

# Hong Kong Teachers' Exchange Activities to the Mainland (HKTEAM)

A Cross-boundary Collaboration Fostering Professional Growth

28 Mar 2025

# Presentation Today

**Elaine  
Chung**



1. BACKGROUND ABOUT  
HKTEAM



2. SHARING FROM TWO  
2023/24 SECONDED TEACHERS

**Nicole  
Wang**



3. SECONDMENT DETAILS

# Scheme on Hong Kong Teachers' Exchange Activities to the Mainland (HKTEAM) 2023/24



## **Objectives:**

(1) Facilitate professional sharing in:

- ❖ Curriculum management
- ❖ Modular design
- ❖ English Language pedagogy

(2) Deepen understanding of Mainland education developments;

(3) Create a sustainable platform for professional exchange between Hong Kong and Mainland English Language teachers

**Case 1**  
**(by Elaine Chung)**



## Fruitful outcomes:

1. Development of school-based readers
2. Conducting a cross-school open lesson:  
Integration of cross-curricular learning  
elements with “Service Learning (劳动课)”

## The Learning Journey

### Case 1

#### Preparation: Visiting Hong Kong

7 Mar – 8 Mar 2024

#### Online collaboration (1<sup>st</sup> week)

Agreeing on the tryout focuses

11 Mar – 15 Mar 2024

#### Professional Exchange in Shantou (1<sup>st</sup> week)

Conducting workshops and co-teaching

18 Mar – 22 Mar 2024

#### Online collaboration (2<sup>nd</sup> week)

8 Apr – 12 Apr 2024

#### Professional Exchange in Shantou (2<sup>nd</sup> week)

Conducting open lessons

15 Apr – 19 Apr 2024

# Collaboration with the Mainland teachers

## Online meetings

- Conducting **SWOT analysis** to understand the school needs
- Discussion about designing the content of the reader
  - **Chaoshan cultural heritage (cultural security)**
  - Traditional values: treasure and preserve traditional Chaoshan food, and local identity cultivation
  - Characters: Grandma and grandson
  - Colour of Kueh: **Red** resembles good luck;
  - Shape of Kueh: **Peach** resembles peace and long life

# On-site visits (Two-week Programme)

- Conducted workshops on
  - values education using picture books
  - phonics instruction
- Implemented co-teaching with a Mainland teacher on introducing a picture book about friendship
- Open lesson conducted by two Mainland teachers
- Participated in a cultural exchange involving local and Thai teachers and students

Conducting a workshop

Having a co-planning meeting

# What happened in the co-teaching lesson?

- Arranged hands-on learning activities
- Introduced pair work to allow more student-student interaction
- Facilitated co-teaching among the English team
- Made use of Bloom's Taxonomy in teaching readers



# Impact and Way Forward

## **Impact:**

- More student-centred learning activities were organised.
- Opportunities were provided to ensure more student-student interaction.
- Teachers became more confident in co-teaching.
- Bloom's Taxonomy was well used in teaching new readers.

## **Way forward**

- Use the reader again in the new school term
- Keep on developing L&T materials to suit school contexts

# Reflection

## Challenges faced

- Preparation time was tight.
- The workload was quite heavy.

## Inspiration

- Better understanding of the curriculum in the Mainland, e.g. values education, infusion of Chinese culture in modular design
- Appreciated the efforts of the Mainland teachers in improving the lesson planning and professional development via peer lesson observations (e.g. 同課異構、磨課)

# Preview of the Fruitful Outcomes



**Case 2**  
**by Nicole Wang**

## Teacher Development:

- Introduced practical teaching strategies, e.g. **cooperative learning**
- **Shared ways of developing students' reading skills**
- Introduced some language games, e.g. board games and English activities
- Shared learning and teaching materials, e.g. ways to cater for learner diversity

## The Learning Journey

### Case 2

**Preparation:  
Visiting HK**

7 Mar – 8 Mar 2024

**Online  
collaboration  
(1<sup>st</sup> week)**

**Agreeing on  
the tryout  
focuses**

11 Mar – 15  
Mar 2024

**Professional  
Exchange in  
Shantou (1<sup>st</sup>  
week)**

**Conducting  
workshops and  
meetings**

18 Mar – 22 Mar  
2024

**Online  
collaboration  
(2<sup>nd</sup> week)**

8 Apr – 12 Apr  
2024

**Professional Exchange  
in Shantou (2<sup>nd</sup> week)**

**Assessing student  
learning**

15 Apr – 19 Apr 2024

# Collaboration with the Mainland teachers

## **Professional Development Needs**

- 1) learning more about e-learning, e.g. devices, tools
- 2) teaching how to **read picture books**
- 3) Professional development focuses
  - Workshop on **cooperative learning**
  - Sharing on engaging students in **group work effectively**
  - lesson observation, post-lesson meeting
- 4) Providing professional input to students' activities: being an **oral presentation judge**

# Workshops and Professional Discussions

- Practical teaching strategies, e.g. **cooperative learning (numbered head, round table, think-pair-share), teaching phonics to sound out words**
- **Teaching reading skills** (e.g. pronoun reference, **story mountains**)
- Introduced some language games, e.g. board games, English activities
- Shared school-based learning & teaching materials (e.g. levelled worksheets, sight words)

Meeting with the Mainland teacher (about 15 teachers)

Workshop on cooperative learning

# Assessing Student Learning

## Good Practices Observed:

- Role-play/performance
- Homework: **Need-to-do** VS **Choose-to-do**

## What we would like to see more:

- ❖ More T-S and S-S interaction in English lessons
- ❖ Stronger alignment between the learning objectives and the L&T activities
- ❖ More specific assessment criteria

# Observations and Reflection

## Students:

- ✓ Students are very **confident, active** and **positive**

## Teachers:

- ✓ Mainland teachers are very friendly, e.g. bringing HK teachers out for sight-seeing and introducing some cultural specific places.
- ✓ Mainland teachers are **enthusiastic about their work** and **open to new teaching ideas**.
- ✓ They love their local culture and are aware of preserving local culture

## Curriculum Development:

- ✓ the education practice in the Mainland, e.g. timetabling, assessment methods
- ✓ the school culture and teaching practices



# Insights from Full-time Secondment

## **A. Initial Adjustment Period**

- First 2-3 months: Adapting to professional discourse and work culture and environment
- Developing a clearer picture with key initiatives in English Language education

# Insights from full-time Secondment

## **B. Personal Professional Growth**

- Enhanced knowledge about curriculum development:
  - Connecting theories with frontline practices
  - Gaining hands-on experience through collaboration with different schools
- Better understanding of the English Language curriculum
- Collaboration skills: More adaptable and flexible in the co-planning process when collaborating with different schools
- Leadership development: Enhanced leadership when returning to home school

# Insights from Full-time Secondment

## **C. Impact on Host School's Curriculum Development**

- Better understanding of the progress of home school curriculum development, e.g. RaC
  - Having a clear picture of ways to enhance the school curriculum
- 
- Bring the innovative teaching strategies back to school
  - Apply new approaches to curriculum planning
  - Incorporate new initiatives in school curriculum, e.g. values education, life-planning education

## *Seconded Teachers are expected to*

1. implement the curriculum initiatives through **on-site support services**;
2. organise professional development activities, including **Learning Communities**;
3. assist in identifying and **disseminating good practices**;
4. undertake research and development projects;
5. liaise with relevant parties of the schools to **review their progress**; and
6. assist in conducting professional exchange activities for **English teachers from the Mainland and HK**.

## Entry Requirements

- 1) Applicants should be **serving panel heads, assistant panel heads or level coordinators** of primary or secondary schools.
- 2) They should **have a university degree** or equivalent in English Language and/or English Language Education
- 3) They should have **no less than six years** (as at 31 August 2025) of **full-time teaching experience**.

# Application procedures:

## 1. Complete Appendix B (2 pages)

### Appendix B Page 1 of 2

#### Education Bureau Staff Interflow Schemes 2025 Application Form

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 16/2025 before filling in this form. The completed application form should be sent by post to the Human Resource Management Unit of EDB on 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong or by hand to the Education Bureau's drop-in box (Box no.: EDB03 – Staff Interflow Schemes 2025) located at the 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong. Please specify "Application for Interflow" on the envelope. Application for interflow arrangement to commence in August/September 2025 should reach HRM Unit of EDB or EDB's drop-in-box on or before 3 April 2025.

<b>Personal Particulars</b>			
Name in English: (*Mr/Ms) _____ (surname) _____ (other name:)			
Name in Chinese: _____		HKID No. (First 4 digits): _____	
Substantive Rank (Name): _____		E-mail (Name): _____	
Employment Term (Name): <u>employed on *permanent/probation/trial/non-civil service contract/temporary contract term</u>			
Residential Address: _____			
Tel: (Day) _____		(Evening) _____	
<b>Parent School/Office</b>			
Name of School/Section: _____			
Office Address: _____			
Tel: _____			
Fax: _____ School Level (if applicable): <u>* Primary/Secondary/Special School</u>			
<b>Academic and Teacher Qualifications</b>			
Qualification Obtained	Major/Minor/ Elective Subjects	Name of School/Institute	Year of Award
<b>Experience</b>			
<b>Experience in Education Profession</b>			
Name of School/Section	Post	Period of Service (mm/yy – mm/yy)	Major Duties (for teaching jobs, please specify the subjects and levels taught)
<b>Experience of Interflow to EDB or former Education and Manpower Bureau/Education Department(if any)</b>			
Name of School/Section	Post	Period of Service (mm/yy – mm/yy)	Major Duties (for teaching jobs, please specify the subjects and levels taught)
<b>Brief Descriptions (with duration) of Other Related Experience (e.g. subject panel, committee i/c, curriculum design and development, research, IT projects, SAMS administration, student discipline work, etc.)</b>			
Position Held	Period of Service (mm/yy – mm/yy)		
<b>Knowledge of Computer Software Packages/Programmes</b>			

\* Please delete where inapplicable.  
Note 1: For teachers from Direct Subsidy Scheme (DSS) schools, actual salary level will need to be provided if their applications are successful.  
Note 2: We will acknowledge the receipt of your application by sending electronic mail to this address.  
Note 3: Please read paragraph 4 of EDBCM No. 16/2025.

## 2. Complete Annex 1 Choose A (18) Language Learning Support Section

### Choice of Secondment Position Specified in A(1) to A(27)

Please choose no more than three categories of secondment positions listed below in order of preference. Items selected other than your first three choices will not be considered.

Division/Office/Section	Eligible ranks	Qualification and experience required/preferred (Please Tick)	Choice of Preference (Please fill in 1–3)
A(1) SDB – Life Planning Education Section	GMs/SGMs of secondary schools	No less than five years (as at 31 August 2025) of full-time teaching experience and three years of experience in life planning education and career guidance work in secondary schools. Priority will be given to applicants with professional training in life planning education and career guidance such as the Certificate Course on Career Guidance and Life Planning for Secondary School Teachers.	
A(2) SED – Guidance and Discipline Section	Teachers of primary or secondary schools	No less than 5 years (as at 31 August 2025) of teaching experience preferably with professional training in guidance/discipline/counselling and at least 3 years of experience in school guidance/discipline work.	
A(3) CDI – Citizenship and Social Development Section	Teachers of secondary schools	Bachelor's degree (or equivalent), a post-graduate diploma/certificate in Education (or equivalent) and no less than 3 years (as at 31 August 2025) of full-time teaching experience in the subject of Citizenship and Social Development.	
A(4) CDI – English Language Education Section	Teachers of primary or secondary schools	Bachelor's degree/master's degree/doctoral degree majoring in English Language, English Studies, English Literature, English Language Education or Translation or equivalent, a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2025) of full-time teaching experience in the English Language subject at the primary or secondary level.	
A(5) CDI – Kindergarten and Primary Section	Teachers of primary schools	No less than three years (as at 31 August 2025) of full-time teaching experience in General Studies. Priority will be given to applicants with experience in piloting Primary Humanities.	
A(6) CDI – Moral, Civic and National Education Section	Teachers of primary or secondary schools	No less than three years (as at 31 August 2025) of full-time teaching experience in values education.	
A(7) CDI – Moral, Civic and National Education Section	Teachers of primary or secondary schools	No less than three years (as at 31 August 2025) of full-time teaching experience in national education.	
A(8) CDI – Moral, Civic and National Education Section	Teachers of primary or secondary schools	No less than three years (as at 31 August 2025) of full-time teaching experience in national education and/or national security education.	
A(9) CDI – Native-speaking English Teacher Section	English teachers of secondary schools	Bachelor's degree in English Language or equivalent, a post-graduate diploma / certificate in education (or equivalent), and no less than three years (as at 31 August 2025) of full-time teaching experience in the English Language subject at the secondary level.	
A(10) CDI – Personal, Social and Humanities Education Section Chinese History	GMs/SGMs of secondary schools	Bachelor's degree/ Master degree/ Doctoral degree majoring in Chinese History/ History or equivalent, a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2025) of full-time teaching experience in the Chinese History/ History subject at secondary level.	
A(11) CDI – Personal, Social and Humanities Education Section History	GMs/SGMs of secondary schools	Bachelor's degree/ Master degree/ Doctoral degree majoring in History or equivalent, a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2025) of full-time teaching experience in History at secondary level.	
A(12) CDI – Physical Education Section	Teachers of primary schools	Bachelor's degree / Master degree / Doctoral degree majoring in PE / Sports-related subject or equivalent, a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2025) of full-time teaching experience in the PE.	
A(13) EID – Assessment and Hong Kong Examinations and Assessment Authority (A&HKCAA) Section	Teachers of primary or secondary schools	Bachelor's degree majoring in Chinese Language / English Language / Mathematics / or a Bachelor of Education degree majoring in Chinese Language / English Language / Mathematics, or equivalent, a certificate in education from a Hong Kong tertiary educational institution, or equivalent, at least five years (as at 31 August 2025) of full-time teaching experience in the subject of Chinese Language / English Language / Mathematics at primary and/or secondary level(s), solid grasp of strategies to implement the Chinese Language / English Language / Mathematics Education Curriculum of Hong Kong and experience in developing school-based Chinese Language / English Language / Mathematics curriculum, learning resources and assessment tasks and items at primary and/or secondary level(s).	
A(14) EID – Quality Education Fund Secretariat Team 1	Teachers of primary or secondary schools	No less than 4 years (as at 31 August 2025) of full-time teaching experience at primary and/or secondary level.	
A(15) EID – Quality Education Fund Secretariat Team 2	Teachers of primary or secondary schools	No less than 4 years (as at 31 August 2025) of full-time teaching experience at primary and/or secondary level.	
A(16) EID – Language Education and SCOLAR Section	Teachers of primary or secondary schools	Bachelor's degree/master's degree/doctoral degree majoring in English Language, English Literature, English Language Education or Translation or equivalent, a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2025) of full-time teaching experience in the English Language subject at the primary or secondary level.	
A(17) QAD – Life Skills Education Section 2	Teachers of primary or secondary schools	University degree in Chinese Language/Humanities or Social Science or equivalent, a postgraduate diploma/certificate in education or equivalent, and no less than 5 years (as at 31 August 2025) of full-time teaching experience in relevant subjects. Proficiency in Putunghua is preferred.	
A(18) CSD – Language Learning Support Section	Panel heads/Assistant Panel heads/Coordinators of teaching Chinese to non-Chinese speaking students or level coordinators of primary or secondary schools	University degree or equivalent in Chinese/English Language and/or Chinese/English Language Education, a postgraduate diploma/certificate in education or equivalent and no less than six years (as at 31 August 2025) of full-time teaching experience in the English/Chinese subject at primary and/or secondary level(s). A higher degree or equivalent in Chinese/English language and/or Chinese/English Language Education is an advantage.	



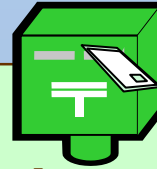
## 3. Complete Annex 2 of Appendix B to seek the permission of school head

Priority number of this application (if more than one application is submitted from the same division/school): _____	
Do you support this application? Please insert "✓" in the appropriate box.	
<input type="checkbox"/> Yes, I support this application. To the best of my knowledge, the applicant can be deployed to work for the interflow position he/she applies for.	
I understand that:	
<ul style="list-style-type: none"><li>it is my responsibility to report to EDB any subsequent changes to the applicant's terms and conditions of employment, duty/training commitment or approved leave schedule which may affect the applicant's eligibility or suitability for interflow.</li><li>there will be no acting appointment to cover the absence of the officers released for interflow.</li></ul>	
<input type="checkbox"/> No, I do not support this application. Reason(s): _____	
Please indicate your acceptance to the relief arrangement by inserting "✓" in <u>only one</u> of the following boxes:	
<input type="checkbox"/> <b>Application for participation in the Annual Teacher Secondment Exercise</b> I am willing to receive funding for employing a substitute teacher at the basic rank (at the actual salary level if the applicant is at the basic rank) as relief arrangement.	
<input type="checkbox"/> <b>Application for voluntary posting to schools for non-teaching departmental grade officers at basic rank</b> I am willing to receive funding (up to the minimum salary point of the teacher post) for employing non-civil service contract staff.	
<div>School/ Organization Chop</div>	Signature of supervisor / School Head: _____ (Name and Post: _____)
Division/School: _____	
Tel: _____ Date: _____	

\* Please delete where inapplicable

**Send your application to:**

**By post**



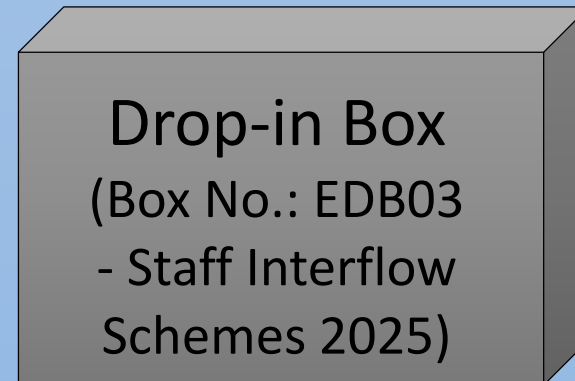
**EDB Human Resources Management Unit  
4/F, East Wing, Central Government Offices  
2 Tim Mei Avenue, Tamar, Hong Kong  
(Application for Staff Interflow Schemes 2025)**

**Deadline for Application:  
3 April 2025 (Thu)**

**or**

**By hand**

**Located at 2/F Entrance,  
East Wing, Central  
Government Offices,  
2 Tim Mei Avenue, Tamar,  
Hong Kong**





# Enquiries

**Administrative matters:**

**Mr Marvis WANG      3698 3967**

**Professional matters:**

**Ms Brenda FUNG      3698 4067**