students. *Educational Action Research*, 18(3), 3319-335.

Making Systematic Reflection

Level of reflection	Description of level	Indicators/phrases	Examples
Level 1 description	PSTs describe classroom incidents without explanation for them.	Description of classroom occurrences.	The teacher encouraged learners to respond in full sentences.
Level 2 explanation	PSTs identify the classroom occurrences and provide explanations for them.	Explanations of events. Typical phrases such as: so that; because; so as to; in order to; which resulted; which made; as a result of; to; this was done to...	This was to encourage children to answer questions in full in order to build their communication skills.
Level 3 suggestion	PSTs go beyond identifying and providing explanations for classroom occurrences to analysing classroom experiences and suggesting alternatives.	Alternative suggestions. Typical phrases such as: could have, would have, should, could, next time.	Other strategies such as using a spider diagram could have made her lesson more interesting and easier.
Level 4 reflectivity	PSTs engage dialogically with the classroom event, analysing it from different perspectives.	PSTs engage dialogically with the classroom event, analysing it from different perspectives. Descriptions, explanations, suggestions (and justifications for suggestions) are connected and brought into dialogue with one another.	I shouldn't have put together addition and subtraction because learners were not really focused and couldn't understand the subtraction part, they needed it to be done separately. These two [<i>algorithms</i>] are already complicated for Grade 1 to use on 2-digit numbers and putting them together was not a good idea because I ended up spending more time on addition and very less time on subtraction. Many learners seemed to get confused.

Chikiwa, S. (2020). *Exploring pre-service teachers' reflective practice in the context of video-based lesson analysis*. Unpublished doctoral thesis. Rhodes University. As cited in Chikiwa, S. & Graven, M. (2023). Exploring the development of South African pre-service teachers' reflective practice. *Pythagoras*, 44(1), a678.

Making Systematic Reflection

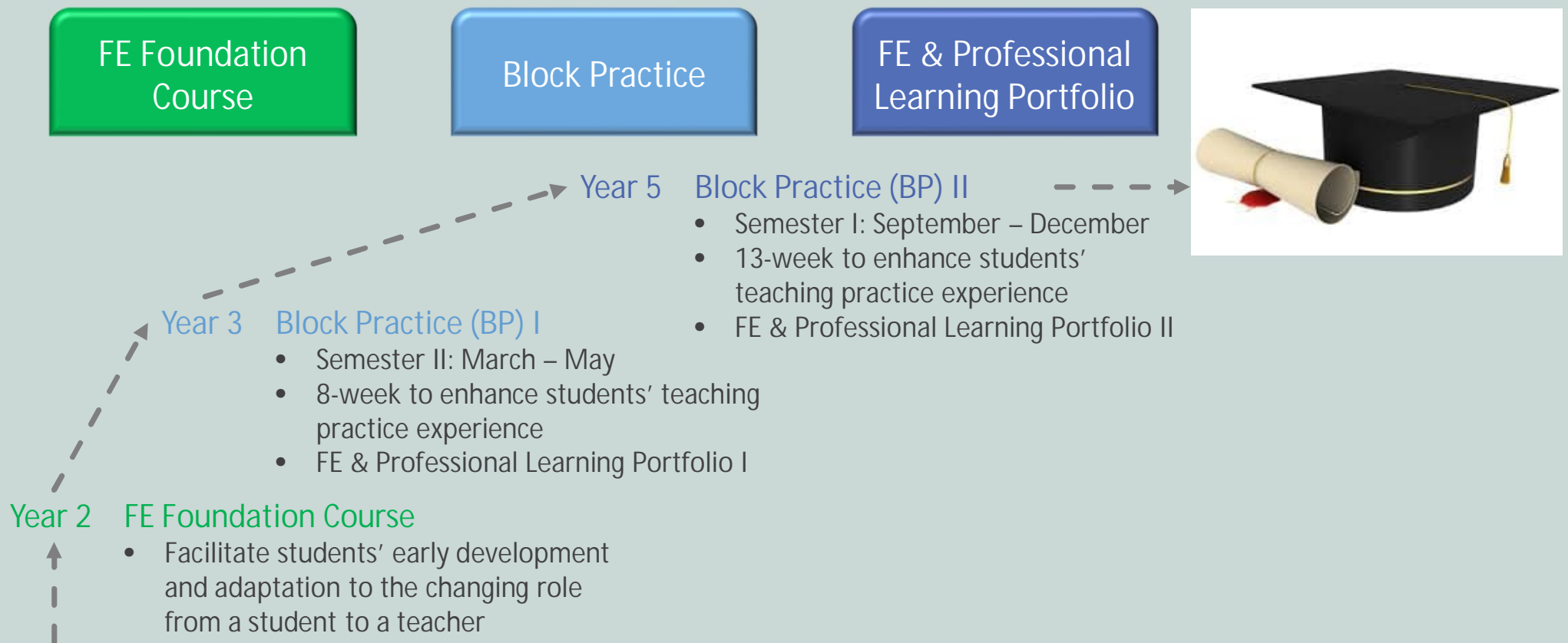
The five components
of Professional
Identity



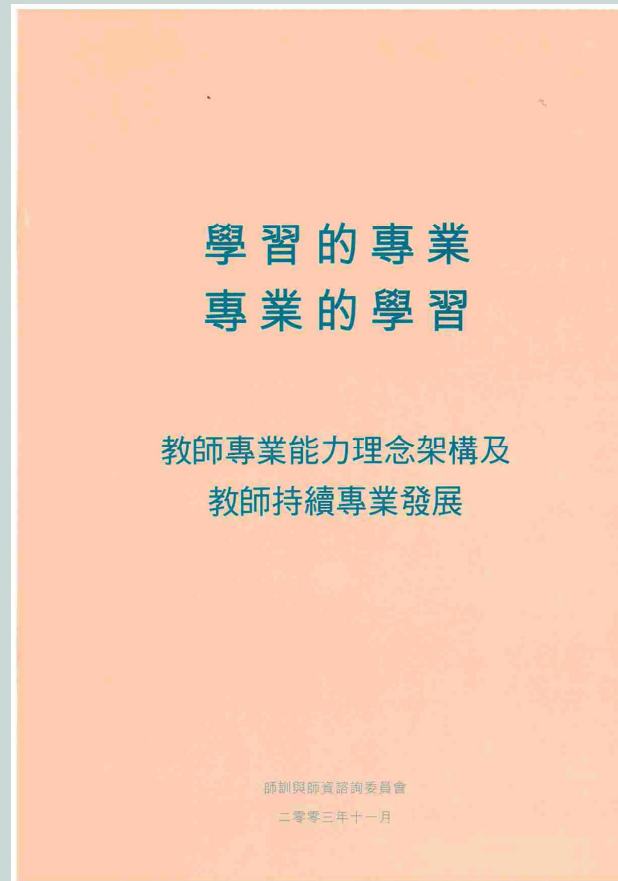
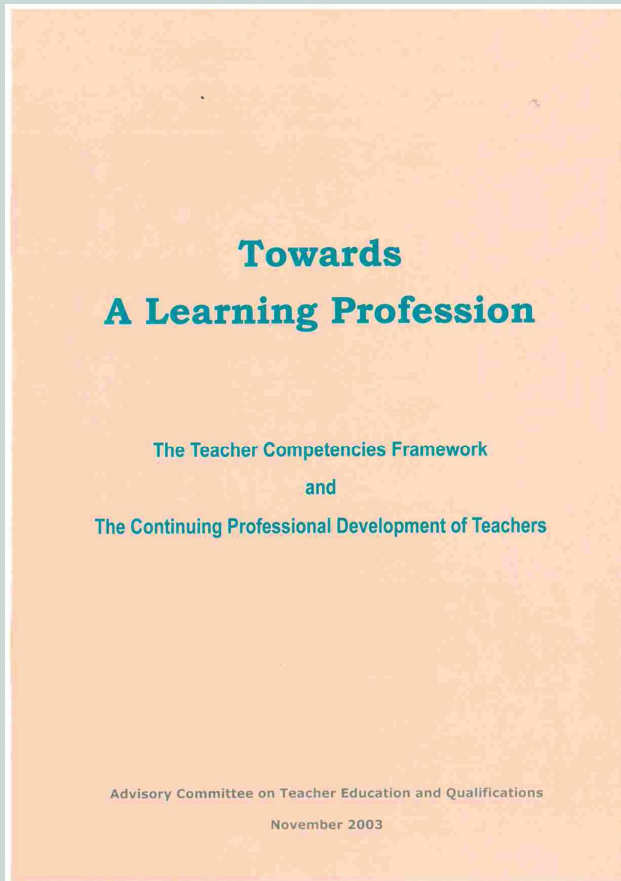
	Not related	Descriptive writing	Descriptive reflection	Reflection	Critical reflection	Total components
Self-image	11 (44%)	1	2	9	2	14 (56%)
Self-esteem	4 (16%)	4	6	9	2	21 (84%)
Task perception	2 (8%)	3	4	9	7	23 (92%)
Job motivation	8 (32%)	6	9	1	1	17 (68%)
Future perspective	7 (28%)	2	9	3	4	18 (72%)

Monique, M.J.E., Jordi, C., Kariene, M.W., Angel, A., Saskia, M.K., Sara, A., & Gerben, J.W. (2021). The reflection level and the construction of professional identity of university students. *Reflective Practice*, 22(1), 73-85.

FE Components & Structure



The Generic Teacher Competencies Framework



Towards a Learning Profession: The Teacher Competencies Framework and the Continuing Professional Development of Teachers (Advisory Committee on Teacher Education and Qualification, November 2003)

https://www.cotap.hk/images/download/ACTEQ_Document_2003-Eng.pdf

學習的專業 專業的學習—教師專業能力理念架構及教師持續專業發展
(師訓與師資諮詢委員會，2003年11月)

https://www.cotap.hk/images/download/ACTEQ_Document_2003-Chi.pdf

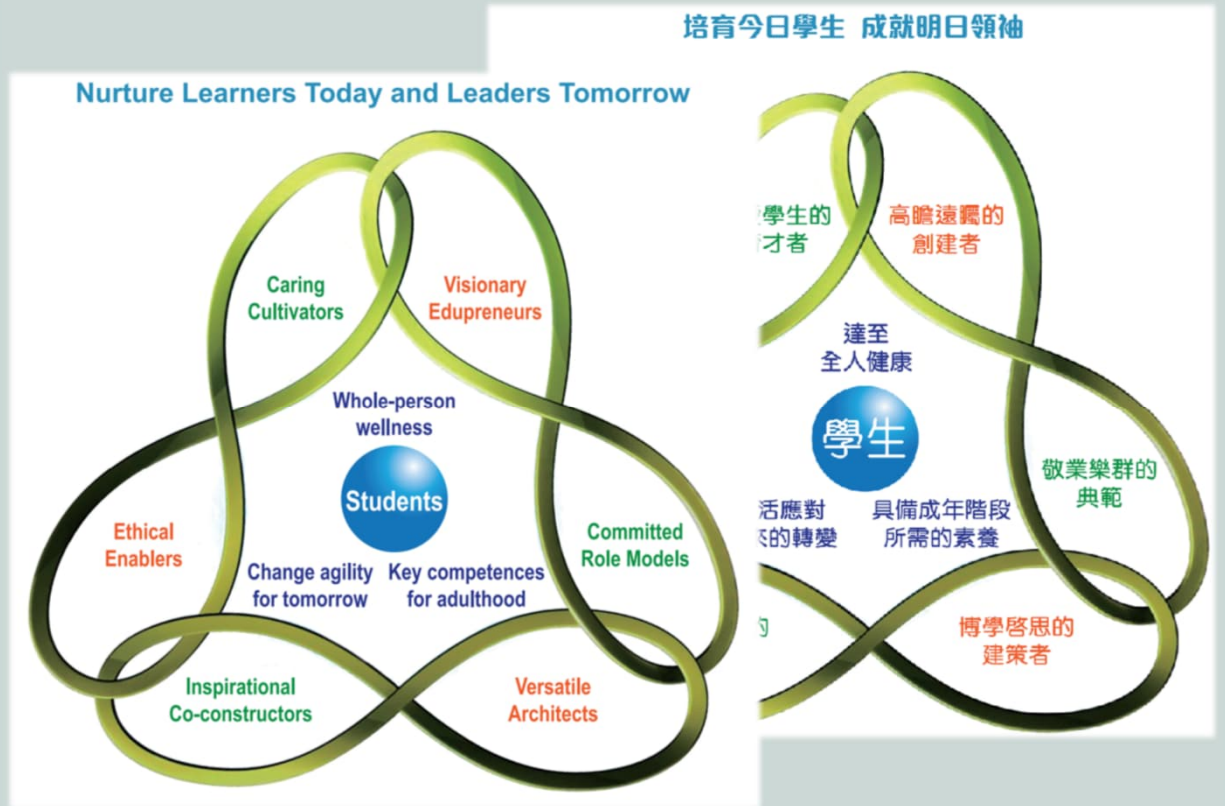
The Generic Teacher Competencies Framework

TEACHING AND LEARNING DOMAIN		STUDENT DEVELOPMENT DOMAIN		SCHOOL DEVELOPMENT DOMAIN		PROFESSIONAL RELATIONSHIPS AND	
				教與學範疇	學生發展範疇	學校發展範疇	專業群體關係及服務範疇
<ul style="list-style-type: none"> ★ Subject Matter Knowledge <ul style="list-style-type: none"> - command of subject matter knowledge - updating of subject matter knowledge and search for new subject knowledge - sharing and exchange of subject teaching practice ★ Curriculum and Pedagogical Content Knowledge <ul style="list-style-type: none"> - command and application of pedagogical content knowledge - curriculum design, implementation and improvement - updating and sharing of pedagogical content knowledge ★ Teaching Strategies and Skills, Use of Language and Multi-Media <ul style="list-style-type: none"> - knowledge and application of teaching strategies and skills - language proficiency - motivation of student learning through different teaching methods and multi-media - research and dissemination on teaching strategies and skills ★ Assessment and Evaluation <ul style="list-style-type: none"> - student assessment methods and procedures - use of student assessment results - evaluation and review of teaching and learning programmes 		<ul style="list-style-type: none"> ★ Students' Diverse Needs in School <ul style="list-style-type: none"> - understanding students' diverse needs - identifying and supporting students' diverse needs - collegial collaboration in identifying and supporting students' diverse needs ★ Rapport with Students <ul style="list-style-type: none"> - awareness of the importance of establishing rapport with students - building trust and rapport with students ★ Pastoral Care for Students <ul style="list-style-type: none"> - providing pastoral care for students - collegial collaboration in providing pastoral care ★ Students' Different Learning Experiences <ul style="list-style-type: none"> - participation and implementation - planning and organisation - whole person development of students 		<ul style="list-style-type: none"> ★ 學科內容知識 <ul style="list-style-type: none"> - 掌握學科內容知識 - 更新學科內容知識及探求新的學科知識 - 分享有關科目的教學方法 ★ 課程及教學內容知識 <ul style="list-style-type: none"> - 掌握及應用教學內容知識 - 設計、落實及改進課程 - 更新及分享教學內容知識 ★ 教學策略、技巧、媒體、語言 <ul style="list-style-type: none"> - 教學策略及技巧的知識與應用 - 善用教學語文能力 - 善用不同教學法及多媒體教學激勵學習動機 - 研究及發揚教學策略及技巧 ★ 評核及評估 <ul style="list-style-type: none"> - 掌握評核學生方法及程序 - 使用學生評核結果 - 評估及檢討教學及學習計畫 	<ul style="list-style-type: none"> ★ 學生在校的不同需要 <ul style="list-style-type: none"> - 理解學生的不同需要 - 識別學生的不同需要及提供支援 - 與同儕協作，識別學生的不同需要及提供支援 ★ 與學生建立互信關係 <ul style="list-style-type: none"> - 明白與學生建立融洽關係的重要性 - 培養互信和融洽的師生關係 ★ 學生關顧 <ul style="list-style-type: none"> - 為學生提供關顧服務 - 與同儕協作，提供關顧服務 ★ 學生多元的學習經歷 <ul style="list-style-type: none"> - 參與及執行多元的學習計畫 - 策畫及組織多元的學習計畫 - 關注學生的全人發展 	<ul style="list-style-type: none"> ★ 學校願景、使命、文化及校風 <ul style="list-style-type: none"> - 配合學校的願景、使命、文化及校風 - 實踐學校的信念、願景及使命 - 營造關懷和愉悅的校園氣氛 - 檢視學校願景和使命、推廣學校文化和形象 ★ 校政、程序及措施 <ul style="list-style-type: none"> - 了解學校目標及政策 - 執行學校政策、程序及措施 - 制訂學校政策、檢討有關程序及措施，推動學校持續發展 ★ 家庭與學校協作 <ul style="list-style-type: none"> - 了解學生家庭背景 - 與家長保持溝通 - 投入與家長有關的活動 - 與家長建立互信，促進學校發展 ★ 回應社會變革 <ul style="list-style-type: none"> - 了解社會轉變對學校的影響 - 回應社會轉變及其相關的社會價值觀 	<ul style="list-style-type: none"> ★ 校內協作關係 <ul style="list-style-type: none"> - 與個別同工協作 - 與不同組別協作 - 在建制內與不同組別協作 ★ 教師專業發展 <ul style="list-style-type: none"> - 與他人分享知識及成功經驗 - 為教師專業發展作出貢獻 ★ 教育政策的參與 <ul style="list-style-type: none"> - 了解教育政策 - 回應教育政策 - 對教育政策作出貢獻 ★ 與教育有關的社區服務及志願工作 <ul style="list-style-type: none"> - 與社會大眾保持互動關係 - 參與有關教育的社區服務及志願工作
SIX CORE VALUES THAT							
belief that all students can learn		love and care for students	respect for diversity	com to ti			
BASIC PREMISE: THE PERSONAL							
六個基本價值觀： <ul style="list-style-type: none"> • 堅信學生人人能學 • 克盡本職，獻身教育 • 弘揚師德，關愛學生 • 團隊協作，樂於分享 • 尊重差異，多元取向 • 持續學習，追求卓越 前設：教師成長及發展							

T-Standard⁺



<https://www.cotap.hk/images/T-standard/T-standard-Booklet.pdf>



T-Standard⁺

香港教師及校長 專業標準參照 Professional Standards for Teachers and Principals of Hong Kong



<https://www.cotap.hk/images/T-standard/T-standard-Booklet.pdf>

Professional Standards for Teachers of Hong Kong

Standard 1: Caring Cultivators of All-round Growth

Threshold

Teachers believe in whole-person education which aims at the development of students' moral, intellectual, physical, social and aesthetic potential. They support and practise a whole-person education curriculum which attends to a balanced growth of students in these areas. They aspire to be role models of moral virtues, positive values and attitudes expected of students. As global citizens, they enhance their knowledge of current issues in the local, national and global scene and relate their teaching and guidance to these issues.

Teachers see actualising students' potential as a goal of whole-person education. They help students understand themselves and have a basic grasp of their potential at different stages of growth. They trust, encourage and support students in taking up challenges in life. Being aware of life-planning as an ongoing process for personal fulfilment, they explore study and career opportunities for students and take up their role in implementing the school policy for life-planning education.

Teachers are aware of the importance of a positive learning environment. They ensure that it is physically safe and well-managed, maintaining a disciplined and harmonious environment which facilitates mutual support for learning and growth.

Adopting a positive attitude towards socio-cultural differences and their students' diverse needs, teachers seek to equip themselves with relevant knowledge and skills. They educate students to respect each other's differences and culture.

Competent

Teachers seek to promote a whole-person education curriculum. As role models of moral virtues, positive values and attitudes, they make conscientious effort to facilitate a balanced growth of students through the curriculum and in their daily interactions with students. They enhance students' capacity for self-management, self-regulation and lifelong learning, equipping them to face challenges that may emerge at different stages of their personal and social development. They provide learning experiences to broaden students' understanding of the changing world.

Teachers coach their students along their life journeys. They foster students' self-understanding, goal setting and reflective thinking at different stages of growth through teaching and guidance. They identify students' potential and provide them with learning opportunities to realise their strengths and explore multiple pathways for the future.

Through sharing their passion for learning, teachers cultivate a positive ethos and establish an environment conducive to learning. They also guide students in building congenial relationships with their peers, teachers, parents and the community through learning activities and personal examples.

Teachers apply their knowledge and understanding of socio-cultural differences in their daily interactions with students. They create an inclusive learning environment in which students of different backgrounds and educational needs feel valued and value each other. They advance students' potential in every aspect of life and encourage them to complement each other on the path of learning and growth.

Distinguished

Teachers participate in the design and monitoring of school policies and curriculum so that they are in line with the underpinning philosophy of whole-person education. They contribute to the cultivation of school ethos which manifests moral virtues, positive values and attitudes. They see it as their mission and responsibility to nurture students to become informed and responsible members of the global society.

Teachers promote students' growth and development through collaborating with families, communities, and other professionals. They enlist support within and beyond school settings to devise strategic plans which enable students to make informed choices with regard to life aspirations, empowering them to unfold their potential. They participate actively in the formulation of school policy for career and life planning and play a prominent role in the implementation.

Teachers contribute significantly to the making of a stimulating and inviting school environment which offers learning experiences for students of different abilities, interests and aptitudes to develop an intrinsic quest for learning, as well as emotional and social competence, achieving all-round development.

Teachers play a part in the creation of a school climate which enables students with different educational needs and socio-cultural backgrounds to advance each other's potential and build on the strengths of their differences. In collaboration with colleagues, they work on the design, implementation and evaluation of school policies and practices to ensure all students are treated with equity and can learn and grow from the enriched experience that a pluralistic culture can offer.

香港教師專業標準參照

標準一：關愛學生的育才者 支援全人成長

基本要求

教師持守全人教育的理念，以啟發學生在德、智、體、群、美各方面的潛能；支持並推行全人教育課程，藉此幫助學生達至五育均衡發展。教師立志建立良好品德、正面價值和態度，作學生的模範。身為世界公民，教師增進個人對本地、國家及世界時事議題的認識，並應用於教學和輔導上。

教師把發展學生潛能為全人教育的目標；幫助學生認識自我，並對學生在不同成長階段的個人潛能有基本了解；在學生面對生活上的挑戰時，教師給予他們信任、鼓勵和支持。教師明白生涯規劃為學生實踐個人理想的過程，為學生探索升學及就業機會，並協力推行學校的生涯規劃政策。

教師明白良好學習環境的重要性，並確保學生能在安全及融洽有序的學習環境中，互相扶持，一同學習和成長。

教師對學生的社會文化差異及他們的多元需要持正面態度，並致力增進相關知識和能力；教導學生尊重彼此的差異和文化。

力能勝任

教師致力推動全人教育課程；以身作則，展現良好品德、正面的價值觀和態度，同時積極通過課程和與學生的日常互動，促進學生成長。教師提升學生的自我管理、自我調節及終身學習的能力，協助他們裝備自己，以面對在個人成長及社交發展不同階段可能遇到的挑戰。教師提供學習機會，加深學生對瞬息萬變的世界的了解。

教師是學生人生路上的導師；通過教學和輔導，幫助學生在不同成長階段認識自我、訂立目標和反思；發掘學生的潛能，並提供學習機會讓他們一展所長，以及探索未來的多元出路。

教師與學生分享自己的學習熱誠，為學生營造積極向上的氣氛和有利學習的環境；透過學習活動和個人言行，引導學生與師、師、家長和社區建立良好關係。

教師把自己對社會文化差異的認識和理解，應用於與學生的日常互動中；營造共融的學習環境，讓來自不同背景和有不同學習需要的學生感到受重視，並學會互相尊重；幫助學生在各生活範疇拓展潛能，鼓勵他們在學習和成長路上相輔而行。

成就出眾

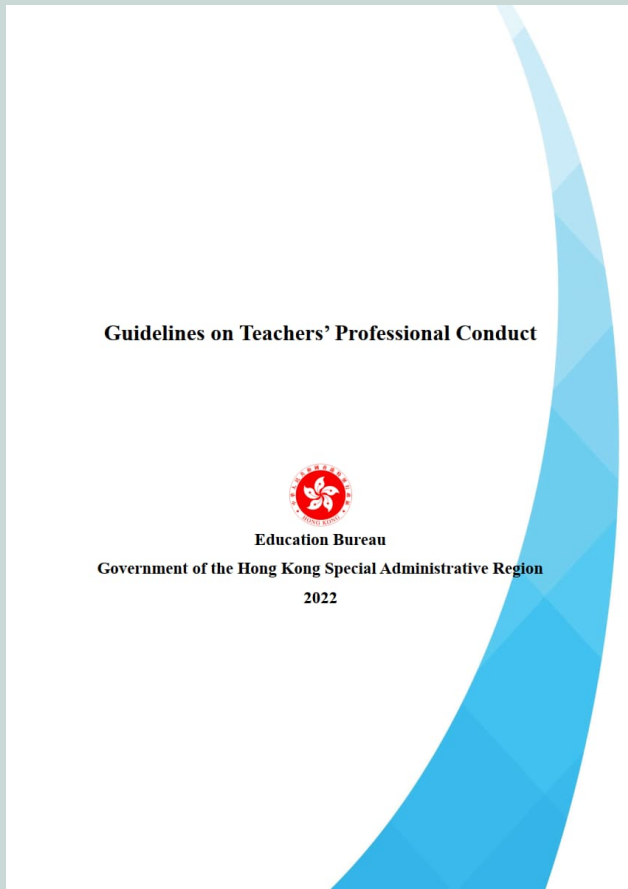
教師參與制定和檢視學校的政策及課程，確保其符合全人教育的基本理念；協力建立彰顯良好品德、正面價值觀和態度的校園。教師以培育學生成為明智及負責任公民為使命和責任。

教師與家庭、社會及其他專業人士協作，促進學生的成長與發展；尋求校內和校外的支援，以制定策略性計劃，讓學生為其人生志向作出明智的選擇，盡展潛能。教師積極參與制定校內的生涯規劃政策，並於推行有關政策時擔當重要角色。

教師貢獻己力營造具啟發性和愉悅的學校環境，為能力、興趣和志向各異的學生安排學習經歷，誘發他們內在的學習動力，以及培養他們的情緒管理 and 社交能力，達至全人發展。

教師參與建立校園，讓有不同教育需要和來自不同社會文化背景的學生，在各有所長的基礎上進一步；與同事協作，制定、推行和檢討學校政策及實踐方法，確保所有學生獲得公平對待，並從多元文化的豐富體驗中學習和成長。

Teachers' Professional Conduct



https://www.edb.gov.hk/attachment/en/teacher/guidelines_tpc/guidelines_en.pdf



https://www.edb.gov.hk/attachment/en/teacher/guidelines_tpc/guidelines_tc.pdf



EdUHK FE Intended Learning Outcomes (FEILOs)

完成學校體驗科目後，學生將能夠：

一、學校發展

1. 展示理解一所學校的辦學理念、目標、政策和實際運作之間的相互關係及其對教師角色和責任的影響。
2. 展示理解對學校作為一個社會文化機構，如何與不同持份者協作以回應本地教育需求和社會變遷。

二、學生發展

3. 展示了解其學生不同學習需要的能力，並促進他們拓展潛能。
4. 展示作為關愛學生的育才者的能力，培養學生全面發展，秉持道德修養、正向的倫理價值觀與態度、尊重多元文化的意識及創新的企業精神。

三、教與學

5. 顯示對任教科目學科知識的掌握。
6. 在策劃及發展教學策略及教材的過程中，展示運用教學內容知識的能力，以照顧學習差異。
7. 展示作為啟發學生的共建者的能力，通過適當的課堂語言、多元和創新的教學方法，並運用資訊科技，為有不同學習需要的學生提供適切學習環境，以便個人及集體建構知識。
8. 展示設計及應用各種評估策略的能力，為學生的學習提供反饋及為持續教學提供參考。

四、專業團隊關係與發展

9. 展示與同儕及學校支援團隊相處融洽，彼此建立親切、合作和溝通的關係，並參與各項學校活動。
10. 為持續專業學習，反思及評鑑自身的教學過程和成果、作為典範、關愛的育才者、啟發學生的共建者等角色，以及在學校的道德實踐。

Upon successful completion of the FE courses, student-teachers will be able to:

I. School Development

1. Demonstrate an understanding of the interrelationships between a school's educational philosophy, goals, policies and practices, and how these affect teachers' roles and responsibilities.
2. Demonstrate an understanding of the school as a social and cultural institution working in collaboration with stakeholders to respond to contextual factors and societal changes.

II. Student Development

3. Demonstrate an ability to cater for students' diverse learning needs and to enable them to develop their potential.
4. Demonstrate an ability to act as a caring cultivator of students' all-round development with moral virtues, positive and ethical values and attitudes, multicultural awareness, and an entrepreneurial spirit.

III. Teaching and Learning

5. Display command of content knowledge of the subject(s) assigned to teach.
6. Demonstrate the ability to use pedagogical content knowledge in planning and developing teaching strategies and materials for students' diverse learning needs.
7. Demonstrate the ability to act as a knowledge co-constructor and to provide a learning environment that engages students with diverse learning needs in individual and collective construction of knowledge through appropriate classroom language, varied and innovative approaches, and use of technology.
8. Demonstrate the ability to design and apply a variety of assessment strategies to provide feedback on students' learning and to inform ongoing teaching.

IV. Professional Relationships and Development

9. Demonstrate good rapport with peers and school supporting team through developing cordial, cooperative and communicative relationships with them and participating in school activities.
10. Reflect on and evaluate the process and outcomes of their own teaching, their roles as a model, a caring cultivator and a knowledge co-constructor, and their ethical practices in school for the purpose of continuous professional learning.

Establishing Teacher Identity in Practice

Face-to-face Sessions

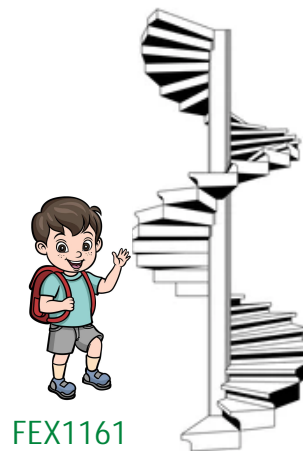
- Emphasize on:
 - Establishing professional teacher identity
 - Developing generic classroom skills

Professional Authentic Context Learning

- Conduct at least 3 meetings with the mentor (1 hour @)
- Shadowing the mentor (5 hours)
- School service / job tasting (5 hours)

Micro-teaching

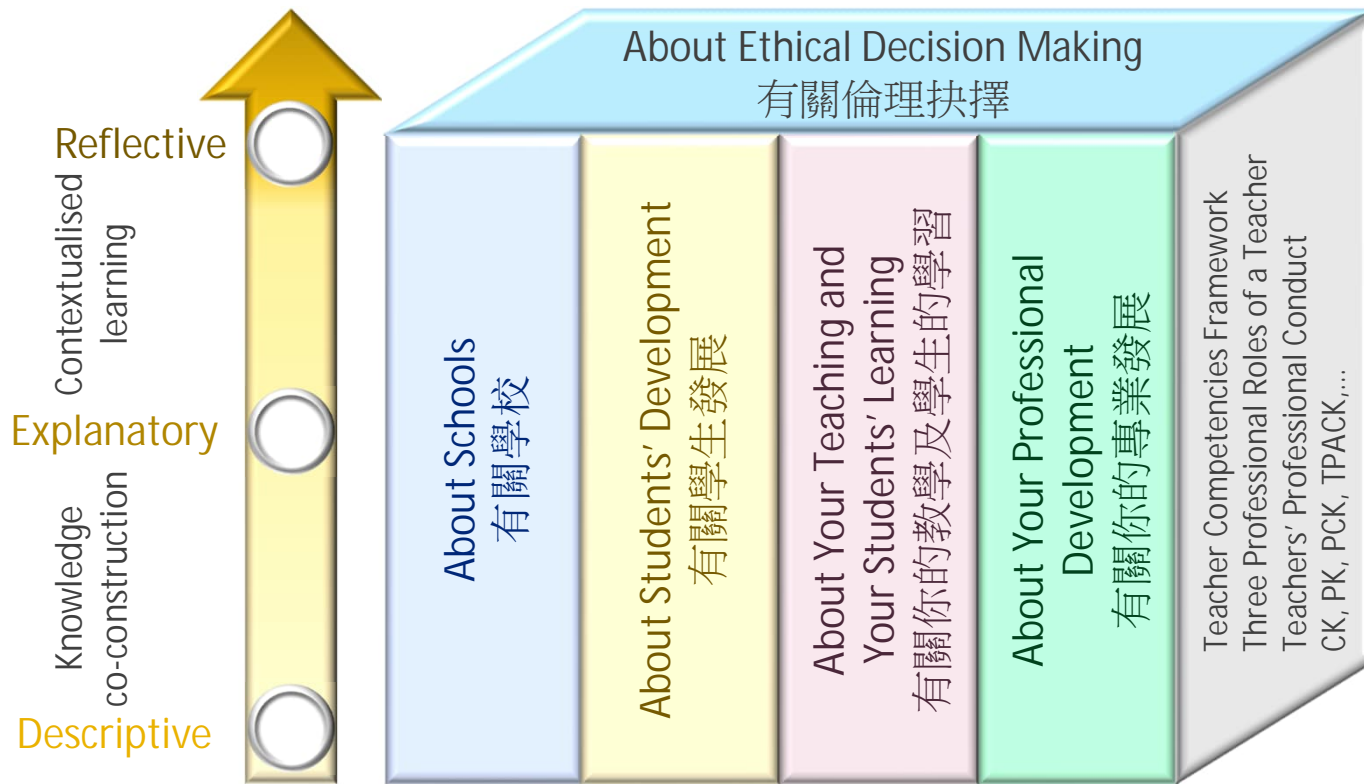
- Focus on generic teaching skills (instead of teaching subject content knowledge)



FEX1161

Spiral curriculum

Developing Competencies in Reflective Practice



Formative & Summative Assessment

FE and Professional Learning Portfolio II Assessment Instruction & Guides

The five assessment tasks of the FE and Professional Learning Portfolio II course are designed to support your achievement of learning and teaching (corresponding to the same 4 domains in the COTAP framework):

1. School Development;
2. Student Development;
3. Teaching and Learning; and
4. Professional Relationships and Services.

The finished portfolio will enable you to provide **evidence-based reflection** on your learning during BPII/FES in the course. Learning on FE should be progressive and you should keep reflecting and complete the 5 assessment tasks throughout under the guidance of your Professional FE Tutor. This is why the 5 assessment tasks are called **reflective journal** on each assessment task so that you can build on your work and improve it with the support and comment from your tutor.

from the ES Core & Restricted Electives courses and the Pedagogy Course to provide you with some guides to complete the 5 assessment tasks. The guides are:

All your undertakings at schools, including the conduct of the professional portfolio. As stated in the preamble to the FEILOs: *Teachers should conduct themselves as education professionals, in their three key roles: as a role model of professionalism, as a committed role model of professionalism, and as a role model of professionalism. They should work in a committed role model of professionalism. They should make every effort to continually improve their subject knowledge and skills. They should maintain the highest standards of integrity and moral conduct.*

1

Guidelines on FE and Professional Learning Portfolio II Assessment Tasks

Assessment Task 1 – School Development			
Recommended Timeline	Assessment Task	Guiding questions	Format
BPII: Weeks 1-2	Evidence-based reflection on the interrelationships between the school philosophy, goals, and the teachers' and other stakeholders' roles and responsibilities, and how this supports the school's responses to educational/societal changes	<p><u>A school philosophy / mission is effectively stating the attributes of students (citizen-to-be of the society) the school aims to prepare.</u></p> <ul style="list-style-type: none"> • What is the education philosophy / mission / vision / goals of the school? How does this philosophy reflect that of the School Sponsoring Body (SSB), if any, of the school? • What are the policies and practices the school has in place to support the staff members in achieving the school philosophy / mission etc.? • What are the roles and responsibilities of the staff members and other stakeholders in these policies and practices? You can describe the different roles and responsibilities of all/some of the following or other stakeholders: <ul style="list-style-type: none"> • the Principal; • the Academic Board; • discipline / guidance teams; • co-curricular activities team; • form/class teachers; • parents (through the PTA) etc. • How do all the stakeholders work together in implementing the school philosophy? Do they complement each other's work or do they conflict with each other? How and why? • Considering the fact that a school philosophy / mission / vision / goals are effectively specifying the qualities of students they aim to graduate from the school (to become citizens of the society), how do you think your BP school is responding to educational and societal needs in terms of its philosophy / goal statement, and the approaches taken to implement it? How effective do you think the responses are? What role do you think you can play as a student-teacher to support the school philosophy, goals, policies and practices? • What are the differences between your two BP schools in terms of (some of) the above? 	1. Evidence-based reflective journal 2. About 500 words in English or 800 words in Chinese#
FES: Weeks 1-4			Possible Evidence* Quotes / photos from school pamphlet/magazine, links / screenshots of the school webpage, photos of the school environment, observation notes, interview notes, information about staff meetings, Parent-Teacher Association, etc.
			CILO/ FEILO: CILO 1 / FEILOs 1, 2

* Evidence should be included as non-text (e.g., photos, figures, text boxes) so that the evidence will not count towards the word limits.
 # These are the suggested number of words for each assessment task. You can change them as long as you stay within the requirement of 3000 words in English and 4800 words in Chinese for the whole portfolio (for a 3-cp course).



Formative & Summative Assessment

評級標準 – 學校體驗歷程檔案(二)評核準則 **Grade Descriptors – Field Experience Portfolio II Assessment Criteria**

PORTFOLIO ASSESSMENT TASKS (90%)	FEILOs / GILOs	優異 Distinction (A+, A, A-)	良好 Good (B+, B, B-)	滿意 Satisfactory (C+, C)	及格 Below Satisfactory (C-, D)	不及格 Fail (F)
評估項目 1 Assessment Task 1 有關學校 About Schools CILO 1	FEILOs 1-2 學校作為社會及文化機構 Schools as a social and cultural institution	全面理解學校的教育理念、目標、政策和實踐、與教師和各方持份者的角色和責任之間的相互關係，以及此關係如何支援學校對多種相關背景因素和社會/教育上變動的應對。 Demonstrates comprehensive understanding of the interrelationships between the school's educational philosophy, goals, policies and practices, and the teachers' and various stakeholders' roles and responsibilities, and of how this supports schools' responses to multiple relevant contextual factors and societal/ educational changes.	充分理解學校的教育理念、目標、政策和實踐、與教師和不同持份者的角色和責任之間的相互關係，以及此關係如何支援學校對主要相關背景因素和社會/教育上變動的應對。 Demonstrates good understanding of the interrelationships between the school's educational philosophy, goals, policies and practices, and the teachers' and different stakeholders' roles and responsibilities, and of how this supports the school(s)' responses to major relevant contextual factors and societal/ educational changes.	適當理解學校的教育理念、目標、政策和實踐、與教師和持份者的角色和責任之間的相互關係，以及此關係如何支援學校對相關背景因素和/或社會/教育上變動的應對。 Demonstrates satisfactory understanding of the interrelationships between the school's educational philosophy, goals, policies and practices, and the teachers' and stakeholders' roles and responsibilities, and of how this support the school's responses to relevant contextual factors and/or societal/ educational changes.	基本理解學校的教育理念、目標、政策和實踐、與教師和持份者的角色和責任之間的相互關係，以及此關係如何支援學校對背景因素和/或一些社會/教育上變動的應對。 Demonstrates basic understanding of the interrelationships between the school's educational philosophy, goals, policies and practices, and the teachers' roles and responsibilities, and of how this supports the school's responses to contextual factors and/or societal/ educational changes.	未能理解學校的教育理念、目標、政策和實踐、與教師和持份者的角色和責任之間的相互關係，以及此關係如何支援學校對背景因素和/或一些社會/教育上變動的應對。 Does not demonstrate understanding of the interrelationships between the school's educational philosophy, goals, policies and practices, and the teachers' roles and responsibilities, and of how this supports the school's responses to contextual factors and/or societal/ educational changes.
評估項目 2 Assessment Task 2 有關學生發展 About Students' Development CILO 2	FEILOs 3, 4, 9 教師與同儕協力成為關愛學生全面發展的育才者 Teacher as a caring cultivator for students' all-round development in collaboration with colleagues	展示良好能力以作為一個非常關愛學生的育才者，非常積極與同儕協力支援學生發展高水平的個人品行、正面社會道德和態度、多元文化意識和/或企業家精神等全面發展。 Displays good ability as a very caring cultivator in supporting students' development of a high level of moral virtues, positive and ethical values and attitudes, multicultural awareness and/or an entrepreneurial spirit, in proactive collaboration/consultation with other	展示良好能力以作為一個關愛學生的育才者，積極與同儕協力支援學生發展良好水平的個人品行、正面社會道德和態度、多元文化意識和/或企業家精神等全面發展。 Displays good ability as a caring cultivator in supporting students' development of a good level of moral virtues, positive and ethical values and attitudes, multicultural awareness and/or an entrepreneurial spirit, in active	展示適當的能力以作為一個關愛學生的育才者，與同儕協力支援學生發展適當的個人品行、正面社會道德和態度、多元文化意識和/或企業家精神等全面發展。 Displays satisfactory ability as a caring cultivator in supporting students' development of a satisfactory level of moral virtues, positive and ethical values and attitudes, multicultural awareness and/or an entrepreneurial spirit, in some collaboration/consultation	展示基本能力以作為一個關愛學生的育才者，支援學生發展尚可的個人品行、正面社會道德和態度、多元文化意識和/或企業家精神等全面發展。 Displays basic ability in the role of a caring cultivator in supporting students' development of an acceptable level of moral virtues, positive and ethical values and attitudes, multicultural awareness and/or an entrepreneurial spirit.	不足/沒有能力支援學生發展個人品行、正面社會道德和態度、多元文化意識和/或企業家精神等全面發展。 或 導致學生發展不適當的個人品行和/或社會道德和/或態度。 或 誤導學生於個人品行和/或社會道德和態度的發展。 或 展示不當的個人品行和/或社會道德和/或態度。





Thank you

