

PREFACE

Few, if any, public policy areas outrank Education as the foundation of a thriving, civilized and innovative society. The quality of Education is no less critical to economic development. Teacher Education plays a central role, and here we are beginning to see clear trends internationally in institutional settings for the most effective preparation of teachers entering the modern class room.

The *Development Blueprint* submitted by the Hong Kong Institute of Education provides a timely opportunity to review a range of matters associated with how best to shape Teacher Education in Hong Kong. HKIED is to be congratulated in having so enthusiastically engaged the key issues.

The Review Group has been keen to understand relevant international trends toward best practice for educating future teachers. Put simply, the most effective pathway to improved student learning outcomes is the quality of teaching. It follows that the structure and role of HKIED will be critical.

In addressing the specifics of the Blueprint, the Review Group has felt obliged to test all proposals against the need to promote excellence in the higher education sector of Hong Kong. So, while the review exercise starts with HKIED's Blueprint, it works to a wider context – certainly one which goes beyond the simple question of university title.

From the issue of the Terms of Reference in August 2007 to the adoption of the Report in February 2009, many individuals and groups have contributed much time and energy, reflecting a considerable public interest in the issues at hand. I recognise, in particular, the contributions of members of the Review Group, the UGC Secretariat, HKIED's senior management and the special Consultant to the Review Group. Further details are provided in Part V.

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