

List of Stakeholders Contacted and Met, Submissions Received, and Views Expressed at Meetings

Table 1 : Meetings with Stakeholders

Date	Stakeholders
9 Oct 2007	<p align="center"><u>HKIEd Management</u></p> <p>Professor Cheung Bing-leung, Anthony, BBS, JP, (the then) President-designate, HKIEd (張炳良教授) Professor Lee Wing-on, (the then) Acting President, HKIEd (李榮安教授) Mr Mong Chan, Chris, Vice-President (Administration), HKIEd (蒙燦先生) Professor Kerry Kennedy, Acting Vice-President (Academic), HKIEd (甘國臻教授) Professor Cheng Yin-cheong, Centre Director, Centre for Institutional Research and Development, HKIEd (鄭燕祥教授)</p>
7 Jan 2008	<p align="center"><u>HKIEd Management</u></p> <p>Professor Cheung Bing-leung, BBS, JP, Anthony, President, HKIEd (張炳良教授) Professor Lee Wing-on, Vice-President (Academic) & Deputy to the President, HKIEd (李榮安教授) Mr Mong Chan, Chris, Vice-President (Administration), HKIEd (蒙燦先生) Professor Kerry John Kennedy, Dean, Faculty of Professional and Early Childhood Education, HKIEd (甘國臻教授) Professor Cheng Yin-cheong, Centre Director, Centre for Institutional Research and Development, HKIEd (鄭燕祥教授) Dr Lai Kwok-chan, Director of Strategic and Academic Planning (黎國燦博士)</p>

Date	Stakeholders
7 Jan 2008	<p><u>Staff on Teaching and Programme Development</u></p> <p>Professor Kerry John Kennedy, Dean, Faculty of Professional and Early Childhood Education, HKIEd (甘國臻教授)</p> <p>Professor Wong Ngai-chun, Margaret, Director of Programmes, Programme Office: Early Childhood and Special Education Programmes (黃艾珍教授)</p> <p>Dr Cheng May-hung, May, Acting Dean, Faculty of Languages, Arts and Sciences (鄭美紅博士)</p> <p>Dr Tong Ho-kin, Director of Programmes, Programme Office: Faculty of Languages, Arts and Sciences; Head of Department of Chinese (湯浩堅博士)</p> <p>Dr Mak Chiu-ling, Grace, Director of Graduate Programmes, Graduate Programmes Office, Principal Lecturer, Department of Educational Policy and Administration (麥肖玲博士)</p> <p>Dr Samuel Leong, Head, Department of Creative Arts and Physical Education (梁信慕博士)</p> <p>Professor Thomas Andrew Kirkpatrick, Head, Department of English (柯安竹教授)</p> <p>Dr Lo Tin-yau, Joe, Acting Head, Department of Mathematics, Science, Social Sciences and Technology (羅天佑博士)</p>
7 Jan 2008	<p><u>Staff on Research and Scholarly Activities</u></p> <p>Professor Cheng Yin-cheong, Centre Director, Centre for Institutional Research and Development (鄭燕祥教授)</p> <p>Professor Lo Mun-ling, Centre Director, Centre for Learning-study And School Partnership (盧敏玲教授)</p> <p>Professor Mok Mo-ching, Magdalena, Centre Director, Centre for Assessment Research and Development (莫慕貞教授)</p> <p>Professor Philip Benson, Coordinator of KRA – Language Education and Literature</p> <p>Dr Gregory Paul Fairbrother, Coordinator of KRA – Citizenship Education (方睿明博士)</p> <p>Dr Tong Shau-ling, Principal Lecturer, Department of Chinese (唐秀玲博士)</p>

Date	Stakeholders
	<p>Dr Leung Chi-cheung, Associate Professor, Department of Creative Arts and Physical Education (梁志鏘博士)</p> <p>Dr Bob Adamson, Higher Degrees Committee Member, EdD Coordinator (鮑勃博士)</p> <p>Dr Lim Swee-eng, Audrey, Head, Department of Early Childhood Education (林瑞瑛博士)</p> <p>Note : The staff was not office bearers of their respective associations. They were invited to the meeting by HKIEd.</p>
7 Jan 2008	<p><u>Students and Graduates from the recent five years</u></p> <p><i>Alumni</i></p> <p>Miss Leung Chi-kin, Gloria (梁志堅小姐)</p> <p>Miss Rainbow Zhang (張彩虹小姐)</p> <p>Mr Derek Law (羅德永先生)</p> <p>Miss Cheung Po-man, Rowena (張寶雯小姐)</p> <p>Mr Alain Lai (賴英倫先生)</p> <p><i>Students</i></p> <p>Miss Yin Wen-ting (殷文婷小姐)</p> <p>Mr Yau Ming-hei (邱銘熙先生)</p> <p>Mr Mo Kwun-ki (巫觀其先生)</p> <p>Miss Fan Sze-ki (范詩琪小姐)</p> <p>Note : The students were not office bearers of their respective associations. They were invited to the meeting by HKIEd.</p>

Date	Stakeholders
10 March 2008	<p><u>Advisory Committee on Teacher Education and Qualifications</u> (師訓與師資諮詢委員會)</p> <p><i>Chairman</i> Professor Cheng Kai-ming, SBS, JP</p> <p><i>Members</i> Mr Chen Wei-on, Kenneth Mrs Lam Lee Tuen-ye, Lydia Professor Lo Mun-ling Dr Cheung Man-biu, Robin Dr Cheung Wong Wan-yiu, JP Professor Lee Chi-kin, John Mrs Mak Chen Wen-ning, Josephine, BBS Dr Wong May-may, JP Sister Wong Yeuk-han, Cecilia</p>
27 June 2008	<p><u>Representatives of the Academic Staff Association of the HKIEd (ASAHKIED)</u> (香港教育學院教學人員協會)</p> <p>Dr Leung Yan-wing, President (梁恩榮博士) Dr Wong Ping-ho, Vice-President (王秉豪博士) Dr Lam Tak-shing, John, Honorary Secretary (林德成博士) Dr Cheng Pui-fong, Honorary Treasurer (鄭佩芳博士) Ms Cheung Lai-ha, Executive Committee Member (張麗霞女士) Dr Po Sum-cho, Executive Committee Member (布森祖博士)</p>

Date	Stakeholders
	<p align="center"><u>Elected Staff Council Member of the HKIED</u> Mr Cheng Pat-leung, Victor, Elected Staff Council Member (鄭弼亮先生)</p>
27 June 2008	<p align="center"><u>Representatives of The HKIED Students' Union</u> (香港教育學院學生會)</p> <p>Miss Cheung Sin-ying, President, SU Executive Council (08-09) (張倩盈小姐) Miss Yeung Sau-ye, External Vice-President, SU Executive Council (08-09) (楊秀儀小姐) Mr Chao Shun, Vice-Chairman, SU Representative Council (08-09) (趙洵先生) Miss Lam Chi-yan, Secretary, SU Representative Council (08-09) (林慈欣小姐) Mr Leung Ka-hei, Deputy Chief Editor, SU Editorial Board (08-09) (梁家熙先生) Miss Leung Chi-yan, President, SU Executive Council (07-08) (梁芷茵小姐) Mr Chan Tsz-kin, Deputy Chief Editor, SU Editorial Board (07-08) (陳子健先生) Mr Cheng Wai-kin, Executive Editor, SU Editorial Board (05-06) (鄭偉健先生)</p>
27 June 2008	<p align="center"><u>Representatives of The HKIED Alumni Association</u> (香港教育學院校友會)</p> <p>Mr Au Wing-kai, Tommy, Chairman, HKIED Alumni Association (區永佳先生) Mr Chan Sze-man, Vice-Chairman, External Affairs, HKIED Alumni Association (陳思敏先生) Ms Wong Ka-yiu, Programme Planner, HKIED Alumni Association (黃家瑤女士) Miss Fung Hiu-ling, Heleen, Programme Planner, HKIED Alumni Association (馮曉翎小姐) Miss Chan Ying-tim, Chairman, HKIED Alumni Strings Ensemble (陳應恬小姐)</p>

Date	Stakeholders
14 July 2008	<p data-bbox="244 1529 280 1872"><u>HKIEd Management</u></p> <p data-bbox="331 633 368 1872">Professor Cheung Bing-leung, BBS, JP, Anthony, President, HKIEd (張炳良教授)</p> <p data-bbox="379 607 459 1872">Professor Lee Wing-on, Vice President (Academic) and Deputy to President, HKIEd (李榮安教授)</p> <p data-bbox="470 539 550 1872">Professor Cheng Yin-chong, Acting Vice President (Research and Development), HKIEd (鄭燕祥先生)</p> <p data-bbox="561 730 598 1872">Mr Mong Chan, Chris, Vice President (Administration), HKIEd (蒙燦先生)</p> <p data-bbox="609 551 646 1872">Dr Lai Kwok-chan, Director of Strategic and Academic Planning, HKIEd (黎國燦博士)</p>

Table 2 : Stakeholders that were invited to make written submission

Item	Stakeholders	Written submission (if any) attached at
1	Committee on Home-school Cooperation (家庭與學校合作事宜委員會)	
2	Council of Non-profit-making Organizations for Pre-primary Education (非牟利幼兒教育機構議會)	
3	Employers' Federation of Hong Kong (香港僱主聯合會)	
4	Hong Kong Aided Primary School Heads Association (香港資助小學校長會)	Annex G(7)
5	Hong Kong Association of Heads of Secondary Schools (香港中學校長會)	
6	Hong Kong Council for Accreditation of Academic & Vocational Qualifications (香港學術及職業資歷評審局)	
7	Hong Kong Early Childhood Educators Association (香港幼兒教育人員協會)	
8	Hong Kong General Chamber of Commerce (香港總商會)	Annex G(2)
9	Hong Kong Institute of Human Resource Management (香港人力資源管理學會)	
10	Hong Kong Kindergarten Association (香港幼稚園協會)	Annex G(5)
11	Hong Kong, Kowloon & New Territories Kindergarten Education Advancement Ltd.(港九新界幼稚園教育協進會)	
12	Hong Kong Professional Teachers' Union (香港教育專業人員協會)	
13	Hong Kong Subsidized Secondary Schools Council (香港津貼中學議會)	Annex G(9)

Item	Stakeholders	Written submission (if any) attached at
14	Hong Kong Teachers' Association (香港教師會)	Annex G(6)
15	Non-profit-making Kindergarten Council of Hong Kong (香港非牟利幼稚園聯會)	
16	Subsidized Primary Schools Council (津貼小學議會)	Annex G(8)
17	The Association of English Medium Secondary Schools (香港英文中學聯會)	Annex G(4)
18	The Association of Hong Kong Chinese Middle School (香港中文中學聯會)	
19	The Chinese General Chamber of Commerce (香港中華總商會)	
20	The HKIEd Academic Staff Association (香港教育學院教育人員協會)	
21	The HKIEd Alumni Association (香港教育學院校友會)	
22	The HKIEd Students' Union (香港教育學院學生會)	Annex G(3)
23	The Hong Kong Primary Education Research Association (香港初等教育研究學會)	Annex G(10)



Hong Kong General Chamber of Commerce
香港總商會 1861

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4 March 2008

Mr Michael V Stone
Secretary-General
University Grants Committee
7/F, Shui On Centre
6-8 Harbour Road
Wanchai
Hong Kong

Dear 

Thank you for your letter of 28 February to our Acting Chairman Mr Andrew Brandler seeking the Chamber's views on the Development Blueprint of the Hong Kong Institute of Education (HKIED).

The future development of education is indeed important for Hong Kong, but as it is not a matter that falls directly under the ambit of the Chamber. The Chamber attaches great importance to the issue of education and learning in relation to manpower development in Hong Kong, and in this connection a study group has been formed under the Chamber's services policy think tank, the Hong Kong Coalition of Service Industries, to consider the issues of manpower development, people flow and immigration, life-long learning/qualification framework, and Hong Kong as an education hub. Should the study group report findings or make recommendations pertinent to the development of HKIED, we would be more than happy to forward those to you.

Yours sincerely,



Alex Fong
CEO



The Hong Kong Institute of Education Students' Union

香港教育學院學生會

大學教育資助委員會秘書長：

回應：香港教育學院(教院)《發展藍圖》

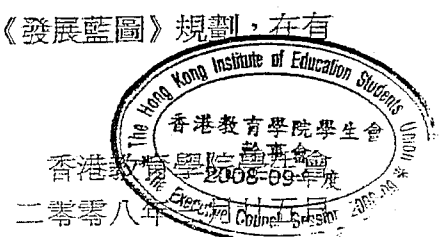
非常感謝 貴會於二月二十八日來函邀請本會就教院發展藍圖提供意見。作為教院內最大的學生組織，學生會期望能與 貴會代表安排會面，就教院發展直接表達學生的看法。

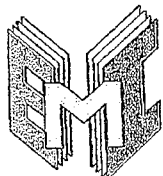
教院《發展藍圖》花了一年時間草擬，過程中學生充分參與諮詢和修訂等工作。本會認為有關內容建議具前瞻性，如推動課程多元化革新、重點加強研究能力及拓展國內外市場等，均有助教院推行更優質的師訓教育。香港正向知識型經濟轉型，同時受到全球化的衝擊，社會需要各方面的人才支援發展。一所教育大學可培養能適應時代變革的人才和提供更優質的師訓教育，正好切合政府及社會對香港發展成為教育樞紐的期望。其中，擴展學生課外活動、工作及國際交流體驗更能擴闊學生不同的生活歷練，及國際性視野，皆為未來教學人員必備的條件。

教院自二零零四年取得自我評審資格後，一直奮力精進，自強不息。不論在課程質素、學術水平、教學成效、多元學術研究和發展、管理架構、以及畢業生的質素和水平都有顯著成果而且持續發展迅速。縱然本院十四年來默默耕耘，對香港教育作出承擔，即使面對教資會大幅削資、申請撥款開辦研究生學位被拒、政府開放教育市場以及與其他大學合併的壓力等不利因素，我們仍然維持著一貫的大學水平及堅守當時成立的目的和理念。在踏入第十五個年頭的時刻，本會堅信教院有再邁步向前的必要和空間。爭取教院正名大學是教院學生多年來的訴求，並認為是對多年來畢業同學及香港師資的肯定。

香港教育其中一個優勢在於各所大學擁有不同的分工和功能，如：港大、中大是綜合型、科大為科技研究型、理大及城大為英式理工應用研究型、浸大、嶺大為博雅教育型，而教院則長於師資培訓型，師訓發展絕對有其獨特性。縱使大學教育有走向研究型的單一趨勢，本會仍相信教院可發展為一間專科教育大學，當中應擴闊至師訓以外的教育服務及工作，例如：國情教育、家長教育、教育政策研究及教育政務人才培訓等。本會希望重申大學之名對於提升收生質素及提升整體本地師資水平有一定幫助。內地而言，學院的等級明顯比大學低，隨著兩岸學術合作日增，正名可使學院在國內建立更佳師訓形象。同時，正名可消除社會因沒有大學之名而對教院認受性偏低等不穩定的因素和誤解。

最後，未來正名與否，學生仍會百分百支持教院按《發展藍圖》規劃，在有限度的資源的情況下穩步發展。





The Association of English Medium Secondary Schools
香 港 英 文 中 學 聯 會

c/o YMCA of Hong Kong Christian College
2 Chung Yat Street,
Tung Chung,
Lantau, Hong Kong

28 March 2008

Mr Michael V Stone
Secretary-General
University Grants Committee
7/F Shui On Centre
6-8 Harbour Road
Wan Chai
Hong Kong

Dear Mr Stone

Hong Kong Institute of Education's (HKIEd) Development Blueprint

Thank you for your letter of 28 February 2008, soliciting the view of the Association of English Medium Secondary Schools on the captioned topic.

The Executive Committee of the Association has met to discuss the matter and we present our views as follows.

Background:

1. Hong Kong, our proud Asia's World City, is a modern metropolis on a par with other leading cities of the world. Without any natural resources save its harbour, this has come about for a number of reasons, chief among them the quantity and quality of its human resources.
2. As globalisation continues unabated and other cities develop at ever faster paces, Hong Kong must build upon the solid foundation that has been laid or risk being overtaken by competitors like Singapore and Seoul.
3. Therefore, in addition to its investment in infra-structure projects like the Hong



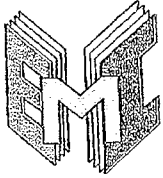
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Kong-Zhuhai- Macao Bridge and Container Terminal 10, the Government must invest even more to increase the quantity and improve the quality of Hong Kong's human resources.

4. In the last several decades, the Government has indeed invested heavily in education, establishing bodies and funds like ACTEQ, CDC, CEG, CHSC, EC, HKCAAVQ, HKEAA, HKEdCity, QEF, SCOLAR, UGC; upgrading school premises through SIP; reforming curriculum and assessment via AAT, MCE, NSS, QF, SBA, TOC, TSA; improving language education by means of NET, SCOLAR; enhancing the quality of teaching and school management through CPD, ESR, LPAT, QAI, SBM, SSE; etc.
5. While all these efforts are laudable and helpful, they do not seem to have had the desired impact on the quality of education expected by society. Not only has there been no significant improvement, students nowadays, with all the upgrading in school facilities, the introduction of IT, etc., are less eager to learn than ever.
6. Researchers have formulated all kinds of theses to explain this. But the most important reason must lie in the quality of teaching, i.e. the dedication and professionalism of our teachers.
7. While there are born teachers, most have to be trained. This brings us to teacher training, both pre-service and in-service, and the provision of this training by tertiary institutions.
8. At present, professional teacher training is provided by the Faculties of Education of the University of Hong Kong and of the Chinese University of Hong Kong, the Faculty of Social Sciences of Hong Kong Baptist University and the Hong Kong Institute of Education (HKIEd). Of these, the last is the only tertiary institution wholly dedicated to the training of teachers, from Kindergarten to Primary to Secondary levels.
9. As such, it seems obvious that improvement in the quality of teaching must begin at HKIEd, as it prepares and trains the largest number of teachers for our schools.

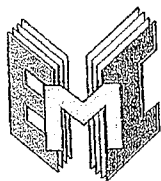
The Future of HKIEd:

10. For HKIEd to accomplish this, our Association is of opinion that HKIEd should be accorded university status, made into, say, the Hong Kong University of Education (HKUE) or the Hong Kong Normal University (HKNU), dedicated to both the preparation of pre-service teachers and the further development of



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- in-service teachers, at all levels.
11. We are in general agreement with the proposals made by HKIEd in its Development Blueprint and believe that these proposals fortify a weak link in the higher education sector, namely, the education of our school teachers as against that of medical practitioners, engineers, scientists, businessmen, lawyers, etc.
 12. Now that HKIEd has fulfilled the most important criterion for a university title by attaining self-accrediting status, there is no doubt that it is ready to become a university and will be able to meet other criteria clearly spelt out by UGC.
 13. The advantages of this seemingly minor change in name from Institute to University cannot be overstated.
 14. Over the years, HKIEd has suffered from its inability to compete with other UGC-funded universities in the recruitment of quality applicants. In a status conscious society such as Hong Kong, matriculants, even those who have decided on a teaching career, will rather attend a comprehensive university than HKIEd.
 15. It has also been less able than these universities to recruit and retain quality staff, to seek donations, to engage in research and experiments with a bearing on education, to propose new, tested initiatives in education to the Government, to evaluate educational policies and practices in force, and to co-operate and share with sister institutions in Hong Kong, China and other parts of the world.
 16. All these and other handicaps faced by the present HKIEd can be overcome in due course once it is made into a university.
 17. Turning HKIEd into a university dedicated to teacher training also impresses upon the community the determination of the Government to continue with its efforts to enhance the quality of teaching, hence the quality of education, in Hong Kong. This will help stem the exodus of local students from mainstream schools to ESF or international schools, from Hong Kong schools to overseas ones.
 18. Conversely, should the status quo be maintained, the problems will persist and the quality of education provided by the public sector will continue to suffer, to the detriment of the further development of Hong Kong as a city of the 21st Century.
 19. The idea of merging HKIEd with the Faculty of Education of another university has been floated. This is undesirable as it will give the public the wrong impression that, by abolishing the only tertiary institution dedicated to the preparation and training of teachers, the Government is stepping back from its avowed commitment to improve education in Hong Kong, not to mention the

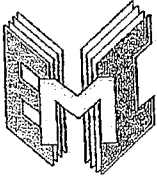


myriad problems involved in what will most likely be an unwelcome 'pre-arranged marriage' forced upon HKIEd.

20. The harm this will do to teacher training will be incalculable and it will take many years before a state of normalcy can be re-established and teacher training can move forward again.

The Development of HKUE/HKNU:

21. Given sufficient resources to further improve its premises, library and research facilities, curricula and staff, the new university should be able to implement the proposals in the Blueprint.
22. While the present HKIEd has done well in the training of teachers of Cultural Subjects and Physical Education, its graduates usually teach academic subjects to junior form students only. Graduates of the newly established university, however, should be able to teach all subjects to junior as well as senior form students. This necessitates the instruction of more subject matter in its programmes for teachers of academic subjects, in addition to that in pedagogy, in the philosophy, psychology and sociology of education, etc., making them conversant with both academic and educational matters.
23. If necessary, this can be done in stages, starting with the core subjects of the New Senior Secondary Curriculum: Chinese Language, English Language and Mathematics, moving on to Liberal Studies and subjects in the Key Learning Areas of Chinese Language Education, English Language Education, Mathematics Education, Personal, Social and Humanities Education, Arts Education, Physical Education, and finally, with the setting up of laboratories and workshops, ending with subjects in the Key Learning Areas of Science Education and Technology Education.
24. In the meantime, the new university can offer Postgraduate Diploma in Education programmes to graduates of other universities in science or other subjects.
25. In keeping with the aim of enabling our students to be biliterate and trilingual, it is incumbent upon the new university to prepare its graduates to be biliterate and trilingual.
26. Specifically, besides Cantonese, its graduates should be able to teach in English and/or Putonghua. It should also provide language programmes to in-service teachers, enabling them to teach in English and/or Putonghua.



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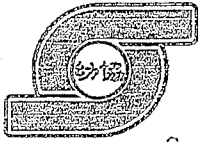
Summary:

27. Our Association is in general agreement with the proposals in HKIEd's Development Blueprint.
28. We are in favour of the granting of a university title to HKIEd. We believe that HKIEd is ready and that this will further strengthen Hong Kong's higher education sector.
29. We are also of the opinion that maintaining the status quo or dissolving HKIEd will be detrimental to school education in Hong Kong and, in the long run, to the development of Hong Kong.
30. We think that in the near future, the Hong Kong University of Education or the Hong Kong Normal University should build on the strengths of the present HKIEd.
31. With the provision of new resources, the new university should produce biliterate and trilingual teachers able to teach up to senior secondary levels in all subjects.
32. We shall be pleased to meet with you and your colleagues to clarify our views.

Thank you.

Yours sincerely,

Rosalind CHAN
Chairperson



香港幼稚園協會

Hong Kong Kindergarten Association

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名譽顧問:

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顏明仁博士
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O.S.J., F.M.F.C.M.I.F.R.S.A., J.P.
楊耀忠校長 BBS JP
李家祥博士 GBS JP
趙鈞鴻博士 BBS
朱蓮芬女士 BBS JP
張文光議員
歐陽英昌校長
馮淑安女士
杜麗霞女士
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甘謝壁殊女士

名譽會長:

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何麗美瑩校監
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杜小雲校監
榮鳳寧校長
郭小玲校長
湯寶珍校長 MII
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林寶蓮女士
陳偉佳博士
孫方中校長 BBS MBE JP

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陳以誠醫生

義務法律顧問:

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簡松年律師 BBS JP

義工:

李家暉會計師 MH

義務保險顧問:

盧大雄先生

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杜陳慧儀校監
何麗儀校監
鄭開平校監

永遠會長:

馮玉蓮

胡尚霞

會長:

林雪梅

當屆會長:

周翠娥

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副主席:

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麥子娟

林瑞沂

司庫:

梁玉兒

稽核:

陳綺華

總務:

陶敏兒

學術:

黃素玉

公關:

崔潔儀

公關:

陳杏

Mr. Michael V Stone
Secretary – General
University Grants Committee
7/F Shui On Centre
6-8 Harbour Road
Wan Chai, Hong Kong

29 March 2008

Dear Mr. Stone,

Views on HKIEd.'s Development Blueprint

I am, on behalf of the Hong Kong Kindergarten Association, giving our feedback in view of the captioned subject.

What Matters

- The HKIEd is the largest provider of teacher training (pre-service students and serving teachers) in Hong Kong since 1930's (including 65 foundation years)
- It evolved over time by strengthening the pivotal role in raising the professional standards in early childhood education as this issue was not noticed ever since 1980's.
- The attainment of self-accrediting status in year 2004 marked its enduring commitment to quality education.
- Throughout the years, its ethos has remain unchanged: "we nurture through all its programs knowledgeable, caring and responsible teachers who will serve the needs of Hong Kong schools and maintain strong links with the community, and in particular the schools and the teaching profession".
- Laid a good foundation towards an accredited and well-educated society by boosting and up-grading pre-school teacher education.
- If a university title is granted, it will reduce reliance on public funding by self-financing.

.../to be cont'd at P.2



香港幼稚園協會

Hong Kong Kindergarten Association

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吳華麗

秘書：麥子娟

林瑞祈

副秘書：梁玉兒

核數：陳綺華

秘書：陶敏兒

副秘書：黃紫玉

崔潔儀

副秘書：陳杏

Feedbacks from the Pre-school field

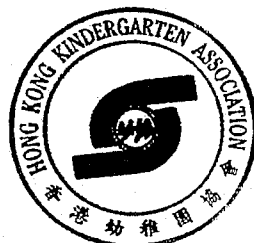
- Almost 100% of graduates from the faculty of Early Childhood Education (ECE) are job allocated and preferred by Kindergartens & Nursery Schools.
- The performances of the ECE graduates are well appraised by Principals at its brand name.
- The research and published documents or books produced objectives and independent perspectives which can be re-connected with own Kindergarten or Nursery School as professional knowledge for standardized conditions and improvement enhancement.
- To reassure the professional status of pre-school teachers despite of discouragement received years ago.

The Future

- HKIEd should open to performance monitoring system to maintain the standard of education they deliver and should be regarded as a home to array of developed ability and curriculum based assessments.
- More scientific researches or assessments grounded on trial should be in connection with serving teachers who simply represent a "through school" solution that are valid and reliable.
- HKIEd should manage the public and private resources bestowed upon them, employing collaboration whenever it is of value in the most effective and efficient way.
- HKIEd should extend, even further, building bridges and predictions to more and more international teacher institutions across the world.

Based on the above facts and hopes, and in regarding to its dedication to teaching and research in the field of education together with the development of a skilled and professional teacher workforce in a multidisciplinary education environment, it is, therefore, we consider a university title should be granted to the Hong Kong Institution of Education.

Mary Tong Siu-fun 唐少勳校長
Chairperson





香港教師會
Hong Kong Teachers' Association

史端仁秘書長
大學教育資助委員會
香港 灣仔 港灣道6至8號
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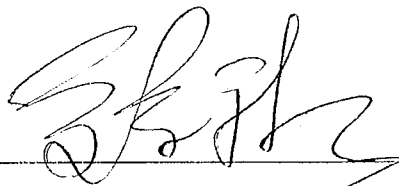
秘書長大鑒：

對於貴委員會為香港教育學院《發展藍圖》而成立「檢討工作小組」向各教育團體徵求意見，至表贊同及欽佩。本會經徵集同人意見及參考一貫對此問題之看法，謹作成《意見書》，並寄程送達，俾供參考。

本會之意見書樂於公開及與各方面關心之人士共同分享及討論，謹此布達，並頌

時祺。

香港教師會



謹啟

高家裕會長

二零零八年三月三十一日

又及：如有垂詢，敬請來電 2367 3420，或傳真 2722 4813，本會電郵地址為 hkta1934@yahoo.com.hk，亦可直接與本人聯絡，手提電話號碼是 9070 5050。

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香港教育學院《發展藍圖》

意見書

香港教師會

2008年3月31日

----前 言----

香港教育學院及整體香港社會，對香港是否需要一間教育大學或將現有教育學院擴充 / 升格為教育大學是否適當，討論已有一段頗長時間。香港教育學院向政府提交《發展藍圖》，並由大學教育資助委員會成立一包括本港及國際上各教育環節的工作者及學者的“檢討工作小組”以提供持平的專家之見，我們認為非常適切，並對教資會向包括本會在內的辦學團體、校長及教師組織徵集意見，本會表示贊許，並會就本會對此問題之一貫看法，加上最新徵詢同人之意見所得，作成“意見書”，以供參考，其要點如下：

(一) 為實現教育三大目標，應成立教育大學。

本會一貫認為教育為發展一個社會的最重要因素，教育成敗直接影響社會的發展。而教育不單只是培養社會工商各業所需的行政和技術人員，它還應包括了兩個重大的功能，就是：

(1) 社會／民族文化的承傳

因為一個社會只有其所有人能夠有深厚的文化內涵，對國家認同，及能夠自我肯定，這個社會才有更良好和更令人自豪的發展。

(2) 個人人格的形成

良好品格所幅射形成的良好人際關係，是構建出一個幸福的家庭以及和諧美善的社會的重要因素。因此，教育除教以技能、知識和啟發其潛能外，更應重視道德教育的實施。

基於以上原因，本會認為過去由大學提供一般性高等教育，然後再加以師資培訓，或只設立非大學等級的教育學院是並不足夠的。

香港應起碼設立一間專為培養優良教師的教育大學，以專責培養優良的師資，使其能為本港實施優質教育，以有利於香港的發展。

- (二) 未來教育大學應分別訂定長期、中期和短期目標，為本港社會服務應為其短期內之最優先者。

新設立或將現有適當院校擴充／升格為教育大學的學府，應將其初期目標集中在培訓具有各類專長的優質教師、從事研究各類哲學、理論及技巧的教育研究。後者的作用在於作為學校現有教育工作者及未來入職教師的支援，除對本港現有情況作出改良外，亦可對不同地區教育的比較研究，其餘可旁及為社會人士提供增值教育（包括持續與終身教育）及為專責培訓工商企業的人員提供訓練與支援等。

作為地區教育的樞紐及以國內或鄰近地區為市場，考慮及資源之限制，只應作為下一步發展的目標。

(三) 教院可直接擴充／升格為大學，但應增加科系及其它功能。

以香港現有高等教育情況及現時既已有一所完善及具規模的教育學院的情形而言，本會認為將教育學院擴充／提升為教育大學，無論在資源運用、快速達成目標，以至效益等各方面均最為有利。但教院應將目前體制加以擴充，除整合現有各研究中心，

使之發展其固有或未來強項外，宜將現有兩個學院擴充為三個或以上學院，以符合國際上作為一所大學的起碼規模。同時，應加強教育行政、財務策劃管理的課程。教育哲學與文化，以及個別科目教師人才的培訓——特別是幼兒教育、體育、音樂、藝術、最新應用科技等科目的教師的培訓，因為只有具備了對各科具有深厚造詣與情懷的教師，才能讓同學感受到對該等科目的愛好與喜悅，從而帶動整個社會的美與善。

(四) 吸引具教育熱誠的優秀人才的教師，對教育及社會整體發展均屬至為有利。

本會贊同將教育學院擴充／升格為教育大學，可有利於提升教學專業地位、吸引及挽留優秀教職員、開拓研究工作、以及有利於其與鄰近或國際交往上的受尊重程度與發揮實益效果。我們特別認為增加對優秀學生投身教學專業的吸引力至為重要。蓋依目前本港高等教育學校的情況，中學畢業優秀學生，優先選擇其他知名度較高之大學，乃是可以理解的，若將教院改為大學，則將可直接為學業及其他表現

優異而又真正有心投身教育者予以完成理想的機會，因而有利教育大學本身及整個社會的發展。

(五) 教育是整個社會的承擔和投資，不應也不必太計較盈虧，自籌與捐獻方式可能未可與其他大學看齊。

雖然政府為使資源投放較有效益及鼓勵大學戮力籌募資金與社會人士捐款，但教育是整個社會對其人民的承擔，為社會及個人未來發展而作出的長期和最有實益的投資，加上教育大學的內涵與其他大學有所不同，難以一如一些以工商業為主導的院校般可以成為工商企業的夥伴，為他們進行研究或將開發到的技術轉作商業用途。故政府對各大學所採取的自籌及撥付款項的做法，對教育大學並不適應，教育大學亦不必及難以將經費來源太過寄望於捐款或在目標市場中提供服務所收取到的費用。

換言之，政府應視教育大學為對未來的投資，其投放資源不應視為資源的耗費。

(六) 未來教育大學除培訓師資外，應加強學術研究作為相關人士的支援。

教育大學的研究中心應在下列項目中發揮其功能：

- (1) 香港現有課程結構的檢討和各學科課程大綱的檢討。
- (2) 因應社會的發展，對現有科目及新增科目預訂未來長期和中期的策略建議。
- (3) 建議具彈性的“綜合評估”方式，作為一個“成功的學生”的認可評核制度，以免一些具有某些專長卻未能平均發展的學生受到挫折和淪為失敗的學生。
- (4) 因應各級學校的生態，為學校訓導和輔人員提供訓練與支援，並不時研究學生群中的流行時尚與集體行為和意識。
- (5) 鑑於成功的教育必須得到家長、教師及社會各方面的共同合作，只有在家庭教育同時實施之時才能績效顯彰。因此，研究中心應加強家庭與社會的研究，從而設立家長輔助課程及向相關課程主持者提供訊息及支援。

(七) 教育大學取錄學生和聘請教師應多考慮有其他行業工作經驗。

由於社會急劇發展兼極具多元化，因此通識已成為學生最為重要的元素。但目前教育領域一直爭論是否應設立通識科？通識科會否擠掉其他科目？和通識科應包括哪些單元？但除了上述問題外，其實最重要的還是目前的香港教師之中，具有通識認識的教師實在不多。

教師缺乏通識，除了教師個人興趣和工作過於繁忙、難有時間加強對外界認識外，還有一個原因是依現有師資培訓過程及制度，均使教師本身未能有太多通識的歷練。因此，我們建議未來教育大學在取錄學生時，應撥出部份學額，特別給予曾在其他行業工作過的申請者，至於教育大學本身的教師，除在某些學科及教學方法、教師道德等有所鑽研和心得外，不妨應多聘請一些在社會上有過各方面經驗的人士，俾能將教育與社會結合，並使其所教出來的學生，在未來做老師時，也能以其廣泛的識見，協助同學。

----結 論----

本會認為香港不單應該有一所教育大學，而且應將其建立為一所在功能上，對啟發潛能、知識與技能傳授、人格建立和文化承傳等均能夠達成的大學。除了培育優秀教師外，本身須加強研究，使之成為政府制定各種教育政策、學校施教以及社會上各個環節的人士進行增值的夥伴。

教育大學應訂定長期、中期及短期目標，長期的宜於有國際視野和區域性合作，但短期的因資源所限，應以優化本地區教育為最優先目標。

至於資源的問題，辦理自負盈虧的、應對於市場所需及爭取社會人士與及企業的捐獻，固為減輕政府負擔的方法，但這方法未必可如其他院校一樣湊效，且教育為整個社會的長期投資，政府和納稅人均不應以資源的撥付視為一種負擔。教育大學定下發展大計時，亦不宜將資源的來源太過寄望於對外界的服務所取得的報酬或並無多大把握的捐款之上。以之所作為減低正名的阻力的理據之一大可不必。政府亦不應以教育大學是否可能得到外界捐助而作為是否提升其地位的考慮因素。

敬啟者：

本會就香港教育學院《發展藍圖》有以下意見：

一、 前言：

香港是一個國際都會，其地位十分重要，但卻缺乏天然資源，令經濟難以得到更大的發展。人力資源是其中一個十分重要的元素，它必須配合本港知識型社會的發展。因此，本港需要邁向高質素的人力資源，以助香港經濟的發展，而有關方面的培育則有賴本港的基礎教育、大學及專上學院的努力。本港現時提供大學及專上教育的學院共有9間。其中8間已取得大學資格，但香港教育學院（以下簡稱「教院」）至目前為止，仍只是一所專上學院，但卻要肩負起培育人才的重任。

二、 本會支持教院升格為教育大學的五大理由：

從上文所述，教育學院是一所培育師資的大專院校，但一直至今仍未能升格為教育大學，本會對此甚表遺憾。故就是次香港教育學院《發展藍圖》，本會十分支持教院升格為教育大學，其理由如下：

1. 本港大學應配合社會多元化發展，因此，不同的大學應各有其本身特點和發展方向，而本港現時只得一所專門培訓師資的機構——教育學院，她更是培訓基礎教育師資的主要機構（80%的小學教師及20%的中學教師均來自教院），所以，若教院能升格為大學，我們有信心她會把教育工作做得更好，師資質素的要求亦會因此提高；
2. 現時教院培訓的中、小學教師，他們都必須取得大學學位才可獲得教學專業資格，故此，教院實質上已肩負起大學生培育的重任，而不再是大專院校所提供的一般培訓；
3. 培育人才需要有優良的師資。但由於教院未能升格為大學，在收生方面，她肯定較其他大學吃虧，在未能吸納更優秀人才入讀，高質素的師資又怎能產生呢？所以，若我們希望本港將來有更優良的師資，我們便應盡快使教院正名為教育大學；
4. 教院無論在設備、師資、辦學歷史、辦學成績、教育信念甚至自我評審資格方面都已符合一所大學的要求，因此，她升格為一所大學是順理成章的事情；
5. 本會不贊成教院成為任何一所大學的附屬機構/部門，因為大學發展是整體性的，若教院只是一所大學的附屬機構/部門，無論在資源、發展方向及策略上都會受該大學所制肘，不能全力發展師資教育。

三、 若教院能成為一所大學，本會對教院未來發展有以下意見：

1. 由於中學及小學的科目甚多，若教院開設太多科目，恐力有不逮，

而部份科目亦非其所長，因此，她如能集中發展中、英、數、通識、視藝、體育和音樂，其成效當更顯著；

2. 政府應向教院投放更多資源，以讓其有更大發展的空間；
3. 應加強教院在研究方面工作，以提升教學質素；
4. 希望教院能成立一支中學、小學及幼稚園的支援隊伍，以支援前線教育工作者。本會更特別希望她能開辦校長培訓中心，以提升校長管理及領導角色；
5. 長遠而言，教院除設立學士學位課程外，應發展碩士及博士學位課程，讓教師能持續進修，確立教育專業的地位。

此致

大學教育資助委員會
史端仁秘書長



香港資助小學校長會主席

張志鴻

謹啟

(張志鴻校長)

二零零八年三月卅一日



津貼小學議會

主席：鄧貴泰校長	地址：新界元朗天水圍天耀邨第一期伊利沙伯中學舊生會小學	電話：2448 0889	傳真：2448 0997
副主席：張勇邦校長	地址：香港灣仔堅尼地道110號聖公會聖雅各小學上午/全日制	電話：2574 9369	傳真：2834 8709
秘書：李麗梅校長	地址：九龍聯合道150號華德學校上午校	電話：2337 2058	傳真：2336 1664
副秘書：陳瑞如校長	地址：元朗建德街68號基督教宣道會徐澤林紀念小學	電話：2381 3904	傳真：2944 3325
司庫：詹漢明校長	地址：九龍荔枝角道700號港開平商會學校	電話：2387 5605	傳真：2725 4961

大學教育資助委員會秘書長
史端仁先生：

香港教育學院(教院)《發展藍圖》

本人謹代表津貼小學議會就香港教育學院《發展藍圖》向大學教育資助委員會提供以下意見。

- 一. 香港教育學院現時已為學生提供學士及學士以上的學位課程，並擁有自我評審資格，故授以大學名稱亦是順理成章。而香港教育學院主要為學員提供教師訓練課程，故冠以「教育大學」名稱亦較為恰當。
- 二. 我們明白一所高等學府的名聲及地位，並不單是否具有大學之名稱，而是基於其提供課程的質素、學術研究的成就及畢業生的工作表現。由於香港教育學院是現時主要提供教師職前訓練的機構，故其課程質素與其他大學提供的課程難以比較。但無論如何，香港教育學院現時在確保和提升課程質素，以及促進畢業生的專業表現上至為重要。
- 三. 香港教育學院作為最主要的教師培訓機構，無論其能否獲授以大學稱號，短期間均應專注於提供教師培訓課程及教育研究工作，至於發展成綜合型大學則應在一段時間後才作探討。
- 四. 本會基本上認同香港教育學院發展藍圖的方向，加強研究及發展實力，培養學生卓越的專業素養，提供多元化的課程回應本港的需要，擴大活動範疇及國際化發展。然而香港教育學院現階段還應專注於為香港提供高質素的教師訓練課程及教育研究，而將服務範圍或對象拓展至國內及鄰近地區，在現階段則未必合乎香港的需要，亦未必能產生正面的效果。

以上為本會就香港教育學院《發展藍圖》提供意見，敬希參考。

主席 鄧貴泰

二零零八年四月七日



Hong Kong Subsidized Secondary Schools Council
香 港 津 貼 中 學 議 會

CHAIRMAN'S OFFICE (主席辦公室)

c/o TWGHs Kap Yan Directors' College,
Choi Yuen Estate, Sheung Shui, N.T.
Tel: 2672 7395 Fax: 2679 0330

HON. SECRETARY'S OFFICE

c/o C & M A Sun Kei Secondary School,
6 Tong Chun Street, Tseung Kwan O, N.T.
Tel: 2191 6022 Fax: 2191 6601

7 April 2008

EXECUTIVE COMMITTEE

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Ms. Shirley Wong She-lai
黃詩麗校長

Vice Chairman

Mr. Liu Ah-chuen
廖亞全校長

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Ms. Halina Poon Suk-han
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Asst. Hon. Sec. (EC)

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陳璟校長

Hon. Treasurer

Mr. Kwok Man-leung
郭民亮校長

Ex-officio

Mr. Dominic Chu Fu-yau
儲富有校長

Mr. Michael V Stone
Secretary-General
University Grants Committee
7/F Shui On Centre
6-8 Harbour Road
Wan Chai
Hong Kong

Dear Mr. Stone

Hong Kong Institute of Education's (HKIED) Development Blueprint

Thank you for your letter dated 11 March 2008, seeking the views of Hong Kong Subsidized Secondary Schools Council (HKSSSC) on the captioned issue. As there is insufficient time for HKSSSC to collect views from all member schools, the views submitted will represent those of the Executive Committee only.

AREA REPRESENTATIVES

- 1(HKI): Mr. Yuen Tze-lam
阮子琳校長
- 2(KNW): Ms. So Man-wan
蘇曼雲校長
- 3(KNE): Mr. Chung Chiang-hon
叢蔣漢校長
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- 6(NTE): Ms. Yau Oi-yuen
邱藹源校長
- 7(NTN): Mr. Tyrone Choy Ko-leung
蔡高亮校長

CO-OPTED MEMBERS

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朱啓榮校長

Mr. Lo Sai-kwong
羅世光校長

Mr. Ying Yu-hing
英汝興校長

HON. LEGAL ADVISORS

Mr. Charles Chiu Chung-yeec
趙宗義律師

Mr. Kennedy Wong Ying Ho
黃英豪律師

1. We agree that Hong Kong needs a university specialized in education for the following reasons:
 - (a) Hong Kong lacks natural resources and depends heavily on human resources for development, so education is critically important. In order to have quality education for our students, it is an absolute must for Hong Kong to build up a quality team of professional teachers. A university specialized in education can concentrate in the development of the education profession and will enhance the status of the profession.
 - (b) Universities specialized in education are common in many countries, especially in Asian countries such as China, Japan, Korea, etc. In China, there are Normal Universities of Education in the key cities like Beijing, Shanghai, Taiwan, etc. If Hong Kong intends to present itself as a key city in China, a university specialized in education seems to be essential.
 - (c) As Hong Kong has intended to develop into an education hub, it will sound more convincing if we can have a university specialized in education as this will put the education profession at a higher status.
2. We agree that it is of public interest to have Hong Kong Institute of Education (HKIED) becoming a university specialized in education instead of starting a new one for the following reasons:

- (a) On the whole, we agree with the proposals made by HKIEd in its Development Blueprint with emphasis in the five strategic priority areas of enhancing research and development capacity, fostering students' professional excellence, diversifying the programme offerings to meet Hong Kong's needs, broadening the scope of activities and internationalization / outreaching to the Mainland.
 - (b) HKIEd has a long history in offering teacher education and is well known by the education sectors both locally and internationally.
 - (c) HKIEd is already offering degree programmes and is a self-accrediting institution under UGC meeting the criteria applied to other UGC-funded institutions.
 - (d) The naming of HKIEd as a university will be able to attract more students to study education because this will enhance the status of the institute, otherwise, the teacher profession will always be considered as a second-rate profession because more able students from schools are aiming at entering universities.
3. Our expectation of the future university specialized in education:
- (a) To provide quality programmes with emphasis on both subject matters and professional training so that the graduates are capable to teach at senior secondary levels in schools;
 - (b) To nurture future teachers with bi-literate and trilingual abilities so they can set a high standard of medium of instruction (MOI) in schools in line with the MOI policy in Hong Kong;
 - (c) To provide timely in-service programmes for practicing teachers catering for changes in response to the needs of the society;
 - (d) To lead in educational research with the involvement of front-line teachers to enhance action learning in schools that are vital for school improvement.
4. We shall be pleased to elaborate on our views by meeting with you and your colleagues if necessary. Please contact me (Tel.: 26727395, email: wongsls@twghkyds.edu.hk) or our Hon. Secretary (External) Ms. Halina POON Suk-han (Tel: 2191 6601) if necessary.
5. Thank you very much for your attention.

Yours sincerely,



WONG She-lai Shirley
Chairperson

第七屆執委會：

主席

李少鶴
聖公會油塘基顯小學總校長

副主席

余 煊
香港教育學院教育政策與
行政學系副教授
馮文正
中小學校董

義務秘書

胡少偉
香港教育學院教育政策與
行政學系助理教授

義務司庫

辛列有
中華基督教會基慧小學校長

執行委員 (按姓氏筆劃序)

王雲珠
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呂麗青
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李子建
香港中文大學教育學院院長
卓少媚
聖公會嘉福崇真小學校長
徐國棟
香港教育學院課程與教學學系
副教授
梁贊榮
香港道教聯合會陳呂重德
紀念學校校長
陳茂釗
香港浸會大學教育學系
副教授
葉建源
香港兆基創意書院校長
劉美群
廣悅堂基悅小學校長
顏明仁
香港教育學院課程與教學學系
助理教授

支持教院成為教育大學

大學教育資助委員會
史端仁秘書長：

本會一向關心本港基礎教育的發展，為小學同工提供專業發展及開展多個重要的教育研究。早前知悉 貴會正向各教育團體徵詢就香港教育學院《發展藍圖》作出回應，特函送上本會於2007年10月8日寄給當時香港教育學院署理校長李榮安教授的公函（附件1），予汝備案。除了該函件外，本會還有以下兩點補充：

一. 根據麥健時公司的「全球表現最佳的學校制度如何脫穎而出」的報告中，總結出三項改善教育制度的指導原則，包括：(1)由於教育制度的質素會受師資質素影響，因此，應由勝任的人出任教師；(2)透過實踐配合優質專業發展，培育有效能的教師，並研發有效的教學方法；(3)確保每位學生均有良好表現。當中，首兩點皆與培訓教師的院校有關。但令人可惜的是，香港教育學院卻是本港現時八所公立大學中，唯一得不到大學名稱的院校，這雖不影響該校所提供課程的地位，卻影響了高中生報導該學院的意慾。假如，特區政府能讓香港教育學院升格為教育大學，這既不需要政府額外撥出資源，卻能令該校增加對學生的吸引，使更多高質素的年青人入讀該校，最終成為教師。這對香港教育百利而無一害。

二. 教師教育是教育的母機，國家教育部一向重視教師教育的優先性。正如袁貴仁副部長在2005年教育部直屬高校工作諮詢委員會師範組會議上的講話指出：民族大計，教育為本；教育大計，教育為本。教育的質量最終取決於教師的質量，沒有高質量的教師就沒有高質量的教育。而為了進一步加強教師隊伍的建設，教育部在《2008年工作要點》中明確要深化教師教育改革，繼續做好部屬師範大學實行師範生免費教育試點工作，支持有條件的地方試行師範生免費教育。反觀，香港政府過往卻將教師教育視為二等大專教育，在九十年代初既未有將當時的師範院校與其他專上院校一併升格；而時至本世紀初，亦有意無意之間影響教院升格。事實上，按其他本地院校升格經驗，教院理應已升格；故假若政府不批准教院升格，實欠公允。期望大學教育資助委員會秉公辦理，讓教院早日升格為教育大學。

謹此

香港初等教育研究學會
主席 李少鶴敬上
二零零八年四月十一日

第七屆執委會：

主席

李少鶴

聖公會油塘基顯小學總校長

副主席

余煊

香港教育學院教育政策與
行政學系副教授

馮文正

中小學校董

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中華基督教會基慧小學校長

執行委員 (按姓氏筆劃序)

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聖公會嘉福榮真小學校長

徐國棟

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副教授

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紀念學校校長

陳茂釗

香港浸會大學教育學系
副教授

葉建源

香港兆基創意書院校長

劉美群

廣悅堂基悅小學校長

顏明仁

香港教育學院課程與教學學系
助理教授

支持教院成為教育大學

香港教育學院署理校長

李榮安教授：

本會一向關心本港基礎教育的發展，為小學同工提供專業發展及開展多個重要的教育研究。早前，收到貴校寄來的發展藍圖，執委會在討論後，十分欣賞和贊同當中的內容，並議決了下列五點的回應：

1. 隨著經濟發展，國家近年對教育的承擔有增加，當中對師範教育明顯的重視和傾斜，這反映出中央政府以行動帶頭尊師重教，明白科教興國、師範為先。故此特區能早日成立一所香港教育大學，相信會有利推動本港社會尊師重教的氣氛及提昇教師的社會形象。
2. 在這個知識經濟和教育改革的年代，終身教育已成為社會現實，每個人都要不斷地學習；加上教育亦是本港政府服務中最大的單一開支。加強教育研究對本港教育的發展是十分重要的，而成立一所教育大學，則可優化本港不同類型的教育服務、促進教育改革的落實和推動學習型社會的建構。
3. 作為與香港教育學院的長期合作伙伴，本會一向欣賞貴校同工在培訓新教師、進行實証研究和提供專業服務等三方面的努力和貢獻；他們的專業和學術表現，與其他幾所本港大學的教育學院同工不相伯仲，故貴校能正名為大學是理所當然的。
4. 本會認同藍圖建議成立香港教育大學，這將有利於本港成為教育樞紐，加強與內地及鄰近教育的交流和合作。但在內地，「教育學院」是指那些提供在職教師培訓的專科院校，而提供職前培訓和學術研究的學術院校皆名為「師範大學」。故貴校不正名為大學，會使內地院校師生對貴校有所誤解，因而使本港與內地教師教育的交流和合作產生不必要的困難。故此，本會認為貴校正名為香港教育大學是有急切性的。
5. 最後，在這發展藍圖中，本會認為最重要的範疇是「培養學生卓越的專業素養」。師資培訓院校能提供優質的新教師，是對本港教育發展的最佳保證，希望貴校在成為香港教育大學後，也繼續重視培養準教師的工作，為中小學提供高專業質素、具教育熱誠的新教師，將教育改革的理念實踐於中小學的教室中。

祝願

香港教育學院早日成為香港教育大學！

香港初等教育研究學會主席

李少鶴敬上

2007年10月8日