

Scholarship for Teachers (Pursuit of Master’s Degree Programmes) 教師獎學金（進修碩士學位課程）

Sharing by Awardees 得獎者分享

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Scholarship for Teachers (Pursuit of Master's Degree Programmes)

Ms MAK Yee-kiu (2018/19 awardee)

With the full support of the “Scholarship for Teachers (Pursuit of Master's Degree Programmes)” by the Education Bureau, I have successfully completed a master's degree in English Studies for Professions (English Language Teaching) at a local higher education institution.

During my two-year learning experience in the programme, I have embarked on an inspiring learning journey. Not only did it ignite my passion and courage for the study, it also reminded me of the importance of lifelong learning. Upon my graduation, I realized that my interpersonal skills had been refined and self-confidence boosted through my active engagement in class discussions and different types of presentation in due course.

As a language art lover, I was also mesmerised by the integration of drama activities into language learning in one of the modules of the programme. Provided with a handful of drama related texts and media resources, I seized every opportunity to incorporate those drama activities in my classroom teaching and practices to facilitate effective student-oriented learning.

Throughout the programme, the lectures and individual studies could greatly enhance my critical thinking skills and self-reflective attribute. Specifically, I took a course about “Syllabus Planning and Materials Design” in which different approaches to language syllabus design were exemplified and I learnt how to evaluate the effectiveness of different English learning materials. Such valuable knowledge and skills can be applied to bettering our school curriculum development while taking the role of an English Panel teacher at work.

I benefited a lot from the programme. Yet, taking simultaneous roles of a full-time teacher and a part-time postgraduate indeed required good self-discipline and skilful time management. With mutual understanding and frank communication, my school administrators have shown their full support for my study and made arrangements in the allocation of my duties. That could help alleviate some pressure from work so that I could strike a balance between my work and study.

I am proud to have undertaken the dual roles of a teacher and a student. I believe my students can also be motivated by my deed. As Brad Henry once said, “a good teacher can inspire hope, ignite the imagination, and instill a love of learning.” Taking an initiative to learn can bring more possibilities in life.

Again, I would like to express my sincere gratitude to the Education Bureau for enhancing teachers’ professional development by providing the Scholarship. I strongly believe that you will be the next one to accomplish a higher qualification and gain a sense of satisfaction in your teaching career. Act now and enjoy learning!

Scholarship for Teachers (Pursuit of Master's Degree Programmes)

Ms YU Ming-ka (2018/19 awardee)

It is my great pleasure to share the journey of my professional development through studying the master's degree programme. The Scholarship for Teachers serves as a key motivator for me to take a step in pursuing further studies.

What is the most rewarding part of your master's degree programme?

I studied the Masters of Education specialising in Gifted Education and Talent Development. As the coordinator of gifted education at school, the most rewarding part of the degree programme is having met like-minded and passionate education professionals who have taken various initiatives in enhancing talent development at schools. It has been a valuable experience listening to peers' sharing, and learning about how gifted education and talent development programmes can be implemented in other schools.

The master's programme also provided a systematic and well-knit training on writing dissertations, research skills, data analysis, etc.

What is the most challenging part of your master's degree programme?

The working hours of teachers are usually long, so my classmates and I often attended evening lectures after a whole day of work, which could be tiring at times. It took a lot of determination and stamina to handle both "worlds" whilst taking care of family duties. However, the experience is very rewarding as one's time management capability has been strengthened and professional network widened through the programme.

How has the master's degree programme enhanced your pedagogical practice and professionalism at the classroom/panel/school level?

The specialisation of Gifted Education and Talent Development in Masters of Education allowed me to design talent development programmes at my school with a theoretical backbone in mind. For example, enriching the programme content with the incorporation of self-directed learning components, which helped to unleash creativity and leadership potential of students, based on

education research. The practical knowledge learnt through lectures and guest sharing enhanced my acumen on evaluating gifted programmes through a holistic point of view.

Has the study of the master’s degree programme brought any positive impact on your non-teaching duties?

I have secured more opportunities in managing and implementing gifted education and talent development programmes at my school, taking up both roles of Coordinator of Gifted Education and Assistant Coordinator of Other Learning Experiences (OLE) Team. My duties include liaising with external institutes in promoting gifted education programmes and overseeing the implementation of all extra-curricular activity groups.

What else do you want to share with teachers who would like to apply for the Scholarship?

I strongly encourage aspiring teachers to apply for the Scholarship, as the significance of pursuing a master’s degree does not only lie in gaining professional knowledge nor academic qualification – it also comes from the embracement of a growth mindset. I believe teachers play a paramount role in shaping the education field. By equipping ourselves with professional knowledge, we can in turn bring positive impacts to the future generation of learners. For teachers who would like to apply for the Scholarship, this is an opportunity to step out of the comfort zone and deepen their educational insights.

教師獎學金（進修碩士學位課程）

鄭加略先生（2018/19 得獎人）

近年政府大力推廣 STEM 教育。本人作為前設計與科技科教師，兩年前獲學校委任校本 STEAM 課程發展的工作。然而，本人已轉營為音樂教師多年，其間雖然一直使用電子教學，但面對學校的校本 STEAM 課程發展，恐所學不敷應用。因此，本人欲透過完成本地大學開辦的 STEM 教育碩士課程，梳理本科知識並掌握 STEM 課程發展的新趨勢，從而開闊視野，看清 STEM 教育的遠景。

除此以外，本人在校內身兼藝術及音樂等範疇相關的職務，亦曾借調到教育局作支援教師，協助推行 STEM 教育發展的工作。所以，兼讀碩士學位為我來說不無壓力。除了課後要趕赴上課，每星期三晚十時才回家外，還要在百忙中抽時間完成繁重的作業。本人希望感謝各位教育界同工曾協助進行面試及問卷調查，最後能順利完成學業。

修讀 STEM 教育碩士學位課程令我獲益良多。本人重整過去在設計與科技科的教學經驗，配合進修得來的最新教學思維，為學校設計了理論與實踐並重的校本 STEAM 課程。過去一年，我們接受了教育局的觀課，獲得了很多有價值、有建設性的建議。透過檢視中一至中三的校本 STEAM 習作，我們產生了重整中一至中三 STEM 教育範疇的設想，然後訂立循序漸進的初中三年計劃。當中包括編程、工程、商業等教學素材，讓學生利用科學、科技、藝術及數學知識進行解難活動。

個人認為求學之道貴乎活到老、學到老。雖然本人已有三十多年的教學年資，但是本人仍願意付出額外時間，為未來教育發展進修備戰。重回校園令自己重拾初心，看清教育的使命，不單局限於課堂教學，更應跨界地把真、善、美的概念引進其他學科、學習領域及校外的專業學習社群。期望各位同工無論服務什麼崗位，同樣願意窮心力設計課程及計劃，讓學生於學習中享受最大的樂趣，於人生中獲得最大的成就。

教師獎學金（進修碩士學位課程）

袁慧真女士（2017/18 得獎人）

我以「教師獎學金」攻讀了本地教育碩士課程，主修價值教育。修讀這個課程令我有所得著。

重返母校修讀碩士課程的確令我感觸很深，現在的我已經在教育界打滾多年，已不是當年剛升上大學少不更事的黃毛丫頭，抱著當下盡享大學生活的心態。然而，修讀碩士課程後，我希望不僅豐富了知識及技能，還提供自己一個重新思考、整理、反思人生的機會，讓我繼續前進。

這個課程讓我在心態及成長上有「停一停、歇一歇」的感覺，亦令我在教學方面有不少反思。

作為學校的特殊教育需要統籌主任，我抱著「以人為本」的信念，必須先考慮學生的學習需要來設計每個課程。究竟他們的程度及能力如何？如何照顧不同學習需要的學生？哪一種學習模式最適合他們？探究式學習還是體驗式學習？在課堂上除了傳授課本知識外，如何同時能夠協助學生建立正確的價值觀？以上這些皆是我的啟示和反思。不只是停留在學科課程，還讓我學會如何幫助學生建立正面可取的價值觀，讓學生學懂選擇，為自己所作的選擇承擔後果。在非教學層面如班級經營，作為班主任；在帶領小組，作為導師時；甚或作為同工，給予同輩及後輩的支持等，我亦秉持這種信念。

最後，我謹希望各位同工多考慮自己的需要而去選擇應修讀的課程，如斯才能享受學習過程和獲得自己所需。共勉之！

教師獎學金（進修碩士學位課程）

莊幼玉女士（2017/18 得獎人）

回想在二零一七年申請由教師及校長專業發展委員會所推行的「T-卓越@hk」計畫下的「教師獎學金」時，我還在憂慮自己能否同時兼顧工作和學業。但轉眼間，我已修畢中國語言及文學碩士課程快兩年了。事實證明只要有恆心，目標定能達到。所以同工亦不必再猶疑，大可放心持續進修。

我所報讀的課程修讀年期為兩年，上課時間為晚上六時至八時半，每星期兩節。課程不單能提高我對中國語言、文學、文化知識等的認知，還讓我能學習戲劇教學、協作教學等最新的教學法，這些對我在課堂中進行戲劇教學和協作教學均有莫大裨益。整個課程內容既有理論部分，也有不少有關實際教學的討論。同學們能從中認識中文教學最新趨勢，眼界大開。

完成整個課程後，我不但對語文教育有了更深入的認識，最重要的是獲得反思教學的機會，對語文教學有更新的看法和抱有更開放的態度。

透過這個課程，我結識了一班志同道合的同學，他們都是來自不同學校的現職中小學教師，我們至今仍然保持聯絡，互勵互勉。意外地收穫了一份珍貴的友誼，亦是這計畫賜予我的呢！

教師獎學金（進修碩士學位課程）

陳潔瑩女士（2018/19 得獎人）

自 2013 年，我於校內參與「外務及家校組」工作，當中包括與家長分享照顧子女的心路歷程。我察覺到家長無論在跟進子女課業或管教方面，都需要支援和同行者，亦深明家長教育對培育孩子成長的重要性。而學校，正好是推動家庭教育的橋樑。我深信，學校的教育使命，不只是培育學生，家長教育亦是重要的一環。因此，我帶着一份使命感，以家長教育為進修目標，報讀本地大學開辦的家長教育碩士課程。

進修的兩年間，我能夠從理論及研究來確立信念：家庭、學校與社區有着環環緊扣的關係，而家長更是有待學校開發的寶貴資源。課程通過不同的角度，讓我了解到在不同時代、不同地域出生的家長，對子女的期望及管教素質的相異之處。課程也讓我再次察覺，如何與家長溝通時紓緩其情緒及化解家校之間的衝突或誤會，是家長信任學校與否的關鍵；最重要的是，它讓我反思如何有系統地建立家庭、學校與社區的協作關係，如何有效運用資源及優化現有架構，讓學生在全人發展上獲得最大裨益。這些寶貴的學習經驗和得著，成為本人有效推動家長個人成長、親職及子女培育的基礎。我深信透過家校合作，定能造就出熱愛、分享及實踐生命的學生。

在教育路上，我們以生命影響生命。我們需要不斷增值自己，才能緊貼時代變遷，與學生和家長攜手同行。願我們每一位都能找到自己對教育專業發展的方向和抱負，不斷持續進修，追求卓越。