

Core Partner



Teach For Hong Kong

# Annual Report

2019-20





All children should have equal opportunity to learn,  
grow and realize their potential.



# Table of Content

Foreword	3
Executive Summary	5
Our Milestones	7
Who We Are	9
How TFHK Works	21
Our Achievements	25
Connect to Society	37
COVID-19 Response	41
Our Stories	49
Finances	59
Support Us	61
Media Coverage	63
Thank You	65

01

# Foreword



## Arnold Chan

Founder & Executive Chairman  
Teach For Hong Kong

Our 5th cohort embarked their year of service with uncertainty and instability. With social unrest and COVID-19 related school suspensions, both Fellows' experiences and our operations are inevitably impacted.

Yet, I always believe there is a silver lining to unprecedented times like these. For instance, while face-to-face interviews were no longer available for us to screen through hundreds of applicants, our team devised an online system that made our selection process way more efficient. While there were no more school events, our Fellows took the extra mile to create engaging teaching videos and online exposure events.

Times like these are a good test for our strength and commitment to our cause. I cannot be more grateful to everyone in our community, from our Fellows and Alumni, our Board and team, volunteers, and funders, etc. Everyone of us strives our very best to contribute to our cause under the "new normal". Together, I believe we have come out of the storm stronger than ever before.

As we wrapped up our first 5 successful years, I decided to switch my full-time role of CEO to Executive Chairman on July 1st 2020. With a solid platform and track record, and stable cash flows till late 2021, it is an appropriate time to switch my role to a part-time director. This is a move with months of planning to strengthen our corporate governance. Since January this year, we have restructured our Board to a new Executive Board that meets monthly and is highly engaged in leading the organization. For day-to-day operations, we have recruited Henry Lee as our Deputy CEO. I have full confidence he, together with our COO Bethany Fong, will work with our extremely dedicated and passionate team to deepen our impact.

I am excited to join the Board and lead the organization as Chairman. We will continue to grow the organization and are in the midst of planning for our next strategic plan till 2025, our 10th year. Fellowship will still be Teach For Hong Kong's core and we will strive to improve our Program for Fellows, better measure our impact, and better support our Alumni in their journey to bring education equity.

Thank you all again for your support.

A handwritten signature in black ink, appearing to read 'Arnold Chan', written in a cursive style.

August 2020



Cleverness is a gift,  
kindness is a choice.

# 02 Executive Summary

## What Have We Done in 5 Years?



6

Cohorts



39

Fellows in service



2,175

Total applications



108

Alumni



27

Partner schools served



25,396

Students served

## Impact Summary

Since 2015, Teach For Hong Kong (“TFHK”) has been finding and nurturing leaders to expand opportunities for underprivileged students, starting with a year to teach in primary and secondary schools. We have since nurtured more than 140 young talents from all disciplines through our Fellowship Program. Inspired by this one-year experience of teaching and first-hand understanding of underprivileged students, Fellows are committed and equipped to drive systemic changes in our education system in the long run.

In the past years, we have served over 25,000 underprivileged students in schools and created a community of over 100 schools, corporates and organizations that are committed to provide quality education for all.

### Stimulating Fellows’ Personal Growth

During the Fellowship, the frontline teaching experience and exposure to education realities have accelerated Fellows’ personal growth. According to the third-party impact research, more than 70% of our Fellows stated they have significantly improved in creativity and innovation, endurance, crisis management ability, and being an active listener.

70%

Fellows’ improvement in 21st century competencies

### Developing Leaders Passionate in Education

Through this one-year experience of working with different education stakeholders such as students, principals and parents, Fellows understand the education system and identify their roles in it. After the Fellowship, many of them continue to take on roles in the field of education, including teachers, curriculum designers and education psychologists, etc.

**>60%**

Alumni work in education

### Creating Positive Learning Environments for Students

The survey showed that students' feedback on Fellows' performance was positive. Students described the teaching of our Fellows as "more interactive and fun". Also, our Fellows built good rapport with students at school. Many students described our Fellows as "encouraging", "warm and caring" and "tireless".

**>80%**

Students agree that Fellows help them learn

### Growing a Network Committed to Change

Our Alumni work across sectors to change practices and mindsets, and expand access to opportunities for underprivileged students. Whether continuing to create impact in the classrooms, or championing for education in corporates and social sectors, Alumni are dedicated to bringing transformation to our education.

**108**

Alumni and counting

### Achieving Multiplying Benefits to Our Society

Informed by their experience as teachers, Alumni work together with different stakeholders to advocate for their students and reshape the education system. By nurturing leaders, we create change that extends beyond the year of Fellowship and the students our Fellows teach. The third-party impact measurement conducted by academics at The University of Hong Kong validates that for every HK\$1 invested in TFHK, HK\$4 of value is generated.

**\$1:\$4**

Social Return on Investment from TFHK's work

For more details about our social impact, please refer to our impact report 2017-18. You can scan the QR code on the right.



# 03

# Our Milestones



## 2013

Jun: Established our founding team

## 2015

Jul: Awarded as a pilot project from the Social Innovation and Entrepreneurship Fund Competition

Launched the first Fellowship Program with 6 Fellows in 3 partner schools

Aug: Fellowship 2015-16 Inauguration Ceremony with Dr. Joseph Lee, President of WoFoo as Guest of Honor

## 2016

Jul: Won the Champion Award in the social innovation competition of Our Hong Kong Foundation

Fellowship Program 2016-17 began with 11 Fellows in 6 partner schools

Aug: Formed the core partnership with The D.H. Chen Foundation

Fellowship 2017-18 Inauguration Ceremony with Bernard Chan, GBS, JP as Guest of Honor

## 2017

Feb: Formed partnerships with The Hong Kong Jockey Club Charities Trust and Social Impact Partners

Jul: Fellowship Program 2017-18 began with 24 Fellows in 12 partner schools

Aug: Fellowship 2017-18 Inauguration Ceremony with Jasper Tsang, GBM, JP as Guest of Honor

Met with the Secretary for Education to introduce Teach For Hong Kong



### 2018

Apr: Featured as a case study in the “DBS x HK01 Live Kind” Campaign with over 500,000 video views

May: Selected as the first social venture supported by Mr. John Tsang’s Esperanza

Jun: Co-organized with the Education Bureau a year-end sharing with over 100 teachers as participants

Jul: Fellowship Program 2018-19 began with 34 Fellows in 19 partner schools

Oct: Organized TFHK’s first Education Symposium with over 400 attendees

### 2019

Feb: Launched The Jockey Club STEMPower Fellowship Programme in partnership with The Hong Kong Jockey Club Charities Trust

May: Organized TFHK x Sony STEM Competition

Jul: Fellowship Program 2019-20 began with 36 Fellows in 17 partner schools

Nov: Launched the TFHK Week: Star Teacher Series on our Facebook page

### 2020

Feb: Fellows switched to e-Learning and launched an online mental health channel in response to COVID-19

Jul: Welcomed our new Executive Board onboard

Launched the 10K Fundraising Campaign

Fellowship program 2020-21 began with 39 Fellows in 16 partner schools

# 04

# Who We Are

## About Teach For Hong Kong

Teach For Hong Kong envisions a future where all children in Hong Kong have equal opportunity to learn, grow and realize their potential.

Our mission is to nurture leaders to bring education equity. Through the one-year Fellowship Program, we recruit and empower the most promising and passionate young leaders from all sectors to serve in underprivileged schools<sup>1</sup> as full-time teachers<sup>2</sup>. From creating direct impact in the classroom to advocating for students in society, they are committed to bringing transformational changes to students' lives.

We continue to build the movement of leaders who work with others, inside and outside the classroom, to solve education inequity in all of its complexity.

## Our Vision

We envision a future where all children in Hong Kong have equal opportunity to learn, grow and realize their potential.

## Our Mission

We nurture future leaders to bring education equity.

## Our Values



### Excellence

We are vision-oriented. We formulate visionary strategies and continue to apply, evaluate, and adjust.



### Empathy

We endeavor to build a community of future leaders who are in touch with issues of our society and different people.



### Entrepreneurship

We are enterprising. We keep an open mind, embrace diverse perspectives, and proactively learn from failures.



### Engagement

We are a team. We encourage and empower each other. We proactively collaborate across sectors for our mission.



**1:** “Underprivileged schools” refers to schools where over 50% of the student population is either (i) receiving government assistance, either through Comprehensive Social Security Assistance or School Textbook Assistance, due to their family background, or (ii) non-Chinese speaking (NCS) students as defined by the Education Bureau.

**2:** Fellows are registered as a Permitted Teacher (“PT”) in the Education Bureau. According to the Education Ordinance in Hong Kong, a person who holds only academic qualifications (i.e. has no teacher training and teacher qualification) may apply to be a PT. The minimum academic qualification required of a PT teaching in a school providing primary or secondary education is an associate degree, a higher diploma or equivalent.

# Our People



**Arnold Chan**  
Founder &  
Executive Chairman



**Haewon Hwang**  
Director



**Amy Yung**  
Director



**Tina Chan**  
Director



**Ruby Yong**  
Director



**Ernest Wong**  
Director & Alumni  
Representative



**Henry Lee**  
Deputy CEO



**Bethany Fong**  
COO



**Jane Lau**  
Associate Director  
(Brand & Growth)



**Edmond Lam**  
Associate Director  
(Program)



**Farris Lee**  
Program Manager



**Justin Lee**  
Strategy Manager



**Ronald Tong**  
Marketing Executive  
(Brand & Growth)



**Laura Chong**  
Program Officer



All advocacy is, as its core,  
an exercise in empathy.



# Our Fellows 2019-20



**Aman Cheung**  
New York University  
Computer Science



**Jeffery Chan**  
The University of Hong Kong  
Biological Sciences



**Andrew Wong**  
The Hong Kong University of  
Science and Technology  
Marketing



**Jeremy Yip**  
The University of Hong Kong  
Psychology



**Annie Chung**  
University of Toronto  
Linguistics



**Katy Tang**  
The Chinese University of Hong Kong  
Earth System Science



**Arthur Wong**  
London School of Economics  
Philosophy and Economics



**Kaye Tang**  
McMaster University  
Sociology



**Belle Tam**  
The Hong Kong Polytechnic University  
Civil Engineering



**Erica Chor**  
The University of Hong Kong  
Comparative Literature



**CY Ling**  
City University of Hong Kong  
Social Work



**Kenyon Chow**  
University of California - Los Angeles  
Environmental Science



**Cherry Yick**  
The University of Hong Kong  
Psychology



**Kevin Yeung**  
The Hong Kong University of  
Science and Technology  
Biochemistry and Cell Biology



**Christy Ng**  
The University of Manchester  
Neuroscience (Second Year Fellow 2019-20)



**Long Sin**  
The Chinese University of Hong Kong  
Japanese Studies



**Esther Li**  
City University of Hong Kong  
Public Policy and Politics



**Louise Lam**  
The University of Hong Kong  
Sociology



**Ita Ng**  
University College London  
Developmental and Educational Psychology



**Maisie Wong**  
The University of Hong Kong  
Psychology



**Jacky Chiu**  
The Hong Kong Polytechnic University  
Information Technology



**Maple Wong**  
The Hong Kong University of  
Science and Technology  
Biochemistry and Cell Biology



**Michael Ting**

The Chinese University of Hong Kong  
Marketing



**Yannick Yu**

Dartmouth College  
Economics and Government



**Natalie Cheung**

The University of Hong Kong  
Geology (Second Year Fellow 2019-20)



**Phoebe Cheung**

City University of Hong Kong  
Mechatronics Engineering



**Ringo Lee**

The University of Hong Kong  
Quantitative Finance



**Ruth Zhou**

Durham University  
Physics



**Sabrina Cheng**

The University of Hong Kong  
Law



**Sze Ying Chan**

The University of Hong Kong  
Psychology



**Tommy Cheung**

Lingnan University  
Social and Public Policy Studies



**Tomy Leung**

The Hong Kong University of  
Science and Technology  
Information Systems and Marketing



**Vincent Chan**

The Hong Kong University of  
Science and Technology  
Biochemistry



**Wilfred Kwok**

The Chinese University of Hong Kong  
Philosophy

# Our Fellows 2020-21



**Aiden Wong**  
The Hong Kong Polytechnic University  
General Practice Surveying



**Ella Wong**  
City University of Hong Kong  
Professional Accounting



**Alex Fung**  
University College London  
Computer Science and Mathematics



**Emily Kwok**  
The Chinese University of Hong Kong  
Sociology



**Annabel Tong**  
The University of Hong Kong  
Surveying



**Eric Ng**  
City University of Hong Kong  
Mechanical Engineering



**Benny Tse**  
The Chinese University of Hong Kong  
Geography and Resource Management



**Ernest Chau**  
The Hong Kong University of  
Science and Technology  
Marketing and Information System



**Birgitta Lo**  
The Chinese University of Hong Kong  
Quantitative Finance



**Fiona Hsu**  
The University of Hong Kong  
Nursing



**Brian Chow**  
University of Warwick  
Management



**Frank Ng**  
City University of Hong Kong  
Business Management



**Cathy Lee**  
The Chinese University of Hong Kong  
Government and Public Administration



**Ivy Wong**  
City University of Hong Kong  
History



**Chloe Wan**  
University of Surrey  
Mathematics



**Jamie Li**  
The University of Hong Kong  
Psychology



**Chloe Wong**  
University of Sydney  
Sociology, Philosophy and German



**Janice Choi**  
University of California - Los Angeles  
Psychology



**Daniel Wong**  
The Hong Kong University of  
Science and Technology  
Biochemistry and Cell Biology



**Janice Lo**  
The Hong Kong University of  
Science and Technology  
Mechanical Engineering



**Edgar Lai**  
Tsinghua University  
Chinese Philosophy



**Joey Lee**  
City University of Hong Kong  
Psychology



**Johnny Fung**

The Chinese University of Hong Kong  
Psychology



**Kail Yeung**

City University of Hong Kong  
Surveying



**Ken So**

Hong Kong Baptist University  
Economics and Finance



**Kenith Chan**

The Chinese University of Hong Kong  
Physics



**Matthew Choi**

The Chinese University of Hong Kong  
Psychology



**Michael Lin**

The Chinese University of Hong Kong  
Accounting



**Percy Lee**

The Chinese University of Hong Kong  
Food and Nutritional Sciences



**Rachel Chan**

The Chinese University of Hong Kong  
Psychology



**Samantha Yeung**

The Chinese University of Hong Kong  
Law



**Samson Yuen**

The Chinese University of Hong Kong  
Environmental Science



**Season Lai**

The Chinese University of Hong Kong  
Economics



**Sharon Cheung**

The Chinese University of Hong Kong  
English



**Sonam Wangchuk**

The Chinese University of Hong Kong  
Marketing and International Business



**Tara Zeng**

The Hong Kong University of  
Science and Technology  
Mathematics



**Yanna Yu**

The Chinese University of Hong Kong  
Journalism and Communication



**Yannie Yeung**

The Chinese University of Hong Kong  
Marketing and Asian Business Studies



**Zachary Lau**

University College London  
English

# Our Alumni

Now, TFHK Alumni community has grown to more than 100 aspiring leaders. Alumni continue their journey of leadership both within and beyond the classroom - with their first-hand understanding of education realities and deepened connections with students, they are determined to pursue careers across sectors to work towards a shared vision of a society in which all children are able to realize their potential.

## Alumni Updates



### Bettering Education through Research

**Jennifer Lee (Fellow 2018-19)**

Host at Teacher Lead To Love Podcast & MEd at Harvard Graduate School of Education



### Rethinking Policy Solutions

**Sabrina Cheng (Fellow 2019-20)**

Research Assistant (Education) at Hong Kong Policy Research Institute



### Addressing Special Educational Needs

**Karen Leung (Fellow 2017-18)**

Co-teacher at Hong Kong Academy



### Investing for Tomorrow's Needs

**Isabel Kwan (Fellow 2018-19)**

Management Trainee (Charities and Community) at The Hong Kong Jockey Club



### Exposing Students to the World of Business

**Karen Chung (Fellow 2017-18)**

Business Development Pioneer at Software AG



### Bringing Creative Minds Together

**Kelly Kong (Fellow 2018-19)**

Program Coordinator at Make a Difference Institute



### Advancing Education through Technology

**Fei Cheung (Fellow 2016-17)**

Former Lead Engineer in Kazoo Technology & MSc (Machine Learning) at University College London



### Innovating for Our Next Generation

**Raymond Yang & Matthew Kwok (Fellow 2017-18)**

Founders of "Just Feel", an NGO that provides social and emotional learning support to schools



### Improving Learning Experience

**Natalie Cheung (Fellow 2018-19)**

Mathematics Teacher at St. Hilary's Primary School



### Expanding Inclusive Education

**Carti Chong (Fellow 2018-19)**

Chinese Teacher at Delia Memorial School (Glee Path)

# Alumni Words

**Inspired by my Fellowship experience, I'm now on a mission to empower nurturers** - those who support children to the maturity in character and the fulfilment of their potential. I envision an education system with no soul unseen, no talent untapped. I'm currently exploring the relational dimension of education and the inner journey of nurturers using qualitative research methods. And through my podcast, I support Hong Kong teachers to unlock their impact potential by empowering their students through love and leadership."

- Jennifer Lee, Fellow 2018-19

**TFHK has exposed me to a huge spectrum of educational frameworks originally deemed inconceivable to me. The Program has inspired me to rethink education and empowered me that I have the capability to play a role. The Fellowship helped me realize my passion in serving students with special educational needs in a collaborative effort and my belief in life-long learning.** Therefore, after two years of studying and working, here I'm to challenge myself to learn to teach in the rigorous IB program as well as support students with a vastly diverse background."

- Karen Leung, Fellow 2017-18

**Every time when I was asked to describe my current role, I insisted to start my story with where I truly began everything - Teach For Hong Kong. I wouldn't have chosen to explore possibilities beyond my own "imagined boundaries", if I hadn't experienced the undefined entrepreneurial spirit inside me throughout my Fellowship.** Education equity is definitely a lifelong lesson for us Alumni, and for sure we are all on constant trial and error. I've experimented hosting office tours and career sharing for underprivileged students, and I got to admit that the impact created is never easy to measure. Yet, I believe as the movement grows and more believers of education equity are joining, our solidarity will eventually lead us to where success is defined."

- Karen Chung, Fellow 2017-18

**After Fellowship, I tapped into the technology field. I was able to help design and implement several education-related products with a combination of digital content and augmented reality in my previous company. Experience from TFHK not only provided me with exposure to education realities, but it also nurtured me to be an active learner, a supervisor, and a leader.** In the year ahead, I'll pursue further study in Machine Learning and seek the possibility to enhance students' learning experience using AI technology."

- Fei Cheung, Fellow 2016-17

**The year-long exposure to the myriads of institutional constraints and realities of Hong Kong's education system, and the rather promising possibilities of cross-sector engagement have reshaped my career paths and long-term goals of personal growth.** As a former law and literature student, combined with the unique Fellowship experience, conducting policy research at Hong Kong Policy Research Institute is an excellent opportunity for me to understand the intricacies of education at the macro level. With a focus on cross-disciplinary projects such as legal education, I hope to utilize my specialities and continue to explore my possible contribution to education and public policy."

- Sabrina Cheng, Fellow 2019-20

## Overview of Alumni Pathways

**53%**

Education

**12%**

Business and Law

**7%**

Further studies

**7%**

Entrepreneurship and social innovation

**4%**

Non-profit

**17%**

Others

**3**

Alumni as Senior Teachers

**2**

Social Enterprises founded by Alumni

## Alumni Association

After completing the Fellowship Program, Alumni lead and serve in different communities - a question comes to all of our minds: how can we continue to fight for the aspirations of underprivileged students in Hong Kong, personally and collectively?

In 2018, TFHK Alumni Association was formed. Our Alumni, encompassing various expertise and experiences, have therefore been connected to opportunities to: (1) grow a strong community that builds a deep sense of connections among all TFHK members, (2) develop leadership capacity to advance TFHK mission stronger and faster, and (3) mobilise collective actions that increase low-income students' access to better educational opportunities.

The Association has since organized activities to foster the engaging and impactful community. Alumni are invited to grow professional networks, exchange ideas, and mentor current Fellows. Working across various sectors, Alumni are connected to our shared mission and work as lifelong advocates for fuelling transformational changes in education.

Currently, representatives of the Association participate directly in TFHK's general meetings as ordinary members and on TFHK's Executive Board as Director, as part of TFHK's corporate governance structure.





The Association organized a Global Education Workshop with Inter Cultural Education for Alumni in June 2019. In the workshop, Alumni were able to learn and discuss different education systems across the world with the global community.

# 05

## How TFHK Works

### The Challenges

Students' socioeconomic background is a significant factor in influencing their career aspiration, trajectory and achievement.

While Hong Kong has one of the most developed education systems in the world, education inequity still persists and is often overlooked. Education resources are unequally distributed along socioeconomic classes. Education inequity particularly disadvantages underprivileged students in a number of ways:

**3.7x** less likely to be admitted to universities

#### 1. Less Likely to Reach Higher Education Attainment

Underprivileged students are 3.7x less likely to be admitted to a four-year university program<sup>1</sup>. 35% of grassroots students expect they can pursue university education, as compared to 85% of well-off students.<sup>2</sup>

**3** years below in academic abilities

#### 2. Face Barriers to Advance in the Existing Education System

The students' academic abilities in schools with low socioeconomic status are on average 3 years below well-off students. Differences in performance related to socioeconomic status are even more significant by the age of 10, and continue to widen over time.<sup>3</sup>

**85%** families have financial difficulties in affording learning resources

#### 3. Often Deprived of Resources to Pursue Alternative Pathways

85% of underprivileged families face financial difficulties in affording extracurricular activities<sup>4</sup>, hence limiting the opportunities their children can pursue.

Consequently, the current education system hinders the upward social mobility of those underserved who cannot excel in exams. Not only does this create a long term impact on underprivileged students, but also on society as a whole. Talents remain underdeveloped. Economic productivity decreases. Ultimately it undermines social cohesion and the prosperity of our city.

1: Disparity in Higher Education Attainment is Widening between Rich and Poor (2013). Chou Ke-lee, HKIED.

2: Programme for International Student Assessment ("PISA"), OECD

3. Can Equity in Education Foster Social Mobility (2018), PISA, OECD

4: 貧窮兒童調查系列二十九 – 綜援兒童生活狀況 問卷調查報告(2019), 香港社區組織協會兒童權利關注會

## Our Solutions

Socioeconomic status has a strong influence on students' performance, but research has shown that a more equitable education system where disadvantaged students perform well is possible.<sup>5</sup> To create sustainable changes that reduce education inequity, we need leaders in all sectors who have deep empathy towards the disadvantaged and can develop innovative solutions. Collectively, these leaders have the potential to address today's challenges.

To build a community of future leaders in all sectors who drive changes, we develop a four-stage model:



### Stage 1: Find Promising and Diverse Talents

We identify and recruit the most promising and diverse talents who are ready to lead the change. They start by teaching underprivileged students for a year as our Fellows. The teaching experience cultivates a lifelong commitment for change among these talents.

### Stage 2: Nurture and Support Fellows to Make Impacts in the Classroom

We offer training to our Fellows and support them to provide quality education to underprivileged students. They work inside and outside the classroom through in-class teaching, extracurricular activities, and life and career education.

### Stage 3: Cultivate Long-term Leadership of Influence

Fellows reinforce their aspirations to lead change throughout their lives as they witness the impact they have created on students. Their right grasp of the issue, empathy, and first-hand experience as teachers position them as unique future leaders.

### Stage 4: Grow a Community of Leaders to Create Sustainable Changes

We connect and form a community of collective leadership, grounded in the common Fellowship experience and the shared mission for education equity, to lobby changes, transform processes, pioneer solutions, and influence cultures in all sectors to bring opportunities to underprivileged students and end education inequity.

<sup>5</sup>: Can Equity in Education Foster Social Mobility (2018), PISA, OECD

# Our Program

TFHK Fellowship Program is a one-year program to find and empower promising young talents to serve in underprivileged schools as full-time teachers. We provide Fellows with the skills and experiences they need to understand students' challenges and create solutions for education inequity both throughout the year and in the long run.



## Summer Institute

In the six-week Summer Institute, Fellows are equipped with the necessary skills and knowledge on teaching, education innovation, and career and leadership development.



## Teaching Placement

The teaching journeys start after the Summer Institute. We have a desire to see Fellows, through the one-year placement, create rippling influence on students' lives and even school's development which benefits students for years to come.



## Professional Development Friday

During the Fellowship, Fellows attend workshops and events as part of their leadership and pedagogical development every Friday. It is also an opportunity for Fellows to learn and bond with other Fellows who are on the same leadership journey.



## Coaching and Mentoring

With the support from school principals and mentors, we provide Fellows with the fundamental skills and competencies necessary to teach and to lead in the classroom in the year.



## Career Development

To support Fellows to launch their impactful careers upon completion of the Fellowship, we provide them with access to TFHK's C-Suite level advisors and corporate partners.

# Key Facts about Fellowship

## 1. Learning Themes in Summer Institute

### Introduction to Teach For Hong Kong Movement

Fellows are introduced to TFHK's visions and goals to re-ensure alignment.

### Quality School Improvement Project (QSIP) of CUHK

QSIP provides trainings to equip Fellows with essential teaching skills including lesson planning, classroom management, assignment and worksheet design, etc.

### Summer School

During Summer School, Fellows can get hands-on teaching experience before teaching placement.

### Leaders Sharing

Through the sharing sessions, Fellows are able to gain exposure from leaders across different sectors, ranging from education, to banking, to entrepreneurship. And as a result, they learn how to leverage different industries to make changes of their own.

## 2. Fellows' Responsibilities at Schools

### Lead in the Classroom

Fellows are assigned to teach one or more subjects full-time. From lesson planning to delivery, Fellows are dedicated to creating positive learning experiences for students.

### Organize Extracurricular Activities

Fellows connect cross-sector networks into the school and bring external resources that our students would otherwise not receive. Extracurricular activities allow students to pursue interests outside of a standardized academic context.

### Develop Life and Career Planning

Leveraging TFHK's networks and their own expertise, our Fellows can expose students to possibilities that were previously unattainable. Our Fellows bring students to visit

companies, meet with people of diverse cultures, compete in science contests and explore different careers, etc.

### Become a Life Mentor

By building intimate relationships with students, Fellows are able to understand each student's interests, skills and struggles, and therefore tailor support to their needs.

## 3. Fellows' Career Development Journey

### Full access to TFHK's prestigious and diverse advisory board

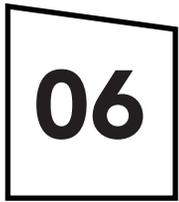
It includes CEOs and leaders from firms such as McKinsey & Company and Goldman Sachs. Fellows can stay informed and get inspired on their interested career pathways.

### Group Mentorship

Fellows are matched with mentors across diverse industries such as banking and philanthropy, based on their similar interests. In the group, Fellows and mentors can develop ideas on how to channel resources back into education from their expert industries in the long run.

### Professional Coaching

A professional coach partnering with Fellows in a thought-provoking process that inspires Fellows to maximize their personal and professional potential.



# Our Achievements

## Recruitment Highlights

This year, we received 740 applications for 2020-21 cohort from over 100 universities in Hong Kong, the US, the UK, Australia, Canada, and Mainland China. We matriculated 39 applicants into our 6th Fellowship cohort.

### Key Figures

**39**

Fellows 2020-21 recruited

**32%**

Fellows with STEM background

**740**

Application received

**18%**

Increase compared to the grand total of 628 applications last year

**5%**

Acceptance rate

### Where Do Our Fellows Come From?

Over 80% of our Fellows come from local universities, studying a wide range of disciplines.

**82%**

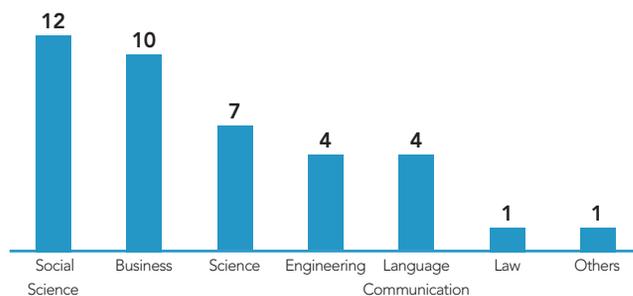
Fellows come from local universities

**18%**

Fellows come from overseas universities

### What Did Our Fellows Study?

A number of our Fellows hailed from overseas universities across the US, the UK, and Canada. They will leverage their experience abroad to enrich the exposure of their students.





Acquiring the right talent is the most important key to growth.



# Recruitment Process

Since 2015, we have received more than 1,000 applications from universities around the world and diverse industries, and we maintained an acceptance rate of 5% each year. Our Fellowship selection process is designed to acquire talents who will be influential leaders inside and outside classroom. We put our candidates through a rigorous selection process, evaluating their passion, potential and commitment to education equity.

## Assessment Criteria

### Vision Alignment

Envision and dedicate to delivering long-term social impact

### Interpersonal Savvy

Empower the entire community to work together towards our vision

### Growth Mindset

Embrace new ideas with open-mindedness and tackle challenges with proactiveness

### Problem-solving Skills

Identify root causes and act on possible solution paths in different sectors

## Assessment Process

Each prospective Fellow will go through three rounds of selection - online application, video assessment, and assessment center. Throughout the selection process, applicants are rigorously assessed on their vision alignment, growth mindset, and interpersonal and problem-solving abilities. We sort out resilient and committed leaders who are eager to bring changes to the education system.

To conduct a more comprehensive assessment, we involve our Alumni and external partners in our assessment team. Over 25 of them have joined hands with us for the stringent assessment journey. They provide their insights as to the candidates' fit for the Fellowship and behaviors a leader should possess.



**Step 1:**  
**Online Application**



**Step 2:**  
**Video Assessment**



**Step 3:**  
**Assessment Center**

After the assessment, selected candidates will go through a school placement and on-boarding process. They will be placed at one of our partner schools based on their preferences and requirements of the school. There is a school matching meeting with the school administration to determine their fit. Once they successfully complete the meeting, they officially become our Fellows for the upcoming year.





# Fellowship Highlights



In the 2019-20 academic year, **34 Fellows were placed in 17 partner schools, serving more than 4,800 students.**

Fellows provided all-round learning experiences to underprivileged children through in-class teaching, extracurricular activities, and life and career education.

## Fellows' Initiatives

Our Fellows collaboratively work with leaders from corporates, community organizations and all walks of life — to let students meet new people and new perspectives. Our Fellows have taken initiatives to fill in the gaps of opportunity for underprivileged students. With the experiences to navigate the world, students embrace a more expansive view of what is possible, and find a path of success.

**44** Extracurricular Activities

**59** Life and Career Education Events

### Arts & Culture

#### Cultural Exchange through Board Games

A board game and cultural exchange session was led by a group of volunteers from three British universities. They shared about their life in the UK with our students and brought some traditional board games (such as Mikado, Flying Chess, Animal Chess, poker card games) and had tons of fun with student participants, many of whom said they would love to have these educational game sessions again in the near future.



#### LumiVoce Education Workshop

Fellows invited LumiVoce, an enterprise advocating for wildlife protection, to host a talk called “Music Emotions and Nature” and a Wildlife Story-writing activity for students. A lot of positive feedback was received, in which their joy and gratefulness to our Fellows were fully reflected: “It’s such a fun activity!”, “It’s good to know how to protect wildlife!”.

### Career Education

#### “On the Battlefield” Sharing

Mr. Jason Yip, former humanitarian worker, gave a very engaging talk to students, who were also from similar background, about his career development. Students were inspired by the talk and in the Q&A session, they raised questions about the law of war and how Jason overcame the most challenging and life-threatening events. Through the sharing, students gained a better understanding of humanitarian work and many of them reflected that they hoped to be as resilient as Jason.



### Firm Visit - Vitargent in Science Park

We invited Vitargent to offer some professional knowledge about the biotechnology industry, especially the laboratory environment, in an introductory workshop. Students then visited the laboratory and used microscopes to observe changes in fish embryos, through which they have discovered the fun and excitement in learning science.



### UBS Online Sharing

Guests from UBS were invited to host a small group sharing with students via an online meeting. The back-and-forth discussion with the guests allowed students to think and ask questions related to their own situation and thoughts. Through the career exploration sharing, students had a deeper understanding about the banking industry and got inspired by how the UBS staff overcame different struggles in their lives.

## Character Education

### Self-discovery Workshop

In the workshop, students first did the MBTI Test and were divided into 2 groups (extrovert vs. introvert). Volunteers of Goldman Sachs guided the debriefing session on the test with them and also shared strengths and weaknesses of the character in their workplace. Most of the volunteers were foreigners so the discussion session also acted as a platform for the students to practise English. Volunteers and students were also asked to build the tallest tower to win the poker tower challenge. During the challenge, they had a taste of failure and learnt how to deal with failure.



## Some of Our Corporate Partners



# Professional Development and Support

## Summer Institute

# 180

Total training hours

# 19

Training partners

# 10

Leaders sharings

## Ongoing Training

# 22

Total training sessions

# 12

Organizations collaborated

### Leaders from:

- 1) Business
- 2) Education
- 3) Technology
- 4) Social Impact and Innovation
- 5) Philanthropy
- 6) Government

We see collaboration across sectors as vital to provide Fellows with professional connections and perspectives on how to use diverse resources strategically to scale impacts. We are committed to sharpen Fellows' skills and accelerate their growth in teaching skills, leadership, and personal and career development.

## Professional Learning Community

To foster a culture of peer support and collaboration, we developed the Professional Learning Community ("PLC") in which Fellows group together and meet regularly throughout the year. PLC serves as a learning-oriented platform for Fellows to share their experience and teaching strategies, work collaboratively to resolve challenges in their classrooms, and support one another during the Fellowship.

## Some of Our Guest Speakers:



**Ms. Ada Wong**

Supervisor, HKICC Lee Shau Kee School of Creativity



**Ms. Angel Ng**

CEO, Citi Hong Kong and Macau



**Mr. Gary Wong**

Founder & Non-Executive Board Member, InspiringHK Sports Foundation



**Prof. Kai-ming Cheng**

Emeritus Professor, Faculty of Education, The University of Hong Kong

# The Jockey Club STEMPower Fellowship Programme

**13**

STEMPower Fellows in service

In 2018, we launched the “The Jockey Club STEMPower Fellowship Programme” with the support from The Hong Kong Jockey Club Charities Trust. To promote STEM education and prepare students for the emerging needs of the 21st century, this Programme recruits top STEM talents to become Fellows for a year to bring their expertise and TFHK’s open platform resources into our partner schools.

**3,400+**

Students served

Since the launch of the Programme, it has attracted over 30 STEMPower Fellows, from top universities and the industries, who have been bringing their expertise and knowledge into our partner schools to create over 60 activities focused on STEM education promotion, impacting over 3,400 students.

**60+**

STEM activities initiated

One of the first initiatives “Kinesthetic Classroom”, which aims to increase learning effectiveness of students with kinesthetic learning style, has now come to execution after a year of planning and prototyping. In a “Kinesthetic Classroom”, two students are sitting on a pedal desk, working on their classwork while pedaling underneath; five students are sitting on Wobble Chairs that wobble like spinning tops, while seven students could take turns to choose their own seats every week. “Whether they have special educational needs or not - allowing them to move gives their brains some energy boost, helps them concentrate in class and absorbs knowledge better” said Natalie, the Fellow who initiated the Kinesthetic Classroom.

**2**

Startup initiatives funded

Looking forward, partnering with the Trust, we are confident that STEMPower Fellows will improve students’ learning process as well as outcomes in innovative ways. In the long run, we are dedicated to growing a community of STEM leaders which enables the next generation of critical thinkers and innovators.



In 2019, Sony Hong Kong co-organized a STEM competition with Teach For Hong Kong. A few STEM installations were presented on the judging day. In the middle image, our Fellow Christine was presenting the concepts of her students' STEM installation to the judges. The bottom image shows one of the STEM installations that utilized Sony Mesh Kit to demonstrate the setting of welcoming school environment..

# Feedback from Students and Schools

Our Fellows strive not only to bring quality learning experiences to their students, but also to impart fundamental changes in students' values and aspirations. Our Fellows' innovative spirits also transform the cultures of the schools that they are placed in. Their work has been well recognized by principals and students.

## Student Feedback

**4.4/5**

Fellows provided extra support to help me learn and study in an online environment

**4.3/5**

Fellows made me believe I can succeed with "active effort"

**4.4/5**

Fellows created stimulating e-Learning activities that aroused my curiosity beyond textbooks

**4.4/5**

Fellows made me understand how school knowledge and skills developed could be applied to everyday life

## School Feedback

**7.6/10**

Fellows were able to leverage unique personal experience and knowledge to broaden students' beyond-curriculum exposure

**7.8/10**

Fellows were able to bridge external resources to broaden students' exposure

**7.6/10**

Fellows were able to build strong relationships and mobilize stakeholders to make positive changes

**8.0/10**

Fellows were credible that other teachers could count on to run projects/initiatives

**Over 70%** of school principals or mentors agreed that Fellows have shown improvement in the following areas by mid-term.

1. Interpersonal Skills
3. Growth Mindset

2. Problem-solving Skills
4. Empathy

## Principal Feedback

# Caring Hands, Compassionate Hearts

|| The Fellows always put students first. They were sensitive to their academic capacities, and evidently put their heart into teaching. We saw them proactively adapt their materials according to students' needs, as well as using innovative activities to engage students; all the while successfully delivering learning objectives. In my view, TFHK's Fellows made ideal teachers."

### Principal Siu

The Mission Covenant Church Holm Glad No.2 Primary School

|| It was obvious that the Fellows made a positive impact on students, especially in Liberal Studies lessons where they were always enthusiastic to participate. We can see their great effort in teaching and preparing materials. "

### Principal Wong

Semple Memorial Secondary School

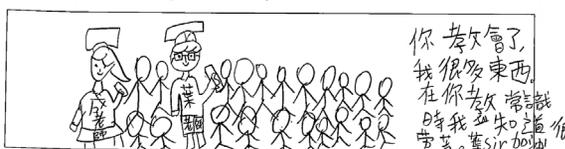
|| [The Fellows were] willing to learn and active in reinventing teaching methods. They always showed a lot of patience to students, which made students feel comfortable to express and participate in their lessons. All in all, having very energetic teachers, like the Fellows, in the team helped to boost the morale in our school. "

### Principal Shum

Ju Ching Chu Secondary School (Kwai Chung)

#### C. 學生感受 Overall Feedback

你對老師的課堂有什麼感受？或有什麼話想對老師說？（可以文字／圖畫形式表達）  
What thoughts do you have about this class? Is there anything you want to tell the teacher? (You may answer in the form of paragraphs / bullet points / illustrations)



#### C. 學生感受 Overall Feedback

你對老師的課堂有什麼感受？或有什麼話想對老師說？（可以文字／圖畫形式表達）  
What thoughts do you have about this class? Is there anything you want to tell the teacher? (You may answer in the form of paragraphs / bullet points / illustrations)



#### C. 學生感受 Overall Feedback

你對老師的課堂有什麼感受？或有什麼話想對老師說？（可以文字／圖畫形式表達）  
What thoughts do you have about this class? Is there anything you want to tell the teacher? (You may answer in the form of paragraphs / bullet points / illustrations)



# 07

# Connect to Society

A more compassionate and understanding society is likely to expand access to opportunities for all, particularly for the underprivileged students. Therefore, TFHK provides platforms for leaders across sectors to see the grassroots challenges and share solutions to accelerate progress towards achieving education equity.

## “Teach For Hong Kong Week” Star Teacher Series

As part of TFHK Week, several prominent guests respectively taught a lesson at our Fellows’ classrooms and shared their personal experiences in our “STAR Teacher” video series. Ms. Angel Ng, CEO of Citi Hong Kong and Macau, Ms. Catherine Cheng, Director of the Hong Kong Club Foundation, Mr. Peter Yan, each reflected on their observations and surprises as they interacted with students. Other guests who participated in TFHK Week include Ms. Christina Gaw, Managing Principal of Gaw Capital Partners, Mrs. Christine Ip, Greater China CEO of United Overseas Bank, and Mr. Eric Lin, Marketing General Manager of P&G.

From this experience, Catherine realized the importance of Fellows’ work in building students’ knowledge, while Peter reaffirmed his belief in independent and critical thinking. Angel vouched for the Fellowship experience to generate leaders, saying that “Fellows will remember all the moments in the classroom.” Overall, TFHK’s conviction in education equity and cross-sector relations resonated with the business leaders.

Learn More:



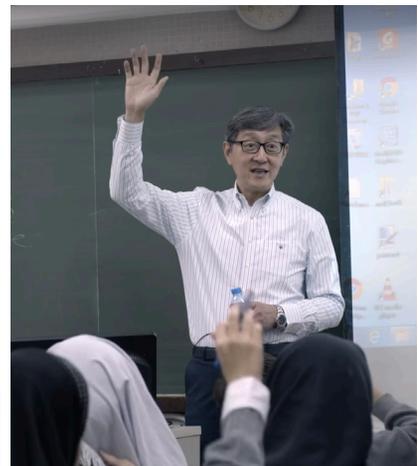
Ms. Angel Ng lesson



Ms. Catherine Cheng lesson



Mr. Peter Yan Lesson



## To Our Future Leaders - "What I learnt from CUHK"

Our Founder Arnold was invited by The Chinese University of Hong Kong to share his story in their video series "What I learnt from CUHK". In the video, Arnold shared our Fellows' stories where he truly understood the immeasurable value in caring for the underprivileged, he believes that the key to changing the world is human connection. Arnold hopes to inspire young people to become change-makers with a humanitarian spirit.



## Publication of "Teach For Change"

Our book "Teach for Change" will be released by the end of 2020 to commemorate TFHK's five year anniversary. From exploring students' journeys with Fellows, to Alumni driving social changes and reflecting on their personal development, the book provides a portrait of how we grow the TFHK's movement together.

## Launch "Conflict Reconciliation Campus" Visions

In June 2019, TFHK collaborated with four educational organizations and schools on a joint study regarding students' psychological impact under Hong Kong's social movement. They shared their research findings in a press conference and proposed five tenets, including "Kindness First", "Go Slowly", "Trusted Network", "Social Contract" and "Reconciliation Hub", as a guide to improving students' mental health. TFHK aims to provide holistic assistance to students lacking access to mental health support.



## 10K Fundraising Campaign

TFHK launched the "Sponsor Million Futures with Ten Thousand Dollars" fundraising campaign collaborating with InspiringHK Sports Foundation and Principal Chan Free Tutorial World in hopes of helping underprivileged children in this challenging time. This campaign encourages citizens to lend a helping hand by donating the government-distributed HK\$10,000. Funds raised will be utilized to provide on and off campus support from tutorials to physical and mental health guidance to affected children under pandemic.

## Sharing at Asia Philanthropy Forum 2019, Goldman Sachs

Our team participated as one of the featured local NGOs in Asia Philanthropic Forum 2019 organized by Goldman Sachs. Our Founder, Arnold, was one of the panel speakers in the session “Millennials: The Future of Philanthropy”, where he exchanged ideas about his vision and experience of running an education non-profit. We also shared our mission and impact with other philanthropists and non-profits in the region and passionate individuals in Goldman Sachs.



## Opening Speech at Creative Collision, Shared Value Hong Kong

Our Founder delivered the opening keynote address at the Creative Collision organized by Shared Value Hong Kong. It was an event convening business, civil society, public sector and social innovation leaders in a highly interactive “non-conference” to accelerate shared value actions.

## Workshops by Asian Charity Services

We participated in two thought-provoking workshops hosted by Asian Charity Services, advancing our fundraising and social media marketing strategies. With a dedicated and experienced team of volunteer consultants, we came up with plans to enhance fundraising practices and identified new opportunities.



## Opening Speech at Youth for Hong Kong Day, AIESEC Hong Kong

Our Founder delivered the opening keynote address at the Youth For Hong Kong Day organized by AIESEC Hong Kong. It was one of AIESEC’s key flagship events with hundreds of university students as audience. It was a great opportunity for them to understand TFHK’s mission and Fellowship.

# Outreach Events

2019-08-20

Panelist at Launch "Conflict Reconciliation Campus" Visions organized by [SVhk](#), [Good Lab](#), [TFHK](#)

2019-09-01

Sharing at RESOLVE - Fundraising for Social Justice organized by [Resolve Foundation](#)

2019-09-19

Closing Remarks "Youth Empowerment" at [HKSGV Sustainable Goals Summit](#)

2019-09-24

Selected as Nurturing Social Minds - Case Study at [HKUST Business School MBA Program](#)

2019-10-03

Sharing at General Education Course in [The Hang Seng University of Hong Kong](#)

2019-10-25

Keynote Speaker at High Table Dinner of [the Education Society](#), [HKUSU](#)

2019-10-30

Sharing at Asia Philanthropy Forum 2019 organized by [Goldman Sachs](#)

2019-11-07

Keynote Speaker at [Hong Kong Union For Young Leaders \(HKUYL\)](#)

2019-11-27

Keynote Speaker at Creative Collision organized by [Shared Value Hong Kong](#)

2019-08-24

Moderator at 《自在Freshen Up! 系列: 年輕人的職業選擇 x 社會效益》 organized by [The D. H. Chen Foundation](#)

2019-09-16

Moderator at 全人發展新導向座談會 organized by [MWYO](#)

2019-09-22

Sharing of "如何讓孩子成為制度的贏家" at [Gaw Capital - People's Place](#)

2019-09-28

Keynote Speaker at Annual Luncheon in [CUHK Global Business Studies Program](#)

2019-10-20

Opening Speech at Youth for Hong Kong Day organized by [AIESEC Hong Kong](#)

2019-10-29

Sharing at Act on Your Ambitions organized by [CUHK Office of Student Affairs](#)

2019-11-01

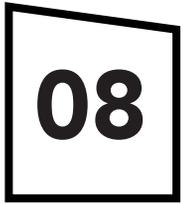
Sharing at Autumn Training 2019 organized by [Enactus Hong Kong](#)

2019-11-07

Sharing at Employee Luncheon at [Flexport](#)

2020-05-18

Speaker at Webinar Sharing organized by [Hong Kong General Chamber of Commerce](#)



# COVID-19 Response

TFHK has faced hurdle after hurdle under pandemic. School closures created uncertainties in Fellows' plans for lessons and extracurricular activities. Meanwhile, remote learning upended students' social and emotional lives. Yet, TFHK community has shown remarkable strengths during these times. Stories of Fellows tirelessly moving their initiatives online, and staff striving to remain students' social connection through Heartwood, together show our journey of resilience in 2020. It is in times of crisis that our mission of teaching for change becomes especially crucial.





# Jockey Club “Teach For Hong Kong x Heart to Heart” Project

## Connecting Amid a Crisis Through Heartwood

Interview with: Dixon Cheng - Founder of Heart to Heart

Written by: Tina Lee



Since COVID-19 emerged in February, students have been distanced from peers, confined at home to work and learn, and curbed from regular activities such as eating out in groups. This inevitably weighed on students' mental health, as observed by many of our Fellows.

### Why Heartwood

Reflecting on this challenge, we partnered with Heart to Heart, a social enterprise started by our previous interns, Dixon Cheng, Joey Lai and Alvin Yip. Heart to Heart is a mental health advocacy organization that promotes awareness of mental well-being through workshops and campaigns. The Jockey Club COVID-19 Emergency Fund presented an opportunity for TFHK to collaborate with Heart to Heart and tackle the issue of mental health, resulting in the project "Heartwood". It aims to create an online breathing space for secondary students; a place envisioned to be of lightness and connection amid the crisis. Together, Heartwood's workshops, activities, as well as social media serve this purpose.

"We want them to understand they are not alone," says Dixon. "It is uncommon for those struggling with mental health in Hong Kong to wear their heart on their sleeve... no one typically announces that they're in hardship. Yet, for those struggling, it is easy to start feeling alone if they confine feelings to their own mind, especially in a time of social distancing and school closures." By providing a platform, Dixon hopes that students will find it easier to share their experiences, and realize that negative experiences or mental health issues are nothing taboo.

### Heartwood Walks Together Through Difficult Times

Heartwood's workshops and activities bridge the lack of face-to-face interactions by bringing

participants closer together online. Social activities such as laughter yoga, are routinely held, offering an opportunity to relax and care about others' daily lives. Meanwhile, workshops held by talents ranging from local beatboxing champions to professional baristas create communities of young people based on different skills and hobbies.

Dixon was particularly moved by a student, whom he became acquainted with through Heartwood. As a diagnosed case, the student was meant to have follow-ups from social workers. However, with school closures, students were cut off from the medical support system and faced further alienation by social distancing. Noticing that student's pessimism, Heartwood Ambassador, through regular calls, kept in touch with his situation and shared his burden until school resumed. "It is in connection and belonging that we get through this phase of the crisis together," as noted by Dixon.

From February to June, Heartwood's Facebook and Instagram posts have reached over 42,000 people, while a total of 2,300 people have joined Heartwood's activities and workshops. Dixon and TFHK hope to continue to reach more secondary students, extending the message of connection at a time of uncertainty like now.



# From Fellows, with Corporate, to Students Leveraging Technology to Continue Providing Holistic Education

**Interview with:** Tomy Leung - Fellow 2019-20, taught at Delia Memorial School School (Glee Path)

**Written by:** Katie Lee



We believe that the key to reducing education inequity is through holistic development. We see Fellows' initiatives that allow students to gain life and career exposure as an essential part of TFHK's mission in schools. While school teaching has been replaced with online lessons during school suspension, life and career education programs have either been postponed or cancelled.

### We're Here to Make Things Happen

Prior to COVID-19, Tomy and his school partners organized a program 'Future Leaders' where students received an hour per week of life planning and training in school. Tomy expanded on this idea and fully utilised TFHK's resources by arranging company visits in the second term. Following school suspension, Tomy had to adapt accordingly by exploring the possibility of hosting online events. When asked about his commitment to serving students holistically even during the pandemic, Tomy said, "Fellows entering the program want to do more than just teaching, we want to give more than just curriculum-based knowledge to students and to impact them outside the classroom. Organizing life and career education activities is the most effective way." Adapting to COVID-19, Tomy then initiated an online event for students with our corporate partner UBS, a global investment bank.

In the end, Tomy invited eight UBS staff to share their working experiences with twenty students online. Students and UBS staff were divided into groups, allowing them to interact and connect more personally. Both students and UBS staff were very enthusiastic in participation, to which the activity owes its success. The feedback was overwhelmingly positive, with the students suggesting to extend the activity time and for Tomy to arrange more similar activities in the future. While virtual activities cannot be perfect substitutes for offline activities, Tomy believes that it was an effective option during school suspension as students can at least gain insight into the business industry and build a sense

of career direction through guests' sharing.

### Focus on Possibilities, Not Limitations

Reflecting on his experience during the pandemic, Tomy shared that he has gained more out of the Fellowship as a result of facing unexpected challenges. Under challenging circumstances, we continue to encourage and support our Fellows to persist and adapt. Tomy is a firm believer in the spirit of trying, to always attempt new ways as long as there is a chance of success. With the determination to serve students to the best of his ability, Tomy said that the pandemic has pushed him to explore new opportunities and innovative ways to maximize student's exposure outside the classroom. "If a year ago, someone was to tell me that in a year's time I would be holding an online student event with UBS as a result of school suspension, I would have told them they were delusional." Yet in the face of COVID-19, Tomy's dedication to students has pushed him to adapt and prevail.



## Making the Best Out of the Worst

# Adapting Virtual Learning to Suit Students' Needs

**Interview with:** CY Ling - Fellow 2019-20, taught at CCC Chuen Yuen Second Primary School

**Written by:** Katie Lee



Without face-to-face lesson, teachers are unable to deliver knowledge as effectively as before since many of them are unfamiliar with technology. Students also struggle with using online platforms and often find it difficult to focus as lessons are less interactive. For our Fellow CY, online teaching was especially difficult due to the nature of his classes. Many of his students have special educational needs and have never used online learning platforms before. As a result, CY had to direct them in using online tools in addition to normal teaching. Many of them are also of low-income background, therefore unlikely to own electronic devices. This resulted in a delay in their learning progress as they waited for the school's distribution of financial support schemes.

### What Makes a “Flipped” Classroom

Upon seeing the inefficiency of virtual learning, CY decided to try out “Flipped Classroom” in hopes of utilizing resources available. The concept of “Flipped Classroom”, which Fellows have learnt in Summer Institute, encompasses pre-recorded teaching videos with straight-forward, mostly factual content that students watch in substitution of online lessons. Afterwards, CY conducted discussion sessions with students, where they were required to complete tasks to demonstrate their understanding. Students were then invited to present their individual work with the entire class, encouraging deeper and more reflective discussion.

By giving them freedom and trusting them to learn accordingly, CY observed that students were likely to be more enthusiastic in learning. With “Flipped Classroom” in place, students were able to explore their own interests beyond the curriculum. With students forming a better understanding of the basic contents of a topic, less time in class was spent on explaining and repeating which left more time for meaningful discussion. CY also revealed

that not only had “Flipped Classroom” made virtual learning easier and better, but it also helped with an issue existing prior to school suspension - teachers not having enough time in class to teach all contents within the curriculum. In addition, he saw overall improvement in the student-teacher relationship, where students appreciated Fellows for actively putting effort into teaching and even expressed wanting to be taught by Fellows again in the coming year.

### Do We Trust Our Students?

As school resumes, CY is keen on continuing using “Flipped Classroom” as he recognizes it as an effective way of teaching. “The experience of COVID-19 has made me reflect our current ways of education and teaching,” CY said. “Are we not using innovative ways of teaching because we believe students are incapable of learning in this way, or because we as teachers are unwilling and unable to teach in this way?” CY thinks that teachers must believe that students are capable of learning, in order for education to progress.



09

# Our Stories

- 01 Where "Just Feel" Begins  
**Connection Before Solution**
- 02 We Invest in People  
**Partnering to Accelerate Social Impact**
- 03 Bringing Philosophy into the Classroom  
**Awakening the Joy of Questioning and Thinking**
- 04 Voice of a Student  
**Rewriting Future through Empowerment**







## Where “Just Feel” Begins

# Connection Before Solution

**Interview with:** Raymond Yang - Fellow 2017-18, Co-founder of “Just Feel”

**Written by:** Rachel Fu



Imagine a five-year old girl crying in the classroom because she has lost her eraser, what is the first thing that comes to mind? People may think that she is overreacting or seeking attention, or just throwing tantrums which would wear off soon.

Raymond Yang, Fellow 2017-18, has a different take on this. After his one-year Fellowship, Raymond realized that the public often neglects the emotional needs of students. Consequently, he co-founded “Just Feel”, an NGO providing social and emotional learning support to primary schools in Hong Kong, with his partner Matthew Kowk, Fellow 2017-18, and Anthony, who is a senior executive within a multinational firm.

### “Her Eraser is Our iPhones”

When asked about the initial inspiration prompting him to co-establish Just Feel, Raymond told us this enlightening story - an emotionally unstable little girl in his classroom, who cried so often that her teachers had gotten used to it and felt no need to respond. After all, we are often told that crying is an attention-seeking behavior of children, which will cease to continue if no attention is given to it.

Yet, with an open mind and the proactivity to try, Raymond approached and asked the little girl, “Are you sad because you lost the eraser?” To everyone’s surprise, this simple question calmed the girl down, as evidenced by her heartfelt reply - “Yeah, you understand me!” Catching a glimpse of the smile on this little girl’s face, seeing the genuine happiness to be finally understood in her eyes - this moment, is when Raymond came to the realization this little girl valued her eraser as much as we value our iPhones, regardless of how insignificant the lost eraser may seem to us.

### From Approaching a Crying Little Girl to Practising Entrepreneurship

Throughout Raymond’s Fellowship, one of the many

virtues that TFHK sees in him is his enterprising quality. With the courage and willingness to communicate and connect, Raymond recognizes the fact that emotionally unstable children are not overreactors, attention-seekers, or mere problems to be solved; but instead are innocent souls who have a desire for love and care from us, who yearn to be understood, who are reaching out so badly with one simple wish for us to just take a second and connect with them. And all these realizations became inspirations for his entrepreneurship.

Since the end of his Fellowship, Raymond together with Matthew and Anthony brought their entrepreneurship to the next level together. They treasure constructive feedback and response by inviting users to comment on their workshops, and making changes to their initiatives in order to cater the needs of their target audience. For instance, before the launch of their Emotional Needs Cards, the founders went through a comprehensive impact assessment process to critically evaluate the effectiveness of the cards and developed guidelines to help schools make good use of them. After all, Fellowship is not a teacher training program - it is an experience of constant discovery and growth.

### About “Just Feel”

“Just Feel” was founded in June 2018, funded by Good Seed, Hong Kong Polytechnic University. It aims to provide social and emotional learning support to schools, including SEL learning tools, Compassionate Communication school curriculum, professional learning community for teachers and inductions of Compassionate Communication in schools. Two of their founders - Raymond and Matthew, were Fellows from TFHK. Just Feel has recently become one of the core partners of The D.H. Chen Foundation.



## Sharing from Our Funder

# Partnering to Accelerate Social Impact

**Interview with:** Lindy E. Lek - Executive Director of Social Impact Partners (SIP)

**Written by:** Katie Lee

Lindy E. Lek, Executive Director of Social Impact Partners (SIP), was first introduced to TFHK through contacts in her network. When asked about the moment of connection with TFHK, Lindy recalls a visit to one of TFHK partner schools: alongside Arnold, Lindy sat in on lessons and interacted with Fellows who were teaching at the school. As she observed the interaction between the Fellows and students, Lindy witnessed the impact that TFHK and its Fellows bring to the community. Lindy says, "seeing the impact reported in numbers and statistics is never the same as witnessing it firsthand. The passion and individual struggles of the Fellows demonstrate their commitment to the local education sector. They are supported by training and resources provided by TFHK to ensure the success of the Fellows in their role." Measuring quantitative outputs is possible but actual outcomes are hard to assess in the short run. This opportunity allowed Lindy to evaluate the impact of the TFHK Fellowship Program on the students and partner schools, which was critical in her decision to support TFHK.

Unbeknownst to most, much of the hard work is done prior to the actual formal partnership between SIP and TFHK in the months of due diligence and close communication. Through this process, a strong relationship was developed resulting in the confidence that Lindy has for TFHK. With a goal towards long term sustainable impact, it was Arnold's leadership skills and TFHK's potential of financial sustainability (an unusual trait for a non-profit organisation) that sparked her interest in TFHK. "Key to our investment strategy," Lindy comments, "is the depth and experience of the organisation's team and leadership. What stands out is TFHK's professionalism and their capacity to engage with SIP on a level that justifies our commitment and support." Lindy believes TFHK is able to see both sides of the coin; understanding the importance of executing an impactful social program while striving for long-term sustainable growth.

SIP is a platform that draws on the experience

and resources of professionals in different sectors, contributing to a common goal of achieving tangible social impact. Similarly, TFHK provides a platform for Fellows to create social impact despite knowing that not all Fellows will continue working as teachers after the Fellowship Program. Through six weeks of summer training followed by a year of teaching placement at schools, TFHK opens doors for Fellows with a rare opportunity to give back to society. When asked what drives SIP's continued support for TFHK, Lindy explains that TFHK has always been proactive and open to discussion. As the partnership blossomed, the mutual trust allowed TFHK to propose new plans and ideas backed by clearly articulated rationale. TFHK engages its stakeholders and the larger community when making decisions with an eye to creating impact.

As we head into the final year of SIP's engagement, Lindy encourages TFHK to expand and scale up the organization in order to create a larger impact. "Don't just scratch the surface," says Lindy, "be bold and confident in your mission. Create real, sizable impact." She also applauds TFHK for its perseverance and adaptability throughout the pandemic, and hopes to see TFHK continue striving to improve education inequity.

---

### **About Social Impact Partners (SIP)**

SIP is a venture philanthropy firm that provides local social enterprises an integrated offering of financial capital and pro bono advisory support to scale-up operations. While focusing on social impact as a key priority, they are analytical in understanding business models and assessing the financial viability of social enterprises. They target organisations with management capacity for in-depth and multi-dimensional engagement.



## Bringing Philosophy into the Classroom

# Awakening the Joy of Questioning and Thinking

**Interview with:** Wilfred Kwok - Fellow 2019-20, taught at Semple Memorial Secondary School

**Written by:** Tina Lee



The hallmark of Wilfred's great teaching can be seen in a small, smiley flower tucked into his shirt pocket. It is a gift from his student, who often considers him as a friend, rather than a teacher. This comment is not surprising considering his beliefs in education, interest in knowledge, and authenticity; all of which are influenced by his love of philosophy. His vision of bringing philosophical thinking into the classroom, is intentionally and fruitfully brought into each lesson and student interaction.

### Philosophy Begins in Wonder

Wilfred believes that there is no need to force students to learn with the right teaching approach. He asserts the Aristotelian idea that people naturally desire to understand; raising the example of pondering a river's identity, whether it is the same river after each wave, he notes how it has aroused people's intellectual interest. As such, "Philosophy and knowledge are all inherently interesting," yet it lies in the ways it is taught. It is by allowing questions and creativity to develop, that fosters a student's innate interest. Bringing such a philosophical attitude to the classroom, is the antidote for inattentive and bored students.

At the heart of Wilfred's view on education is a simple idea: "It is not knowledge if you haven't questioned or thought through it". From his lessons, questioning the semantics of DSE exam questions itself, to his extracurricular initiative - Philosophy Society, this belief in critical thinking is evident. It is these activities that arouse students' intellectual enjoyment and curiosity.

### We Can All Be Philosophers

In traditional exam preparation, students are typically instructed to recite answers for a topic's concept, for example, the individual reasons, causes or effects of a certain event. However, Wilfred questions the point of this; if students

understand the framework itself, there is no need for such null effort. Drawing inspiration from philosophy, Wilfred asks students to examine the bedrock of everyday language - What exactly is a cause? How is that linked to a reason? It is from this seemingly trivial practice, that students gain a deep understanding of what the question is asking, and are better equipped to answer adeptly, and without rote memorization. More importantly, Wilfred says "it's not simply about taking exams, it's about being able to examine everyday life, and communicating effectively with others."

Wilfred is especially inspired when a misbehaving student, who typically does not hand in homework and even skips classes, phoned him one day in a bookstore. Surprisingly, the student said that he was reading philosophy books, and had trouble choosing between two, and asked for advice from Wilfred. To Wilfred, this simply evidences students innate love of learning, which is the bridge he successfully built to connect him and his students.

Although Wilfred will not continue teaching, he plans to introduce his philosophy education initiatives into various schools. His vision and excellence in philosophical teaching methods will undoubtedly create an intellectual spark outside his own classroom, as he joins TFHK Alumni community to shape the future of Hong Kong's education.

---

#### About Wilfred

Wilfred holds a masters degree in Philosophy from Chinese University of Hong Kong. He taught Liberal Studies and organized Philosophy Society in Semple Memorial Secondary School in the 2019-20 academic year.



## Voice of a Student

# Rewriting Future through Empowerment

**Interview with:** Fiona Or (Former student of Ernest Wong - Fellow 2016-17)

**Written by:** Donald Chung

The question - what is best for students - often comes with many differing views. Yet, sometimes the answer doesn't come from the outside world. Rather, it lies within the student.

### An Uncertain Future

Between her parents' instructions to work in business for its remunerative career prospects and teachers' focus on her academic scores, Fiona lost her own direction. She became confused about what to study, and what to do without knowing herself.

Fiona's story is not uncommon in Hong Kong's competitive and exam-oriented environment. When it comes to undergraduate studies, marketable or "hard" subjects such as business, law and medicine are often preferred. Yet, this comes at the cost of narrowing other opportunities for students. What do students truly want? This is a question Ernest often considers, and is what drives him to empower students to dare to dream.

### Listen to Those Who Want to Be Heard

When Fiona talked to Ernest for the first time, she felt understood and accepted. Instead of laying out Fiona's options based on her predicted grades, Ernest asked her a simple yet powerful question, "What do you want to study?" It was in that moment she realized she could choose her own path, no matter what her academic scores or what her parents' expectations were. She knew that she could go for her dream degree even if she did not study in a top secondary school. Ernest empowered Fiona to dare and to dream, and made her realize that she can be more than just the product of society or her parents.

### A Seed of Hope Can Go Further Than You Think

Coincidentally, Fiona's area of interest is Ernest's

university major - Psychology. They connected further through their common interest as Ernest shared his own experiences and knowledge with Fiona. Fiona acknowledges Ernest's genuinity as a teacher was the key to unlocking the untapped potential in her. She recalls, "Though Ernest may not be experienced in teaching, his passion for education moves me. He prioritises students' overall wellbeing over their academic performance. He spends extra time getting to know students individually and shows them the possibilities of the future."

Fiona regards Ernest as her role model. Ernest's words and actions of encouragement have motivated her to go even further than she could ever have thought of. Fiona shares with us confidently, "I've worked my hardest in pursuit of studying Psychology in university. I've never put myself out there for something I really wanted before. Ernest made me believe that I am capable, despite the lack of academic resources and an unsupportive family. Though I may not be as successful as others, I am still victorious in my own way." Currently, Fiona is working towards becoming a clinical psychologist, just like Ernest. To inspire and empower others, it is only with heart, that we can truly understand someone and bring them hope.

You can scan the QR code below and watch the video of Fiona and Ernest's story.



### About Fiona and Ernest

Fiona, a Year 2 student studying Psychology in Hong Kong Shue Yan University. She was taught by Ernest in the 2016-17 academic year. Ernest is currently a Trainee Clinical Psychologist.

# 10

# Finances

## Income Statement

Item	Percentage	Amount
Government Grant	4.19%	\$358,737.00
Individual Contributions	2.34%	\$200,322.75
Organizational Contributions	51.21%	\$4,384,041.52
School Participation Fee	41.58%	\$3,560,000.00
Other Income	0.68%	\$58,074.89
<b>Total Income:</b>		<b>\$8,561,176.16</b>

## Expenses Statement

Item	Percentage	Amount
<b>Fellowship Program Expense</b>		
Program Fellows Recruiting	5.97%	\$535,545.87
Program Fellows Training	3.11%	\$278,929.35
Program Fellows Stipends	48.16%	\$4,320,000.00
Program Technology Infrastructure	0.52%	\$46,209.33
Program Management	29.67%	\$2,661,458.31
Impact Measurement (Program)	0.90%	\$80,694.00
Specialty Program of HKJC STEMpower Fellowship Programme	2.99%	\$267,956.70
Specialty Program of HKJC Heart to Heart Project*	2.93%	\$262,500.00
Sub-total:		\$8,453,293.56
<b>Operation Expense:</b>		
Events and Fundraising:	0.27%	\$24,273.00
Administration and Rental Expenses	5.48%	\$491,769.44
Sub-total:		\$516,042.44
<b>Total Expense</b>		<b>\$8,969,336.00</b>
<b>Total Expense Per Fellow**</b>		<b>\$234,413.31</b>

\* Pre-payment in 2019-20

\*\* Excluded Expenses from HKJC STEMpower Fellowship Programme and HKJC Heart to Heart Project

Note: This Financial Report is unaudited.





# Support Us

## Why Support Us

Every child in Hong Kong has his or her own talent. Unfortunately, not all of them can perform their potential and dare to dream, as they may lack opportunities due to their socioeconomic background.

TFHK sees the importance of collective leadership in reshaping our system. By supporting us, you will help students realize their potential by empowering our Fellows to create learning, explorative and personal development opportunities in underprivileged schools. More importantly, your support will help nurture our Fellows into future leaders who, uniquely possess frontline understanding and deep empathy for the disadvantaged, will create systemic changes that bring education equity.

## Support Options

### Cheque Donation

You can send us a cheque that is properly crossed and made payable to "Teach For Hong Kong Foundation Limited". Please mail the cheque to Unit E-F, 17/F, Centre 600, 82 King Lam Street, Cheung Sha Wan, Kowloon, Hong Kong.

Please kindly provide us your personal contact (i.e. your full name, email/ mailing address). Donation receipt will be issued and sent to you after payment confirmation.

### Online Donation

You can scan the QR code on the right to make an online donation.

Pay via our website: <http://www.tfhk.org/donate/>



Scan to Donate



## Other Collaborations

We believe in the power of cross-sector support and collaborative efforts. Your generous support can magnify TFHK's impact in Hong Kong. If your company or organization is interested in supporting TFHK, there are various ways you can do so:



### Corporate Sponsorship

You can sponsor our Fellows for their living stipend during the Fellowship. For every Fellow you support, more than 100 underprivileged students will be benefited.



### Cross-sector Engagement

We welcome your organization or company to become our partner. Our partners collaborate with our Fellows to organize firm visits, workshops or other self-designed programs for our students. These all are great opportunities to open the eyes of our next generation and for your staff to engage the community.



### Pro-bono Advisory

Leverage your skills for social good. Companies or organizations are welcome to share your expertise, knowledge, and skills to develop strategies and solutions for our organization's growth.

We appreciate any support that can be offered to TFHK. If you have any ideas about how you would like to support TFHK, please do get in touch with us!

Phone: 2652 5995 Email: [team@tfhk.org](mailto:team@tfhk.org)

# 12

# Media Coverage



## 良師香港專訪 (節錄於白銀期貨投資策略)

18 Jun, 2020 – 理財有道

理財有道訪問了「十大傑青」陳君洋，看看他創辦的非牟利教育機構良師香港Teach For Hong Kong，如何利用商界資源幫助基層學生。拍攝團隊亦走入了其中一所學校，訪問了項目老師梁晉穎 (Tomy) 如何設計生涯規劃活動，拓闊學生視野。



## 新鮮人求職路

31 May, 2020 – 星期日檔案

踏入畢業季，又一批學生即將離開校園成為「職場新鮮人」。不過有人力資源顧問預言今年畢業的大學生受疫情影響，求職或較往年更難。應屆大學畢業生在疫情下求職面臨甚麼狀況？準備投身社會前，主修不同學系的他們，怎樣思索前路？



星期日檔案訪問了我們的Alumni Karen和Fellow Zachary，分享怎樣在艱難市道下仍然追尋實現教育平等的理想。



### 【創業家專訪】陳君洋 | 改變世界 由教育開始 ·

#### The Change Maker in Education

20 Apr, 2020 – 資本雜誌



2006年十優狀元、高盛iBanker、哈佛大學商學院畢業，再挾著2019年度十大傑青身份，陳君洋（Arnold）基本上要在任何行業發展亦會暢通無阻。然而自2015年創立非牟利組織「良師香港」（Teach For Hong Kong）開始，便一頭栽進教育事業中。為對抗教育制度的不公平性，「良師香港」招募大學畢業生往基層學校任教一年，藉此培育未來社會領袖，待完成一年合作後，仍持續在各自的工作範疇內為基層學生爭取權益。「我希望可以培育他們成為社會未來領袖，長遠地為香港教育帶來制度性的改變。」他說道。



### 【為香港而教】曾匿入廁所避見客人！新屆傑青高呼： 成功是由自己定義

29 Nov, 2019 – 經濟通



當時還在哈佛攻讀MBA的Arnold，毅然做效美國的Teach For America而成立Teach For Hong Kong，回港密密招募及培訓非主修教育的大學畢業生，用一年時間到基層學校當全職項目老師（Teaching Fellows）。據了解，除常規課堂教學外，這些老師也要兼顧課外活動和生涯規劃，帶領學生探索書本以外的世界。



### 關愛教室 坐「陀螺」「龜殼」上課郁身郁勢更專心

26 Nov, 2019 – 明報



於項目計劃期間，項目老師張梓翹（Natalie）觀察到動覺學習型學生難以投入日常課堂，於是其實習的聖文德天主教小學引入了「動感教室」。聖文德天主教小學成為了全港首間，亦是目前唯一引入「彈性座椅」的學校。動覺學習型學生在有踏板的桌椅、搖晃的椅子上、又或是「彈性座椅」學習，專注力和吸收力都有所提升。校方現以二年級某班作試點。

## All media outlets that have covered us:



Thank You

# 13 Thank You

We want to thank everyone who has supported us. Your generosity has helped our children strengthen their ambition, confidence, and hope, and has helped our young talents become leaders who make a difference. With your support, we are moving closer to a future where all children have equal opportunity to learn, grow and realize their potential and aspirations.

## Donors

### Core Partner

The Jockey Club STEMPower Fellowship Programme is Funded by



香港賽馬會慈善信託基金  
The Hong Kong Jockey Club Charities Trust  
同心 同步 同進 RIDING HIGH TOGETHER

### Funded by

### Incubated by



### Other Fellowship Sponsors



Drs. Richard Charles and Esther  
Yewpick Lee Charitable Foundation

## Advisors

### Business Leaders

Mr. Adolf Ho	Former CEO, Campbell Soup Greater China
Ms. Angel Ng	CEO, Citi Hong Kong and Macau
Mr. Chee-Lung Tham	Managing Director, Transitions Asia
Ms. Christina Gaw	Managing Principal and Head of Capital Markets, Gaw Capital
Ms. Christine Ip	Greater China CEO, United Overseas Bank
Ms. Diana David	Founder, Future Proof Labs
Ms. Elizabeth Thomson	Founder & Chairwoman, The Amber Foundation
Ms. Esther Ma	Founder & CEO, Prestique
Mr. Frank Wong	President, Scholastic Asia
Mr. Jimmy Tao	CEO, Vitargent
Mr. Joe Ngai	Director & Managing Partner, McKinsey
Mr. KK Tsang	Founder & CEO, The Bees Group
Ms. Louisa Wong	Executive Chairman, Global Sage Limited
Mr. Nelson Yuen	Independent Non-Executive Director, Hang Lung Properties
Ms. Poman Lo	CEO & Founder, Century Innovative Technology
Mr. Stephen Wong	Adjunct Lecturer, CUHK
Ms. Winnie Chiu	President & Executive Director, Dorsett Hospitality International

### Education Leaders

Prof. Alvin S.M. Leung	Dean of Education, CUHK
Mr. Arnett Edwards	Principal, Li Po Chun United World College of Hong Kong
Prof. Cecilia Chun	Director, Centre for Learning Enhancement and Research, CUHK
Prof. Cheng Kai Ming	Emeritus Professor, Faculty of Education, HKU
Ms. Christine Ma-Lau	Founder & Principal, JEMS Learning House
Dr. HS Chui	President, Gratia Christian College
Ms. Jennifer Ma	Founder & Director, ARCH Education
Ms. Jennifer Yu	Founder & Director, ARCH Education
Mr. Joe Chiu	Executive Vice President, EF International Language Campuses
Mr. Kenneth Chen Wei On	Secretary General, Legislative Council
Prof. Patrick Lau	Adjunct Associate Professor, Faculty of Education, CUHK
Mr. Peter Chiu Wing Tak	Former Vice Principal, La Salle College
Dr. Ray Cheung	Director, CityU App Labs
Mr. Tai Hay Lap	Vice Chairman, Tin Ka Ping Foundation

### Social/Community Leaders

Ms. Ada Yip	Chief Empowerment Officer, Urban Spring
Mr. Howard Ling	Chief Consultant, Social Enterprise Business Centre, HKCSS
Mr. KK Tse	Co-founder, Dialogue-in-the-Dark (Hong Kong)
Mr. Ming Wai Lau	Vice-Chairman, Youth Development Commission
Ms. Rebecca Yung	Co-founder, Education for Good

### Honorary Legal Advisor

Ms. Mary Ho	Partner, Nixon Peabody CWL
-------------	----------------------------

---

Thank You

## Training Partner/Pro Bono Service Provider 2019-20

### Trainers:

Ms. Ada Ng	Mr. George Chen	Ms. Miko Ip
Ms. Ada Wong	Dr. Haewon Hwang	Mr. Minh Tran
Ms. Amy Ip	Mr. Henry Ha	Mr. Mookie Chau
Ms. Angel Ng	Ms. Iris Wan	Dr. Philip Fung and Ms. Wisteria Cheung
Mr. Arnett Edwards	Mr. Ivan Wong	Mrs. Priscilla Lui
Mrs. Christine Ip	Ms. Janet Shum	Mr. Raymond Yang
Mr. Chu Tsz Wing	Mr. Jeff Tsang	Mr. Tai Hay Lap
Ms. Diksha Ahuja	Mr. Jimmy Tao	Mr. Victor Kwok
Mr. Enoch Lau	Ms. Josephine Chan	Ms. Yip Wing Yan
Mr. Francis Ngai	Mr. Matthias Law	Mr. Yiu
Mr. Garrick Lau	Mr. Max Leung	

### Organizations:

Alliance for Children Development Rights  
CLAP for Youth@JC  
Coach Masters Academy  
CoolThink@JC  
HKJC Centre for Suicide Research and Prevention  
UBS

## Fellow Mentors

Ms. Ada Yip	Chief Empowerment Officer, Urban Spring
Ms. Catherine Wong	Chief Development Officer, Chorev Consulting Int'l
Mr. Eric Lin	Marketing General Manager, China Haircare, Procter & Gamble
Ms. Florence Kui	Managing Director, Goldman Sachs
Ms. Sindy Leung	Community Affairs Manager, Greater China, UBS AG
Mr. Trevor Tam	Partner and Founder, Zsolution Consulting
Ms. Vania Chu	Managing Director, Goldman Sachs

---

## Other Contributors

### Former Team Member

Eugene Chan  
Theron Mok

### Interns

Alex Fan	Gordon Yeung	Michelle Ho	Sharon Cheung
Aliya Khan	Hazel Wong	Nicole Hung	Sunny Law
Alvis Leung	Ivy Wong	Oscar Tai	Theodora Poon
Angel Wong	Jade Chiu	Patrice Song	Thomas Chow
Ariel Leung	Jansen Cheung	Rachel Fu	Tim Chung
Brian Wong	Jasmine Chan	Rachel Lau	Tina Lee
Candice Lee	Joe Ma	Rachel Tsui	Tracy Cheng
Carrie Wan	Jovita Chen	Rachel Wong	Vicky Chiu
Ceci Wong	Katie Lee	Rachel Yu	Yan Han
Cherry Ng	Katniss Tsang	Rita Lam	Yannes Ho
Crimson Chan	Keith Ng	Ron Lui	Yume Wong
Donald Chung	Kelvin Tsui	Rondy Tsoi	Zita Cheung
Ed Wong	Kitty Ngai	Sabrina Cheng	
Elaine Lam	Kristy Ho	Sally Yeung	
Ethan Cheung	Lily Wong	Selah Lee	

## Venue Sponsor

PwC HK

## Annual Report Editorial Team

Jacky Lo  
Mavis Yeung

---

All Changes Begin in Classroom

---





## Contact Us

Website: [www.tfhk.org](http://www.tfhk.org)  
Email: [team@tfhk.org](mailto:team@tfhk.org)  
Phone: +852 2652 5995

Facebook



Instagram



LinkedIn



Teach For Hong Kong 良師香港 is a program under Teach For Hong Kong Foundation Limited, a registered charitable organization in Hong Kong. (Registration #: 91/14499). Teach For Hong Kong 良師香港 is not affiliated, connected or associated with Teach For All, Inc. or any member organizations of Teach For All, Inc.