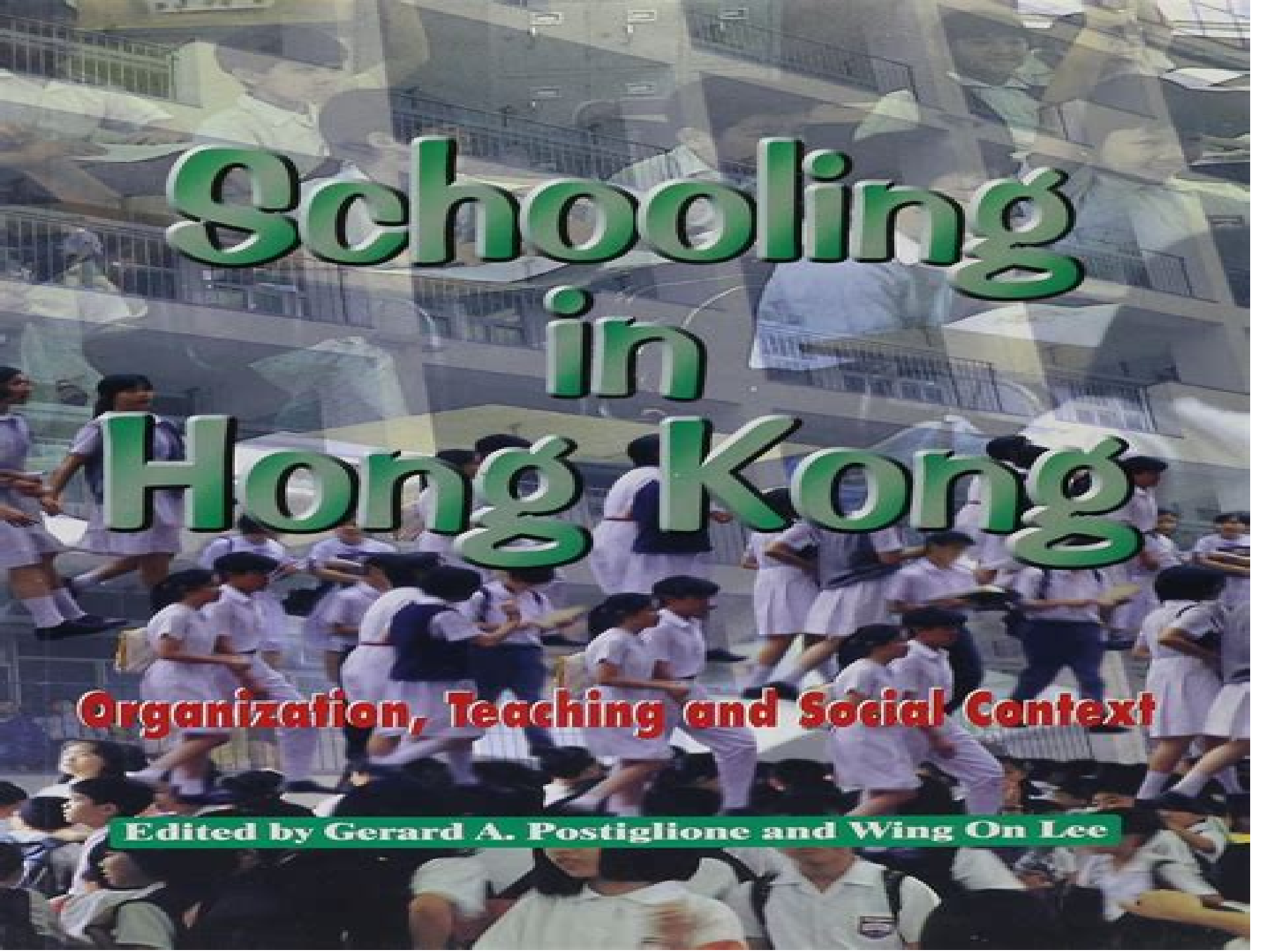




Schooling in Hong Kong

Organization, Teaching and Social Context

Edited by Gerard A. Postiglione and Wing On Lee

Schooling In Hong Kong Organization Teaching And Social Context

R Sandford



Schooling In Hong Kong Organization Teaching And Social Context:

Schooling in Hong Kong Gerard A. Postiglione, Wing On Lee, 1997-09-01 This volume presents readers with background material for understanding more about the characteristics of Hong Kong education as well as social and organizational perspectives that will contribute to informed discussion about key educational issues facing Hong Kong educators The book is organized into three parts The first part introduces the Hong Kong education system and its relationship to the labour market manpower planning and the policymaking process The second part introduces the organizational and managerial aspects of schools The third part examines social factors as they affect educational attainment Here attention is focused upon social stratification language of instruction and special education A comprehensive and timely publication this volume should be of interest to practising teachers and participants in teacher education programmes in Hong Kong

Education and Society in Hong Kong and Macao M. Bray, Ramsey Koo, 2006-06-28 Hong Kong and Macao have much in common The dominant populations in both territories are Cantonese speaking Chinese both are small in area both are urban societies both have been colonies of European powers and both have undergone political transition to reunification with China Yet in education for reasons that are analysed in this book they are very different The patterns of similarities and differences in the two territories make a fascinating basis for comparative study The overarching theme of the book on continuity and change is particularly pertinent following the transition of the two societies of the postcolonial era This thoroughly revised and expanded second edition builds on the widely acclaimed first edition The work has been recognised as a significant contribution to the broad field of comparative education as well as to study of the specific societies which are its main focus

Education and Society in Hong Kong and Macao Mark Bray, Ramsey Koo, 2005

National Education in Hong Kong in the New Era Jason Cong Lin, 2025-04-17 This book provides a comprehensive up to date picture of national education in Hong Kong At the societal level it offers an in depth understanding of a divisive issue for Hongkongers elaborating the official approach so that diverse stakeholders have a basis for re evaluating the nature and implementation of national education for rational and critical dialogue At the policy and curricular level it offers evidence based suggestions to foster inclusive and reflective decision making and curriculum development related to national education At a practical level it facilitates the teaching of national education in schools and helps diverse stakeholders to reflect on how national education relates to them and what they can do to co construct an inclusive and reflective national education The book will interest researchers in multicultural education national identity identity politics and China and Hong Kong Studies

From Citizenship Education to National Education King Man Eric Chong, 2017-06-14 This book makes a timely contribution to understanding perceptions on national identity and National Education with both of them have become controversial topics in Hong Kong Special Administrative Region SAR of China In a so called globalization era national identity and National Education with the latter having an aim of fostering a Chinese national identity in education

have been significantly pushed ahead by the Hong Kong SAR government since the early 2000s as a response to the return of sovereignty to China in 1997. Teacher perception matters to what they select and how they teach in the schools. By incorporating fieldworks of teacher interviews, observation and documentary analysis, this book argues for a multi-layered conception of identity, different aims, contents and diversified methods of National Education should be recognized. This book is likely to become a useful account of teacher perception on national identity and National Education in citizenship education literature and it will be relevant to policymakers, teachers, trainers and researchers. Chapters include: 1. Different meanings of national identity of teachers and aims, contents and methods of National Education; 2. From Citizenship Education to National Education in a Chinese society; 3. Implications for understanding National Education in a globalization era: mixed identification, multi-layered identities, knowledge transmission and global identity.

Making Sense of Education in Post-Handover Hong Kong Thomas Kwan-Choi Tse, Michael H. Lee, 2016-11-10. Since 1997 when Hong Kong became a Special Administrative Region of the People's Republic of China, a string of education reforms have been introduced to improve the quality of education and maintain Hong Kong's economic competitiveness in the age of globalization. This book provides a comprehensive and critical analysis of major issues and challenges faced by the education system ranging from pre-school to higher education. It analyses the prospects for educational development in Hong Kong. It further addresses how the Hong Kong government has responded to the perceived challenges of the external environment and internal forces and explains the rationales for the actions taken. Not only does it review how the reform initiative challenges have been dealt with, it also reviews how effective these initiatives are and its implications on future directions.

Globalisation, Educational Transformation and Societies in Transition Teame Mebrahtu, Michael Crossley, David Johnson, 200-01-01. Globalisation processes are currently having a powerful and far-reaching influence upon all societies worldwide. At the same time, many communities are ever more forcefully acknowledging their distinctive characteristics and celebrating their cultural differences. In this turbulent era, societies that have undergone particularly rapid political, economic and social change have a collective experience from which others have much to learn. The analysis of such societies in transition and their efforts to transform educational policy and practice is one focus for this volume. The collective studies are also concerned with the impact of the processes of globalisation and geopolitical change upon the related transitions of post-colonial societies and upon the implications of the analysis for international agency policy and practice throughout the developing world. Contributors are drawn from a wide range of professional and academic backgrounds representing national governments, international agencies, research bodies, policy makers, researchers and practitioners. All have extensive first-hand experience of the issues and contexts that they deal with. Together they report upon original field research, theoretically informed analyses, political perspectives and recent professional and practical experience. Specific national contexts considered in depth include the European states of Estonia, Poland and Germany, the new Republic of South Africa, contemporary Brazil, the

transitional phases of Hong Kong and Macau as remnants of empire and the small states of Eritrea and Belize In broad scope the volume highlights the tensions that exist between powerful global agendas and efforts to improve the quality and relevance of educational provision in vastly different sociocultural contexts As such the book will be of direct interest to a wide range of researchers students policy makers consultants and development agency personnel involved with comparative and international studies in education and across the social sciences *Trilingual Education in Hong Kong Primary Schools* Lixun Wang,Andy Kirkpatrick,2019-02-26 This book focuses on Hong Kong as a multilingual society It investigates how trilingual education is implemented in Hong Kong primary schools Based on a large scale survey of 155 Hong Kong schools and in depth case studies in 3 selected schools the book gives an overview of trilingual education in Hong Kong primary schools revealing the views on trilingual education of all stakeholders school principals panel chairs subject teachers students and parents The research findings presented in this book suggest that the implementation of trilingual education varies significantly from school to school as does the effectiveness of the trilingual education models used It shows how students views towards the use of different media of instruction MoIs also vary and how their mother tongue backgrounds affect their perceptions By documenting views policies and implementation methods the book provides insight into the practice of trilingual education in Hong Kong and offers suggestions on potentially effective implementation methods

Using Narrative Inquiry for Educational Research in the Asia Pacific Sheila Trahar,Wai Ming Yu,2015-04-10 Narrative inquiry is being used more widely in the UK the USA Canada Australia New Zealand and Northern European countries to conduct research across a range of disciplines It is gaining popularity in Hong Kong Macao and Mainland China but research in these contexts continues to be dominated by quantitative and more traditional qualitative approaches Narrative inquirers in these areas can therefore find it problematic to have the value of their work acknowledged This book demonstrates creatively accessibly and rigorously the ways in which narrative inquiry as a methodological approach already more firmly established in Australia and New Zealand is gaining a foothold in other parts of the Asia Pacific region Contributors to the book write about their use of narrative inquiry in for example the Confucian heritage cultures CHC of Hong Kong Mainland China Singapore Macao and the Anglo Celtic cultures of Australia and New Zealand Chapters in the book include Creative Non Fiction Across Cultures in Asia Pacific Contexts Riding the Wave of Education Reform Using a Reflecting Team to Explore the Professional Identities of School Counsellors in Hong Kong Is the Silent Mode On Researching Teachers Voices in Macao through Narrative Research Narrative Inquiry and the Exploration of Culture for Improving Teacher Education This book will appeal to researchers across all sectors of education in particular those who are exploring the use of qualitative research methods in their context Those interested in comparative education and cross cultural studies will also find this book valuable **Hong Kong's Chinese History Curriculum from 1945** Flora L.F. Kan,2007-01-01 Hong Kong s Chinese History Curriculum from 1945 Politics and Identity investigates the ways in which

Chinese history has evolved as a subject in Hong Kong secondary schools since 1945 and the various social political and economic factors that have shaped the curriculum through an examination of a wide range of primary and secondary source materials and interviews This book examines how the aims content teaching learning and assessment of the Chinese history curriculum have evolved since 1945 It describes how Chinese history became an independent subject in secondary schools in Hong Kong despite the political sensitivity of the subject how it consolidated its status during the colonial period and how it has faced threats to its independence since the return of Hong Kong to China in 1997 An important element of the book is its in depth analysis of the major socio political and socio economic forces that have been involved in the development of Chinese history This book will be of interest to all who are interested in history education and curriculum development and readers who are concerned with history education

Resources in Education ,1999-10 **Encyclopedia of Diversity in Education** James A. Banks,2012-05-17 The diversity education literature both nationally and internationally is broad and diffuse Consequently there needs to be a systematic and logical way to organize and present the state of research for students and professionals American citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world in which we live work and lead With continually evolving information on diversity policies practices and programs it is important to have one place where students scholars teachers and policymakers can examine and explore research policy and practice issues and find answers to important questions about how diversity in U S education enriched with theories research and practices in other nations are explained and communicated and how they affect institutional change at both the K 12 and postsecondary levels With about 700 signed entries with cross references and recommended readings the Encyclopedia of Diversity in Education 4 volumes in both print and electronic formats will present research and statistics case studies and best practices policies and programs at pre and postsecondary levels Diversity is a worldwide phenomenon and while most of the entries in the Encyclopedia will focus on the United States diversity issues and developments in nations around the world including the United States are intricately connected Consequently to illuminate the many aspects of diversity this volume will contain entries from different nations in the world in order to illuminate the myriad aspects of diversity From A to Z this Encyclopedia will cover the full spectrum of diversity issues including race class gender religion language exceptionality and the global dimensions of diversity as they relate to education This four volume reference work will be the definitive reference for diversity issues in education in the United States and the world Educational Decentralization Christopher Bjork,2007-03-23 Decentralization and Education Asian Experiences and Conceptual Contributions examines the specific ways in which decentralization policies have affected the structure and delivery of education in eleven Asian nations Written by top scholars in the field the case studies provide detailed and rich empirical evidence documenting the tensions as well as synchronisms between the ideas that form the basis of decentralization policy and the contexts into which they are introduced The high quality of this collection of essays and the

careful attention to local contexts for implementation will make this book a must read for academics policy planners practitioners and students of Asia

Education, Migration, and Cultural Capital in the Chinese Diaspora ,

Comparative Education Patricia K. Kubow,Paul R. Fossum,2007 This is a core text for graduate level Comparative Education courses With its cross cultural issues oriented approach Comparative Education introduces K 12 educational systems worldwide Readers are invited to consider current educational issues both at home and abroad while developing global perspectives and skills of comparative inquiry to use their own reflective classroom teaching Chapters on theory in compartive education frameworks for analyzing educational issues and globalization s implications for education explore several key issues in depth purposes of schooling educational access and opportunity education accountability and authority and teacher professionalism This book takes an issues based approach rather than a country based approach A major purpose of this book is to widen the field of comparative education s influence by articulating the relevance of comparative education to include a larger practitioner oriented audience

Forget Chineseness Allen Chun,2017-03-27 Critiques the idea of a Chinese cultural identity and argues that such identities are instead determined by geopolitical and economic forces Forget Chineseness provides a critical interpretation of not only discourses of Chinese identity Chineseness but also of how they have reflected differences between Chinese societies such as in Hong Kong Taiwan People s Republic of China Singapore and communities overseas Allen Chun asserts that while identity does have meaning in cultural representational terms it is more importantly a product of its embeddedness in specific entanglements of modernity colonialism nation state formation and globalization By articulating these processes underlying institutional practices in relation to public mindsets it is possible to explain various epistemic moments that form the basis for their sociopolitical transformation From a broader perspective this should have salient ramifications for prevailing discussions of identity politics The concept of identity has not only been predicated on flawed notions of ethnicity and culture in the social sciences but it has also been acutely exacerbated by polarizing assumptions that drive our understanding of identity politics

Education in East Asia Pei-tseng Jenny Hsieh,2013-05-23 Education in East Asia is a comprehensive critical reference guide to education in the region With chapters written by an international team of leading regional education experts the book explores the education systems of China Hong Kong Japan Macao Mongolia North Korea South Korea and Taiwan covering local regional developments in each country as well as recent reforms and global contexts Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets this handbook will be an essential reference for researchers scholars international agencies and policy makers at all levels

The Greenwood Encyclopedia of Children's Issues Worldwide Irving Epstein,2007-12-30 From the skyrocketing AIDS rate in Haiti to the oppressive pollution in industrial China from the violent street culture of Nigeria to the crippling poverty in Nicaragua from child trafficking in Thailand to child marriages in India this jam packed six volume set explores all these issues and more in an unprecedented look at the

world's children at the dawn of the 21st century. In recent years while many countries have enjoyed a higher standard of living and improved working conditions others have been torn apart by war and incapacitated by famine and are struggling to improve life for their children and their future. Recent concern over the world's children has resulted in a global attempt to define what constitutes an acceptable childhood. New attention has been paid not only to healthcare and secondary education but also to the right to play and increased access to technology. The UN's codification of children's rights has done much to expand our understanding of what is needed for healthy growth and development of children and youth. Organized by region. The Greenwood Encyclopedia of Children's Issues Worldwide is the first globally focused set of this magnitude offering extensive up to date coverage of these critical issues. Original chapters accessibly synthesize current data on key topics including education play and recreation child labor family health laws and legal status religious life abuse and neglect and growing up in the 21st century. China's National Minority Education Gerard A. Postiglione, 2013-10-15 This volume focuses on policies and practices in the education of China's national minorities with the purpose of assessing the goals and impact of state sponsored education for China's non Han people's. The essays in the four sections of this book examine cultural challenges to state schooling the extent of educational provision in minority areas the perspectives of Tibetan and Uyghur minorities toward state education along with providing case studies of four national minorities. The book makes the point that despite the authoritarian character of China's state schooling diversity reigns. **Sociological Understandings of Teachers' Emotions: A Short Introduction, Critical Review, and the Way Forward** Kwok Kuen Tsang, 2015-02 Teachers' emotions have been issues drawing the attentions of educational scientists. Since teachers' emotions have been regarded as a psychological phenomenon the educational scientists explain how teachers feel and how their feelings affect educational process with psychological theories. However more and more educational scientists note that teachers' emotions are socially constructed and the social construction of teachers' emotions is not explained by the psychological theories. As a result they switch their theoretical perspectives from psychology to sociology. In the literature the sociological theories they have employed include the labor process theory theory of bureaucracy emotional labor theory post structuralism theory of emotional geographies and identity theory. Nevertheless each of the theories has some limitations. Therefore the goals of this book is to 1 introduce and review the sociological theories which are applied to explain teachers' emotions critically and 2 propose a sociological framework and research agenda for further studies based on the critically review.

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Table of Contents Schooling In Hong Kong Organization Teaching And Social Context

1. Understanding the eBook Schooling In Hong Kong Organization Teaching And Social Context
 - The Rise of Digital Reading Schooling In Hong Kong Organization Teaching And Social Context
 - Advantages of eBooks Over Traditional Books
2. Identifying Schooling In Hong Kong Organization Teaching And Social Context
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Schooling In Hong Kong Organization Teaching And Social Context
 - User-Friendly Interface

4. Exploring eBook Recommendations from Schooling In Hong Kong Organization Teaching And Social Context
 - Personalized Recommendations
 - Schooling In Hong Kong Organization Teaching And Social Context User Reviews and Ratings
 - Schooling In Hong Kong Organization Teaching And Social Context and Bestseller Lists
5. Accessing Schooling In Hong Kong Organization Teaching And Social Context Free and Paid eBooks
 - Schooling In Hong Kong Organization Teaching And Social Context Public Domain eBooks
 - Schooling In Hong Kong Organization Teaching And Social Context eBook Subscription Services
 - Schooling In Hong Kong Organization Teaching And Social Context Budget-Friendly Options
6. Navigating Schooling In Hong Kong Organization Teaching And Social Context eBook Formats
 - ePub, PDF, MOBI, and More
 - Schooling In Hong Kong Organization Teaching And Social Context Compatibility with Devices
 - Schooling In Hong Kong Organization Teaching And Social Context Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Schooling In Hong Kong Organization Teaching And Social Context
 - Highlighting and Note-Taking Schooling In Hong Kong Organization Teaching And Social Context
 - Interactive Elements Schooling In Hong Kong Organization Teaching And Social Context
8. Staying Engaged with Schooling In Hong Kong Organization Teaching And Social Context
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Schooling In Hong Kong Organization Teaching And Social Context
9. Balancing eBooks and Physical Books Schooling In Hong Kong Organization Teaching And Social Context
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Schooling In Hong Kong Organization Teaching And Social Context
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Schooling In Hong Kong Organization Teaching And Social Context
 - Setting Reading Goals Schooling In Hong Kong Organization Teaching And Social Context
 - Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of Schooling In Hong Kong Organization Teaching And Social Context
 - Fact-Checking eBook Content of Schooling In Hong Kong Organization Teaching And Social Context
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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