

TEACH4HK

ANNUAL REPORT 2016-2017



Teach4HK 良師香港

CORE PARTNER



陳廷驊基金會
The D. H. Chen Foundation

CONTENTS

1. OUR BACKGROUND

What is Teach4HK?	2
Our Mission	3
Our Model	4
Our Core Values	5
Team Introduction	6
Our Milestones	7-8

2. OUR FELLOWSHIP PROGRAM

Recruitment	9-10
Summer Training	11-13
Teaching Placement	14-19
Our Fellows	20-23

3. OUR NEW INITIATIVES

Employer Partnership	24
Jockey Club Youth EDcubator Program	25-26

4. OUR IMPACT

Number of the Year	27-28
Feedback from Schools	29-30

5. OUR STORIES

Students' Sharing	31
Fellows' Sharing	32-33
Alumni' Sharing	34-36

6. REACHING OUT TO SOCIETY

37-38

7. MEDIA COVERAGE

39

8. FINANCIAL DISTRIBUTION

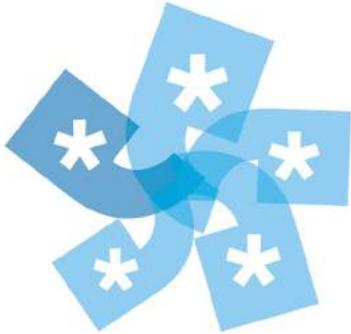
40

9. ACKNOWLEDGEMENTS

41-42



What is **Teach4HK?**



Teach4HK 良師香港

Teach4HK 良師香港 is a nonprofit organization with a mission to enlist outstanding university graduates with diversified talents to serve in schools with underprivileged students through a one-year teaching fellowship.

We partner with businesses and institutions to provide leadership and career opportunities to nurture our fellows to become leaders with empathy, who will thrive in various fields and continue to advocate for education after the fellowship.





Our Mission

To deliver quality holistic education to underprivileged students and positively impact their achievement through recruiting and training passionate and outstanding university graduates as teaching fellows.

To nurture future servant leaders with empathy and passion and create a growing movement of alumni network with long-term leaders capable of effecting systemic change in Hong Kong education.

Our Model



IMPORTANT FIGURES

2016-2017

SINCE WE STARTED



113
ECAs & LCE
workshops
initiated



5058
Students
served

In-Class
Teaching: 1575
Extra-Curricular
Activities (ECA): 653
Life & Career
Education (LCE): 2830

STAKEHOLDERS' FEEDBACK ON FELLOWS' PERFORMANCE

1324
Professional teachers
evaluated our fellows

4.4 Students believed they have increased learning motivation because of our fellows
8.5 Principals' Ratings Average (1-10)
8.3 Overall Performance Ratings Average (1-10)



7305
Students served by
our fellows so far

~\$10M
Fundings
Committed

35
Media
Coverage



5590
Facebook Likes



Social Return
on Investment
= \$1:\$5.88

Our Core Values



PASSION AND EXCELLENCE

We envision ourselves as a growing movement of young people who demonstrate full commitment and passion to education. In pursuit of professional standards, we proactively reach out to fellows, students, partner schools, donors and supporters to strive for excellence and endeavor for breakthroughs.

KINDNESS AND EMPATHY

We engage with each and every individual with compassion and respect. We put ourselves in their places to see their world, and seek to unlock their potentials with love and support.

OPENNESS AND INNOVATION

We believe keeping an open mind and actively seeking innovation are keys to success. We embrace diversity as it always introduces new insights. We value every opportunity to collaborate with different parties to sustainably transform our education.

TEAMWORK AND LEADERSHIP

We empower every team member and fellow as leaders who are given ownership of their work and held accountable to the team. While recognizing diversity and individuality, we are also one cohesive team with an uncompromised dedication towards our unified vision.

Our Team



OUR TEAM



ARNOLD CHAN
Founder/CEO



IRIS WAN
Program Director



THERON MOK
Program Manager



JACKY LO
Program Officer



MAVIS YEUNG
Program Officer



JANE LAU
Program Officer



ERNEST WONG
Program Officer



STEVEN CHAN
COO (Part-time)

Our Milestones



**2013
INCUBATION**

Arnold initiated the idea of "Teach4HK Fellowship"

Formation of the founding team

Researched and talked to donors

Focus group with university students, front-line educators and prospective supporters

Talked to our first education advisors: Prof Kai Ming Cheng, Dr. CS Chiu, Dr. HS Chui

Teach For Hong Kong Foundation Limited is registered

**2014
DEVELOPMENT**



Profile Interview on SCMP and Apple Daily

陳嘉祥Gabi (前左) 香港大學市場學系畢業、副修教育及輔導學尚然Shawn (前右) 英國倫敦大學學院、生物化學工程碩士畢業

Conditional Offer of \$1m grant from the Social Innovation and Entrepreneurship Fund



**2016
MOVING FORWARD**

Featured in SCMP Education Policy Forum "Redefining Hong Kong Debate"

Featured in the social innovation report of Our Hong Kong Foundation as a case study of social innovation in Hong Kong

Profile Interview on Cable News



Officially Awarded as one of the pilot projects from the Social Innovation and Entrepreneurship Fund

Obtained Section 88 Charitable status

Start of Application and Campus Recruitment for 2016-17 Fellowship Program



Commencement of our 1st year fellows' teaching placement in partner schools

Recruited 11 new teaching fellows for 2016-17 Fellowship



Summer Training commenced for 2016-17 Fellowship

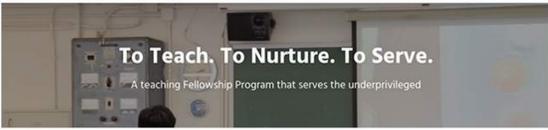
Farewell Townhall to send off 2015-16 fellows

Conditional offer of funding from MTR Youth Connect



Confirmed our Core Partnership with The D.H. Chen Foundation





Launch of our official website

Seed donation of \$130,000 from our business advisor Ms. Lousia Wong



- DEVELOPMENT
- FUNDRAISING
- SOCIAL MEDIA
- FELLOWSHIP



1st Media Coverage: Profile Interview on MingPao Education

Our first business advisors, Mr. Frank Wong and Prof. Adolf Ho, joined Teach4HK



Our 1st batch of 6 fellows recruited

Profile Interviews on Oriental Daily and Next Magazine

2015 LAUNCH

Secured the program's first school partnership

Campus Marketing and Recruitment for Fellowship Program



Profile Interview on Hong Kong Economic Times

Summer Training commenced for 2015-16 Fellowship

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



Achieved our first year fundraising target

Awarded as the Gold Award winner in the Our Hong Kong Foundation Bees and Trees Alliance



Launch of Jockey Club Youth EDCubator Program

2017 REACHING FURTHER

Formed partnerships with QSIP & Project WeCan

Completed the recruitment of 2017-18 fellows



Meeting Secretary for Education



2016-17 Inauguration Ceremony

Start of Application and Campus Recruitment for 2017-18 Fellowship Program

Profile interview on MingPao, HK01 and SCMP



Farewell Townhall to send off 2016-17 fellows

OUR FELLOWSHIP PROGRAM

A Leadership and Career Development Program



SUMMER TRAINING

Jul - Mid Aug

TEACHING PLACEMENT

Sep - Jun

POST-FELLOWSHIP CAREER

RECRUITMENT

Campus Recruitment

We completed the recruitment for our 3rd cohort Fellowship Program by the end of April 2017. We joined the career fairs at HKU and CUHK and set up booths to promote our Fellowship Program to university students in January. We also held recruitment talks at HKU and CUHK respectively and invited our alumni to share their fellowship experiences.

Outreach to Student Societies

Other than campus recruitment, we also promoted Teach4HK through different platforms. For instance, we joined AIESEC Youth Speak Forum as one of the panels to organize a workshop and introduce Teach4HK to university students. In near future, we hope to further enter different communities to promote Teach4HK.

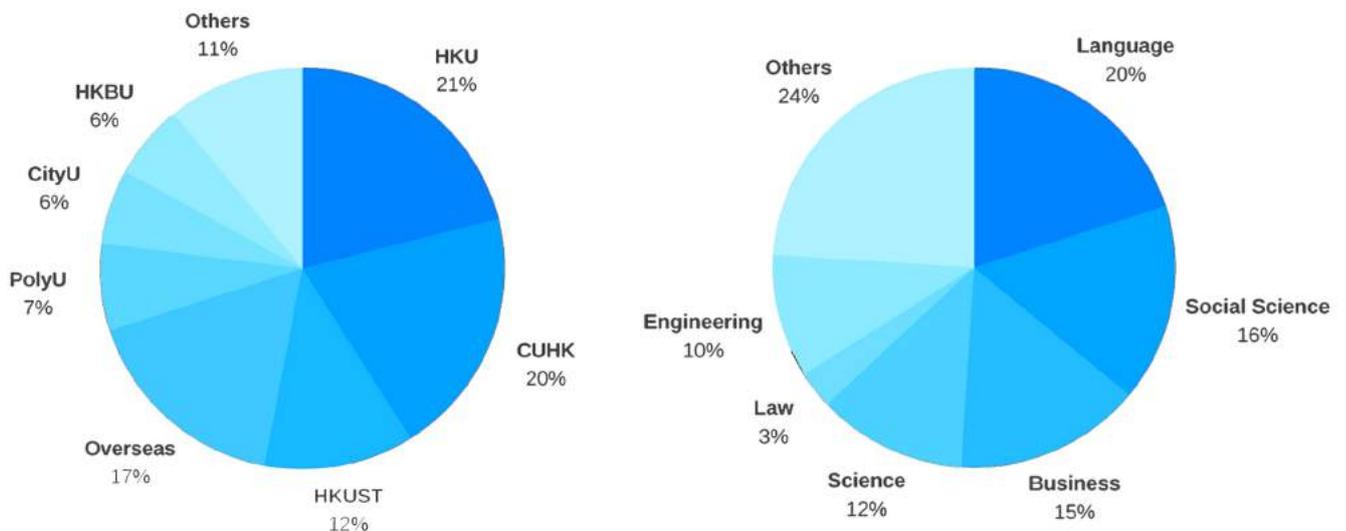


Recruitment Outcome 2017-18

Teach4HK aims to recruit promising leaders from all academic disciplines and with diverse career interests; who demonstrate the capacity to positively inspire student achievement, to become long-term leaders to drive for systemic change in education.

We have received 173 applications for our 3rd cohort Fellowship Program. Most of these are high quality applications from outstanding local and overseas university graduates with diversified areas of studies:

BREAKDOWN OF APPLICANTS BACKGROUNDS (2017-2018)



Some of our fellow applicants are from/have been on exchange to these top overseas universities:

- University of Cambridge
- University of Oxford
- Yale University
- University of London
- University of Toronto
- University of British Columbia
- University of York
- University of East Anglia
- University of Melbourne
- University of California, Los Angeles
- Syracuse University

Selection Process

After two rounds of interview by Teach4HK team and principals of our partner schools respectively, we have successfully selected 24 candidates out of 173 applications to be our 2017-2018 teaching fellows.



APPLICATION SCREENING

Review and assess on a rolling basis



1ST ROUND INTERVIEW

With Teach4HK team



2ND ROUND INTERVIEW

With Principals of our partner schools

SUMMER TRAINING

Prior to the start of their teaching placement, a 6-week summer training is arranged for fellows. The training includes multi-dimensional workshops so as to prepare fellows for their teaching placement and further career and leadership development.

The summer training constitutes the following parts:



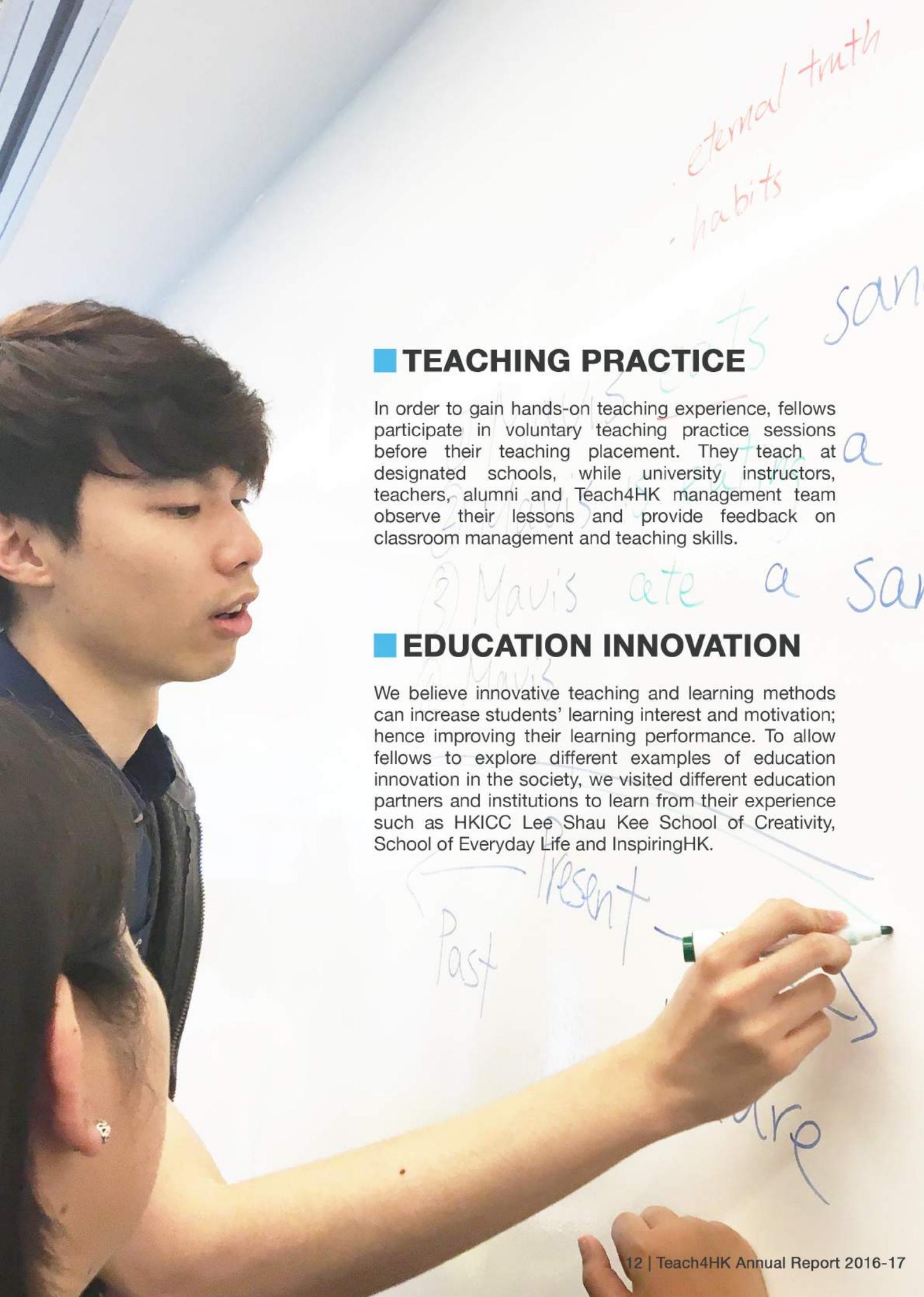
ORIENTATION

Fellows experience a series of orientation training sessions to understand the overview of Teach4HK Fellowship Program and their roles & duties in schools. The orientation sessions prepare fellows for their journey during the fellowship in terms of expectation management and goals setting. A 2-day team building and leadership camp, Summer Retreat, is organized for fellows to boost team spirit as they will be close companions for each other throughout the Fellowship. They experience team-building activities that strengthen their bondings and mutual trust with other fellows.

TEACHING TRAINING

A full-week teaching training sessions is conducted in order to enhance fellows' essential teaching skills. The teaching training includes curriculum design and instruction, lesson planning, guidance and counselling, and moral and value education. We invite lecturers and professors of education from the Chinese University of Hong Kong (CUHK) to design the curriculum and deliver trainings to fellows.





■ TEACHING PRACTICE

In order to gain hands-on teaching experience, fellows participate in voluntary teaching practice sessions before their teaching placement. They teach at designated schools, while university instructors, teachers, alumni and Teach4HK management team observe their lessons and provide feedback on classroom management and teaching skills.

■ EDUCATION INNOVATION

We believe innovative teaching and learning methods can increase students' learning interest and motivation; hence improving their learning performance. To allow fellows to explore different examples of education innovation in the society, we visited different education partners and institutions to learn from their experience such as HKICC Lee Shau Kee School of Creativity, School of Everyday Life and InspiringHK.



CAREER & LEADERSHIP

Career guidance trainings are organized to better fellows' post-fellowship career development. Through these workshops, fellows have a better understanding of their own strengths and weaknesses as well as personalities. Besides, it is a golden opportunity for them to explore different career paths they can pursue after the Fellowship; thus helps fellows to better plan their post-fellowship career goals.

LEADERS' SHARING

In addition to career guidance workshops, we invite leaders from different sectors of the society to share their insights, in order to provide guidance for fellows' leadership and career development. Business and education leaders who came to share in 2016 summer include Prof. Adolf Ho (former CEO, Campbell Soup Greater China), Principal Tai Hay Lap, Mr. Kenneth Chan (Secretary General, The Legislative Council) and Mr. Frank Wong (President of Scholastic China).

Fellows' feedback on Summer Training

"I particularly enjoyed meeting renowned business leaders and social entrepreneurs. Their leadership experience and social ventures have inspired me to **rediscover the role of a teacher** and instill an **entrepreneurial mindset in designing my classes.**"

- Ernest Wong

"I have been inspired in several areas through the summer training - education, social innovation and business. I learned the maker's mindset, fun ways to teach, appreciation towards life and different social innovative concepts. All of it comes together to spark me up - if I am going out enough, challenging myself enough, meeting people enough and taking advantages of my youth enough."

- Mavis Yeung



TEACHING PLACEMENT

After the 6-week summer training, our fellows start their 10-month teaching placement at our partner schools. Heading into our 3rd cohort Fellowship Program, we have expanded to having 24 fellows serving in 12 partner schools.



OUR PARTNER SCHOOLS

Primary School

- Asbury Methodist Primary School*
- Baptist Rainbow Primary School*
- St. Bonaventure Catholic Primary School*
- The Mission Covenant Church Holm Glad No.2 Primary School
- Tsuen Wan Public Ho Chuen Yiu Primary School
- Tsuen Wan Trade Association Primary School

Secondary School

- Buddhist Hung Sean Chau Memorial College
- Delia Memorial School (Glee Path)*
- Delia Memorial School (Hip Wo)*
- HHCKLA Buddhist Ching Kok Secondary School
- Lok Sin Tong Yu Kan Hing Secondary School
- Po Leung Kuk C. W. Chu College*

** New partner schools (2017-18 academic year)*

FELLOWS' ROLE IN SCHOOLS

In-Class Teaching



- teach 8-12 sessions per week on 1-2 subjects
- lesson preparation and class administration
- supported and guided by One-to-One in-school teaching mentor, teaching coach and QSIP consultants

Extra-curricular Activities (ECAs)



- 1-2 sessions per week with at least 15 students per session
- leverage fellows' diversified talent to design and lead extracurricular activities to enrich students' learning

Life and Career Education (LCE)



- lead at least two events in the 1st semester and three times in the 2nd semester
- with at least 15 students per session
- use Teach4HK's platform to connect business/corporate resources to widen students' exposure and horizon

EXTRA-CURRICULAR ACTIVITIES (ECAS)

SELECTED CASE STUDIES

Extracurricular activities are essential platforms for fellows to leverage their diversified academic backgrounds and talents while expanding students' horizons. Through these activities, we hope that students can explore non-academic interests and discover their potentials.



■ ARDUINO BASIC PROGRAMMING CLASS

In addition to STEM classes, Fei held an Arduino Basic Programming Class in HHCKLA Buddhist Ching Kok Secondary School, which aims to foster students' maker spirit and allow them to learn some basic electronics. Students learned basic concepts and skills on Arduino programming via lectures and videos. They also had hands-on experience in making small inventions with the aid of a cross-platform application.

■ STEM CLASS

Currently, STEM Education becomes more important in school curriculum. Realizing the significance of STEM, some of our fellows organized various STEM workshops (e.g. MBOT Programming, VEX robotics, holography) in schools to give students a different telescope to explore the world, and also for students to enjoy and gain confidence.

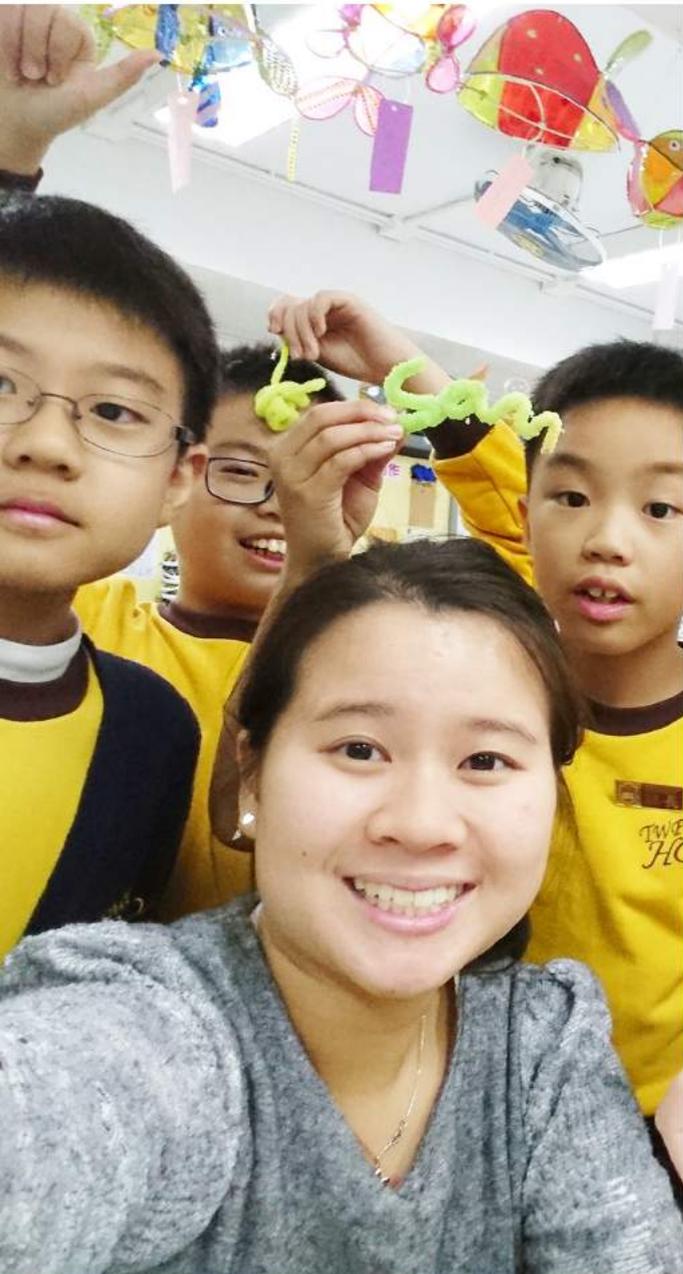
Bonnie accompanied her students for over 20 STEM ECA classes and 6 STEM competitions throughout the year. She led her students in winning the champion of Students Formula Coding Competition Hong Kong. These activities not only equipped students with knowledge in STEM, but also the curiosity, maker spirit and teamwork.



■ THE JAPANESE CLUB

Princeton is a superfan of the Japanese culture, so he initiated the Japanese Club. In every regular meeting, there were lectures and games – students could learn basic Japanese conversation and grammar in a fun way. Besides, various group activities and card games were designed to help improve students' communication and collaboration skills.

Moreover, it hopes to cultivate students' interests in the Japanese culture. Through the lectures presented by Princeton, it exposed students to a wider dimension of the Japanese culture, especially for the unique daily life manners and customs in Japan.



■ LITTLE SCIENTIST CLASS

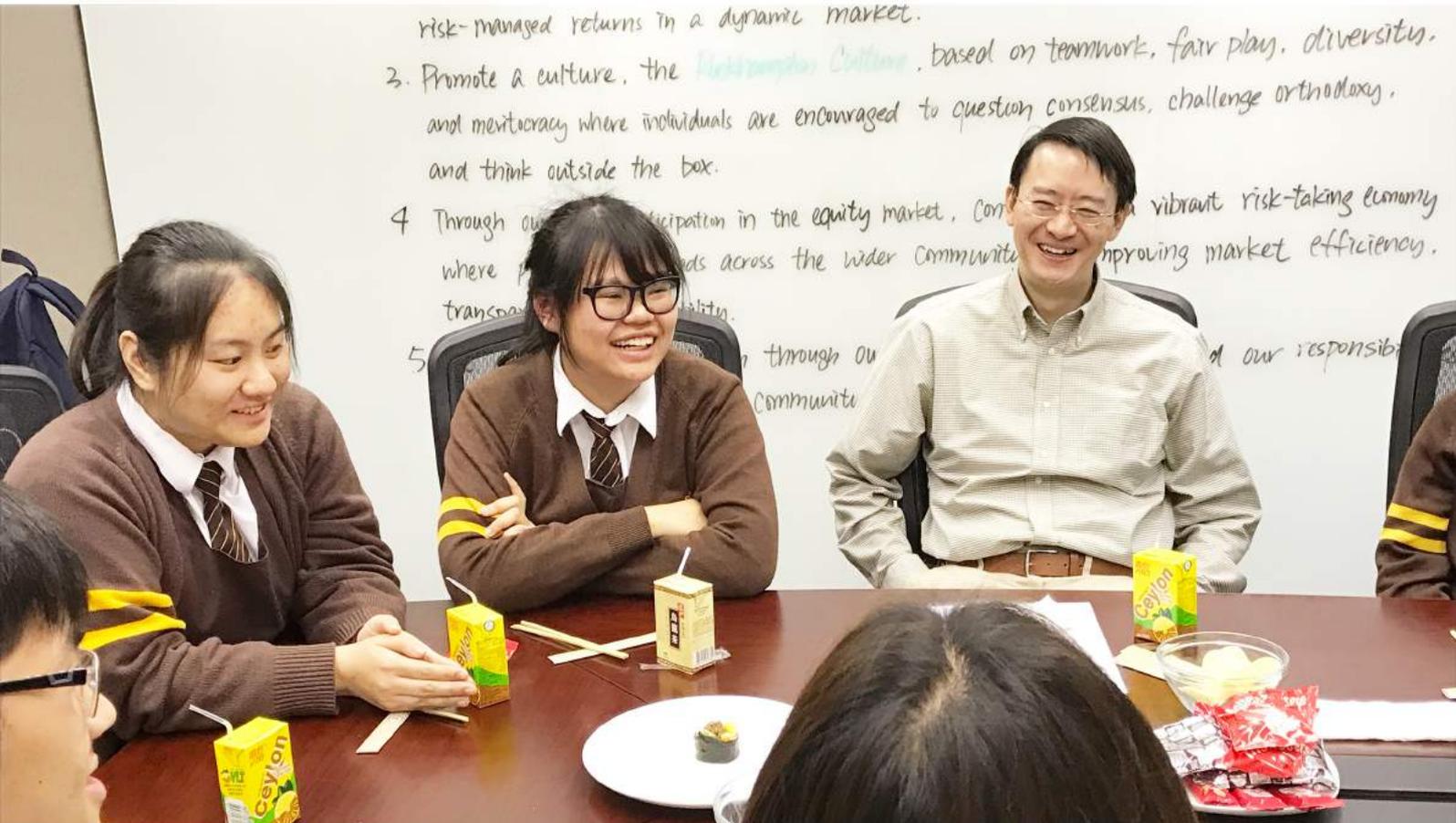
The Little Scientist Class was a series of workshops which aims to prepare students to be an investigator in life and strengthen their science knowledge. During the class, Stephanie introduced different natural phenomena happen in our daily life from a scientific perspective; students also gained some hands-on experiences on these phenomena by doing experiments.

The activities enhanced students' analytical skills, level of thinking and desire for knowledge. Students were able to solve daily life problems by applying their creativity, science knowledge and problem solving skills.

LIFE AND CAREER EDUCATION (LCE)

SELECTED CASE STUDIES

Life and Career Education is a very important part of Teach4HK framework. With the support of Teach4HK's corporate networks and resources, our teaching fellows initiated meaningful learning experiences to broaden underprivileged students' horizon and better their future career planning.



ENGLISH ROCKERS

Fei, Ernest and Mavis collaborated with Rockhampton Management Limited to hold this event. Staff from Rockhampton Management have different cultural backgrounds and the majority of them are English-native speakers; they spend valuable time to meet with students twice a month. Through chatting in English during meetings, students have not only improved their proficiency in spoken English, become more confident, but also gained greater exposure to various foreign cultures.



■ GLOBAL CARDBOARD CHALLENGE

Our fellows organized and led the Global Cardboard Challenge in various partner schools with support from Fossil Group. To accomplish the Challenge, students have to design their own games using recycled materials. They need to write down the instructions of the game-playing and rate the difficulty of their games. At the end, they have to share the games with other students.

The program is designated to develop students' creativity, problem-solving skills and their awareness to environmental issues. Students showed their teamwork and communication skills throughout the Challenge.



FOSSIL COMPANY VISIT

To enrich students' understanding of the design industry and the daily routine of a designer, Nikita and Princeton organized a company visit for their students.

The participants had the opportunity to join an office tour and interact with designer. Moreover, students could participate in a watch design workshop, which gave students hands-on experiences on designing watch. Through the sharing session and watch design workshop, students were impressed by the work of designers and they got to know more about the career path for design.



DORSETT HOTEL VISIT

Ernest and Mavis partnered with Dorsett Hospitality International to co-organize a hotel visit for a group of secondary school students. The event was initiated with an aim to broaden students' horizons. During the hotel visit, the managers kindly introduced the designs, facilities, and operations of the hotel; students gained valuable insights in the hotel industry and became more determined to work harder in order to achieve their goals – working in the hotel industry.



NOAH'S ARK HONG KONG VISIT

In cooperation with our corporate sponsors and Rotary Club of Golden Bauhinia HK, Teach4HK organized a visit to Ma Wan Noah's Ark. Bonnie and Emily, led a group of students from Tsuen Wan Trade Association Primary School to participate in the visit. Through experiencing interactive games, students got more ideas on conserving our nature and protecting our environment.

OUR FELLOWS

2016-17 Fellows

Study Background
Teaching Subject
ECA initiated

CUHK/Biomedical Engineering
Integrated Science & Maker
Aquanponics Team

Nikita Kan



CUHK/Chemistry
Integrated Science & Maker
Japanese Club
Princeton Wong

CityU/Civil & Structural Engineering
Mathematics
3D-Printing Class
Sunny Yuen



HKU/Human Resources Management & Psychology
General Studies & Computer
Little Scientist Class
Stephanie Kung

LOK SIN TONG YU KAN HING SECONDARY SCHOOL

Received a full-time PGDE offer and established STEAMaker | Established STEAMaker

TSUEN WAN PUBLIC HO CHUEN YIU MEMORIAL PRIMARY SCHOOL

Received a part-time PGDE offer and hired as a full-time teacher in a primary school | Received a full-time PGDE offer full-time teacher in a primary school

HKUST/Physics
English Language & Computer
Arduino Basic
Programming Class

Fei Cheung



HHCKLA BUDDHIST CHING KOK SECONDARY SCHOOL

Hired by a Startup company and established STEAMaker

HKUST/Marketing & Management
English Language & Economics
English Corner

Mavis Yeung



UToronto/Psychology and Criminology & Social-legal Studies
English Language
English Corner

Ernest Wong

BUDDHIST HUNG SEAN CHAU MEMORIAL COLLEGE

Joined Teach4HK as Program Officer after fellowship | Joined Teach4HK as Program Officer after fellowship

CUHK/Insurance, Financial & Actuarial Analysis
English & Mathematics
Rugby Team

Mookie Chau



HKU/Global Creative Industries
English language & General Studies
Basketball Team

Xin-Yi Liew



THE MISSION COVENANT CHURCH HOLM GLAD NO.2 PRIMARY SCHOOL

Pursuing further study: MPhil in Mathematics Education @University of Cambridge | Pursuing further study: Bachelor of Elementary Education @University of British Columbia

HKU/Psychology
General Studies & Mathematics
STEM Team

Bonnie Wong



HKU/History & Chinese History
Chinese Language
Cub Scout Team

Emily Mak

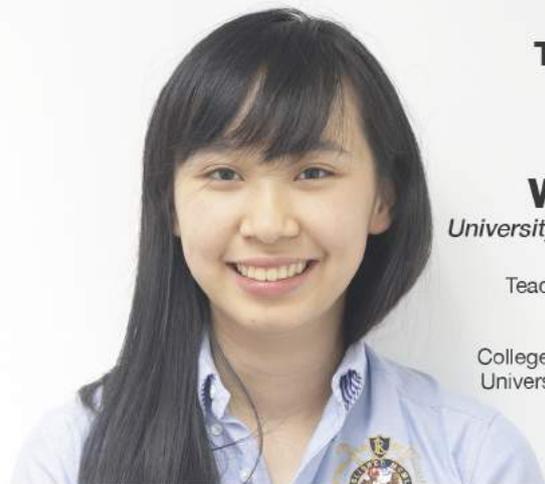


TSUEN WAN TRADE ASSOCIATION PRIMARY SCHOOL

Received a part-time PGDE offer and hired as a full-time teacher in a primary school | Received a part-time PGDE offer and hired as a full-time teacher in a primary school



**TSUEN WAN PUBLIC HO CHUEN YIU
MEMORIAL PRIMARY SCHOOL**



WINNIE POON

University of Cambridge/Classics

Teaching experience in The Leys School

College Representative, Cambridge University Inter-Collegiate Christian Union

VINCENT CHAN

CityU/Psychology

Internship in Hong Kong Academy for Gifted Education

Volunteering experiences in Caritas Jockey Club Integrated Service for Young People



**TSUEN WAN TRADE ASSOCIATION
PRIMARY SCHOOL**



AMY WONG

HKUST/Global China Studies

One year full time work experience in Korn/Ferry International

Volunteering experience in Senior Citizen Home Safety Association

PHOEBE CHENG

CityU/Law

Internship in various legal firms

Chief Secretary and Arbitrator in Arbitration Committee, CityU



**ST.BONAVENTURE CATHOLIC
PRIMARY SCHOOL**



MATTHEW KWOK

CUHK/Law

Teaching experience in Wo Che Lutheran School and New Asia Middle School

RAYMOND YANG

CUHK/Government and Public Administration

Internship in AVIC International, Africa

President at New Asia College Student Union



**THE MISSION COVENANT CHURCH HOLM
GLAD NO.2 PRIMARY SCHOOL**



EUGENIA CHOW

CUHK/Translation

Working experience in Zing Communication

Chairperson, HKYWCA Volunteer Committee

TOM LAW

CityU/Biology

Teaching experience at Royal Juniors Playgroup and Learning Centre Limited

Strong research experience and worked in CUHK as a research assistant



**ASBURY METHODIST
PRIAMRY SCHOOL**

KAREN LEUNG

HKU/Psychology

Internship in Autism Partnership
Hong Kong

Teaching experience in Standard
Individualized Education

KAREN CHUNG

*HKU/Politics & Public
Administration and Sociology*

Internship in Morgan McKinley and
Faculty of Law, HKU

Teaching experience in Lee Ching
Dea Memorial School

**BAPTIST RAINBOW
PRIMARY SCHOOL**

KAREN TSANG

*HKU/Government and Laws,
Postgraduate Certificate in Laws*

Internship in solicitor firm

Volunteering experience in
China Care Fund

KELLY LAM

Durham University/History

Teaching experience in YMCA

Leadership experience in Durham
University Instep Dance Union

**BUDDHIST HUNG SEAN CHAU
MEMORIAL COLLEGE**

JONATHAN KWOK

*University of Melbourne/History
and Philosophy*

Teaching experience in Baptist Lui Ming
Choi Secondary School

Working experience in International Air
Transport Association

JASON CHAN

HKU/Comparative Literature

Vice-Chairperson of Fine Arts Society,
HKU

Strong ECA experience in
HKU Buddy Mentor

**LOK SIN TONG YU KAN HING
SECONDARY SCHOOL**

CHRISTY LEUNG

*HKU/Translation & Global
Creative Industries*

Teaching experience in schools and
education centre

Administrator of Summer
Chinese and English courses

STEPHANIE CHAN

*HKUST/Environmental
Management and Technology*

Internship in Leisure and Cultural
Services Department

Strong leadership experience in
Cambodia Service Trip



**DELIA MEMORIAL SCHOOL
(GLEE PATH)**

CATHY TAM

HKU/Psychology & Counselling

Working experience in Nobel Education Group

Volunteering experience in Hong Kong Playground Association

JANET FU

HKUST/Marketing and Operations Management

Internship in Cathy Pacific and FXCM

Obtained Highest Grade in all business related subjects



**DELIA MEMORIAL SCHOOL
(HIP WO)**

EUGENE CHAN

CUHK/Biochemistry

Working experience at BASF and the Department of Chemistry, CUHK

Teaching experience at S.H.Ho College, CUHK

JENNIFER PAO

HKBU/China Studies (Economics)

Chinese Debate Team tutor at Holy Trinity College

Volunteering experience in Nepal



**PO LEUNG KUK
C. W. CHU COLLEGE**

SAM YAM

CUHK/Quantitative Finance and Risk Management

Internship in Jardine Lloyd Thompson Lixin Insurance

Volunteering experience in The Boys' and Girls' Clubs Association of Hong Kong

SUNNY WONG

CUHK/Physics

One year experience in Ling Kee Publishing Co. Ltd

Participated in research work at Academic Sinica Institute of Astronomy and Astrophysics in Taiwan



**HHCKLA BUDDHIST CHING KOK
SECONDARY SCHOOL**

SUKI CHAU

CUHK/Gender Studies

Teaching experience in primary school

Internship in NGO and business firms

JEFFERSON CHAN

HKU/American Studies

Soccer Team in Wei Lun Hall

Service Trip in Fiji



OUR NEW INITIATIVES

EMPLOYER PARTNERSHIP

As Teach4HK's long-term vision, we believe our fellows will be leaders in various fields upon the completion of Fellowship and push for systemic change in education.

Hence, we also encourage and support fellows to explore careers beyond education. Starting from May 2017, Teach4HK has launched a new employer campaign. The Employer Partners will guarantee interview opportunities to their graduate trainee programs for our fellow, after they have submitted an application. The list is growing as we gather more support.

GRADUATE TRAINEE PROGRAMS PROVIDED BY OUR EMPLOYER PARTNERS:

EY Hong Kong Graduate Program
FDM Graduate Program
Hang Lung Management Trainee Program
KPMG Hong Kong Graduate Program
Securities and Futures Commission Graduate Trainee Program
United Overseas Bank Management Associate Program



JOCKEY CLUB YOUTH EDCUBATOR PROGRAM

Teachers are key to education innovation.

We believe teachers should be encouraged and supported to explore and experiment with new teaching initiatives so that they can continuously create positive impact on students' personal and academic development.

With the support from the Jockey Club, we are launching a program called Jockey Club Youth EDCubator Program. It is the first Education Idea Incubator in Hong Kong that supports teachers in designing and executing innovative educational projects in local primary and secondary schools.

The theme of 2016-2017 is STEM education. Selected projects are implemented in their schools and are matched with a solution partner according to their project needs.

We provide the following three main support,

- 1) A programme grant of HKD20,000,
- 2) Networking of solution partners for professional service/advice (e.g. 3D printing, coding, VR, etc)
- 3) University students as technical consultants for technical support.

The following are the 8 selected projects.



Mr. Wong Tsz Fung

Lok Sin Tong Yu Kan Hing Secondary School

Mr. Wong's Crystal Growing Competition aims to **cultivate students' appreciation in the beauty of science** and their **presentation skills**, as they are judged based on the quality of the crystals and the creativity of their videos about their crystal growing experiences.



Ms. Kan Lok Yi

Lok Sin Tong Yu Kan Hing Secondary School

Ms. Kan is organizing a playful project called "A trick/true", in which students have to distinguish true STEM experiments from magic tricks. This interesting activity can enrich students' STEM knowledge and **encourage them to develop their talents in STEM**.



Mr. Cheung Yat Fei

HHCKLA Buddhist Ching Kok Secondary School

Mr. Cheung guides his students to initiate their own STEM and makers' skill-related projects, which can effectively **boost students' confidence and self-learning motivation**, as well as **stimulating teachers' interest** in supporting STEM and maker education.



Ms. Tam Wai Fan

HHCKLA Buddhist Ching Kok Secondary School

Ms. Tam instructs students how to create simple Arduino based IOT device and an Android controlling app by App Inventor. Students can create a simple IOT device with the app and also **understand how IOT impacts our lives**.



CASE STUDY - THE TRANSFORMER

Mr. Ching Chi Cheung - Baptist Rainbow Primary School

天虹小學STEM教學 學生自製環保電能車監測污染

© TEACH4HK



製作「環保電能車」無難度？浸信會天虹小學12位小學生近日自己動手製作電能車，及一些簡易的充電配件。負責教導的天虹小學創新及教研主任程志祥表示，電能車配合STEM教育，可讓小學生在製作過程中，學習科學原理、機械結構工程的知識，以及創意解難能力，一舉多用。



電能車監測空氣污染

計劃的源起，也是由小朋友的一個念頭而起。當時他們在學習過程中，得悉香港空氣潔淨日益嚴重，汽車廢氣是一大源頭，故很希望空氣能更潔淨。基層學校之一的浸信會天虹小學配合非牟利組織「良朋香港」與賽馬會合辦的計劃（賽馬會青年創客計劃），決定教授小朋友製作電能車。

HKET recorded how Mr. Ching has implemented the project of “Handmade Electric Vehicles” in Baptist Rainbow Primary School. Mr. Ching teaches students how to DIY Electric Vehicles and aims to train students to integrate all STEM knowledge and utilize it on solving problems.

In classroom learning, students understand that emissions from vehicles accounts for the air pollution problem in Hong Kong. Hence, Mr. Ching and his students decide to initiate the project of “Handmade Electric Vehicle” to save our environment! Other than the production of the Electric Vehicle, they also create an App to record the air pollution index of different districts.

During the project, Mr. Ching and his students work in a innovative environment and learn about the latest technology. He also brings students to visit Tesla factory, car-maintenance company, PolyU and MakerFaire HK, which help students brainstorm car making ideas and learn mechanical engineering knowledge. In the end, they have successfully turned some wood and materials into 3 electric vehicles; Mr. Ching also compiles a booklet for STEM teaching skills and shares it to other schools.

With the successful integration of their creative ideas into electric vehicles, students gain braveness to present their idea to the public! They are willing to learn new science knowledge in the future too!



Mr. Ching Chi Cheung
Baptist Rainbow Primary School

Mr. Ching teaches students how to DIY Electric Cars, as well as using software and particulating matter detector to record the air pollution index of different districts. At the end of the project, he will compile a booklet for STEM teaching skills and share it to other schools. The project aims to **train students to integrate all STEM knowledge and utilize it on solving problems.**



Ms. Man Wai Yee
Baptist Rainbow Primary School

Ms. Man teaches students how to make underwater robots to clean up ocean garbage. Students learn not only how to make a robot, but also how serious marine pollution is and their **responsibility to solve global problems.**



Mr. Chow Ka Ki
Po Leung Kuk Ma Kam Ming College

Mr. Chow cooperates with ETC Educational Technology Connection (HK) Ltd in coaching students how to build intelligent structures such as lighthouse and pedestrian light using STEM II kit from Fischertechnik. The products are creative and useful as they can be customized to **suit different needs in reality.**



Mr. Lee Sheung Lok
Tuen Wan Trade Association Primary School

Mr. Lee introduces 3D printers to students and lets them create their own special crafts with the printers. This project may enhance **students' creativity** and also expand **more possibilities for their future career.**

OUR IMPACT

EXTERNAL IMPACT ASSESSMENT

In order to ensure the performance and fulfillment of our social missions, we have consulted Dr. Sammy Fung (Principal Lecturer and Assistant Dean, Faculty of Business and Economics, The University of Hong Kong) to conduct a social impact measurement report based on Teach4HK Fellowship Program in academic year 2016-17.

Starting with understanding our background and operation, the consulting team then assisted our management team to realize our stakeholders' concerns and needs along with their social impacts creation. Furthermore, they helped formulating and implementing a social performance measurement framework for the project after performing comprehensive analysis on Teach4HK's vision and mission, strategies and stakeholders' views.

INTERNAL IMPACT ASSESSMENT

Fellows are given ownership and flexibility but at the same time are held responsible for the effectiveness of their teaching through engaging in a Daily Log System and a 360 Degree Review Process.

In every Quarterly Feedback Process, fellows were required to invite their panel heads and senior coworkers to evaluate their performance. Panels heads and coworkers observed the fellows' classes and completed 3 evaluation forms on 1) Teaching Effectiveness, 2) Lesson Delivery and 3) Professionalism respectively. In January and July, we conducted the Mid-Term and Final Review with the Principals of 6 partner schools and the students of the fellows. Principals and students completed an evaluation form and a survey about our fellows' performance at schools and in class.

113

ECAs & LCE
workshops initiated

5058

Students served

**1ST QUARTER
FEEDBACK**

October

**MID-TERM
REVIEW**

January

**3RD QUARTER
FEEDBACK**

April

**FINAL
REVIEW**

June

SURVEY FIGURES

PRINCIPALS' FEEDBACK

(average rating 0 – 5)

Teaching fellows are accepted by the students	5
Teaching fellows can build a good relationship with students	4.8
Teaching fellows can share the hard work of the school	4.6
Teaching fellows are devoted in the school life	4.6

FELLOWS' FEEDBACK

(average rating 0 – 10)

Fellows agree with the mission of Teach4HK	8
Fellows believe "Teacher" is an important occupation in Hong Kong	8.78
Fellows have a better understanding of poverty in Hong Kong	6.78



TEACHERS' FEEDBACK

(average rating 0 – 5)

#132
Evaluators

· The teaching and learning activities initiated by teaching fellows can raise students interest, maintain their learning incentives and help students to understand the learning content	3.71
· Teaching fellows arrange the teaching and learning activities in a good manner, which increase students' engagement and motivation in class	3.62

STUDENTS' FEEDBACK

(average rating 0 – 5)

#188
Students

· Students believe our fellows made the lessons more interesting and interactive	4.33
· Students believe our fellows are willing to listen to students and help them to solve problems or difficulties	4.28
· Students believe our fellows know the needs of students	4.1

EXTRA-CURRICULAR ACTIVITIES FIGURES

(average rating 0 – 5)

Students enjoy ECA activities	4.4
The activity can foster students' self-discovery	4.1
The activity enhances students' love of learning	4.1
Students will participate in this kind of activity again	4.3

LIFE AND CAREER EDUCATION FIGURES

(average rating 0 – 5)

Students enjoy LCE activities	4.2
The activity can better students' learning, self-confidence and personal development	3.9
Students will participate in this kind of activity again	4.1

FEEDBACK FROM SCHOOL



Principal Yau from BCKSS

First of all, I am glad to see the **fellows injected so much happiness, vitality and innovative spirits into our school**. They brought new ideas in teaching and learning and also implemented e-learning platform to foster students' learning motivations. By cooperating with our colleagues, it created synergies in enhancing students' learning efficiency.

We really enjoyed the innovative extracurricular activities and life and career education events brainstormed by the fellows, especially their work on STEM Education and "Maker" Project. They have paid good effort on organizing learning activities for students and executed them well. They provided a chance for students to explore what STEM is and let them got hands-on experiences on it.

Principal Siu from HG2PS

I am delighted to see the two fellows always put students as their first priority among their works. **They have designed a well-organized curriculum which established an interactive and collaborative learning atmosphere in class**. The learning materials prepared by the fellows not only limited to knowledge in textbooks, but also connected to other media or platforms to extend students' learning experiences and exposures on different aspects. All of these help them to learn effectively inside classroom.

Besides, the fellows also put a lot of effort in brainstorming extracurricular activities and tried their best to bring their life experiences to students. They have made good use of external or corporate resources to promote interdisciplinary learning in school. For every activity they organized, they always did well preparation and organization, and communicate effectively with students, parents, colleagues and school. All mentioned led to their success in the one-year fellowship experience.



Principal Mok from BHSCMC

In terms of curriculum teaching, the two fellows made a good attempt to bring innovations in English Language learning. They are capable of using different teaching skills and applying IT skills in classroom to present their lessons well. Besides, they kept track on students' learning process and performance with the aid of Facebook platform. Overall, they have created constructive atmosphere in enhancing English Language learning in school.

Regarding the implementation of life and career education, I express my appreciation for their efforts on organizing various visits to business corporates with the support of Teach4HK. From these visits, **students had more exposures and deeper understanding on the nature, operation and working environment of different industries**; these facilitated students to further plan their life and career pathways.

Teachers' Feedback

"Mr. Wong devoted in the lesson. He built a good relationship with students. His lessons were well-organized and **offered opportunities for students to demonstrate their work**. Constructive suggestions were given to students which could benefit and improve their work."

- Teacher from Buddhist Hung Sean Chau Memorial College

"Ms. Liew has done a good job. I can see that she **put a lot of effort to prepare the lessons** and she can be a good teacher."

- Teacher from The Mission Covenant Church Holm Glad No.2 Primary School

"Ms. Yeung **built strong rapport with students** and leads successful lessons. Students are highly engaged in the lessons and participate in class actively."

- Teacher from Buddhist Hung Sean Chau Memorial College

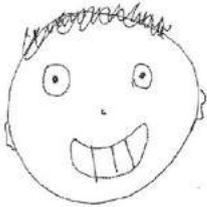
"Ms. Kan set a high standard for her teaching. She tried her best to **make good use of different teaching strategies** in order to raise students' learning effectiveness."

- Teacher from Lok Sin Tong Yu Kan Hing Secondary School



Students' Feedback

天天給我們帶來不快樂
課堂很有趣。



上了黃老師的課堂，我學會了要認真對待所有事情，不可草草了事。且我們，要學會去嘗試，要對自己有信心。教會我們尊重別人。
黃老師的課堂總我覺得很輕鬆。雖然輕鬆但是又能學到許多事情，激發起了我對科學的興趣。

·愉快 } 上課時的心情。
·開心 }

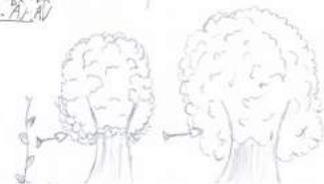
謝謝你，令我學了不一樣的讀音方法。
謝謝你，令我獲得益良多。
謝謝你，令我重拾對自己的信心。
謝謝你，令我更加認識我自己。

再教多我一年啦！
你係我遇過最好嘅老師!!!



Miss Lien
I Love You

好開心，唔會厭！我的啟發是荷老師用心地教導我，所以後會好好讀書，回想起我入學時科學成績不好，她一直細心地教導我，令我科學成績變得更好。很想跟她說一聲：謝謝！



OUR STORIES

Students' Sharing



Under Mr. Cheung's teaching and supervision, I have learnt a lot in science, programming and layout. He is very patient in teaching us programming language and guiding me to finish my small inventions. **Whenever I encountered difficulties and did not know how to start with, he would teach me step-by-step and explain the theory.** I feel so satisfied as I am able to finish my inventions at the end!

*Kelvin,
Student from HHCKLA Buddhist Ching Kok Secondary School*

Ms Kan always makes her science classes interesting! **She never blames on me when I make mistakes, and she is willing to talk to me when I encounter difficulties.** She is such a nice person! I think that Ms Kan is a very approachable and friendly teacher who listens to our thoughts. She has paid a lot of effort in designing lessons to help us with comprehending the materials.

*Lau Hiu Man & Chan Tin Long,
Students from Lok Sin Tong Yu Kan Hing Secondary School*



Felix & Peter,
Students from Buddhist Hung Sean Chau Memorial College

My English teacher is Ernest Wong. He is very kind and funny when he teaches our class. He ^{has} changed my school life, ^{and} ^{make} me very cheerful. Our classmates like him very much, just like our classmate Tom. Although he is so noisy but Ernest ^{Mr. Wong} does not give up ^{to} teaching us. ^{He} And also teaches us a lot of other ^{interesting} funny things. I ^{have} never ^{had} see the teacher ^{who is} so patient, because our classmate always talk with me but he does not give up ^{to} teaching them and ^{does} not punish us. Ernest always ^{chats} talk with us. We so enjoy ^{chatting} to talk with ^{him} me.

Fellows' Sharing

Fei Cheung (2016-17 fellow)

Teacher is not only a special job; it also plays an essential role in enhancing students' personal growth and development.



Fei has been employed by a startup company which is incubated and funded by Cyberport after the fellowship. Besides, he established an enterprise, STEAMaker, with another two fellows, Princeton and Nikita.

Throughout the experience this year, the most memorable moment for me is the time that students treat me as their role model and desire to learn from me. I feel very touched when students are willing to listen to my teaching, advice and guidance, and make further reflection on their performances or behaviors. ***When teachers can recognize their impact on students, it brings high motivation and satisfaction to teachers themselves.***

Teachers often face frustrations from both teaching and administrative work; it is better to be tolerant when facing every challenge and doubt in your life. Moreover, ***we have to show empathy when seeing any problems or difficulties faced by students.*** Teacher is not only a special job; it also plays an essential role in enhancing students' personal growth and development.



Princeton Wong (2016-17 fellow)

We may feel dejected and confused during the process; but, we have to always light up our passion on contributing to education.

After the fellowship, Princeton decided to operate a company which sells self-designed board games. Besides, he established an enterprise, STEAMaker, with another two fellows, Fei and Nikita.

In my original viewpoint, the responsibilities of teachers are only limited to impart knowledges to students, so I thought that being a teacher is an easy task. In contrast, after the one-year fellowship experience, I fully understand the workload and stress faced by frontline teachers.

Besides, the Fellowship Program has helped me explore the necessary qualities of being a professional teacher. ***I believe the foremost mission of being a teacher is to persevere unremittingly.*** Teachers have to be adaptive in school environment which has rapid changes.

We may feel dejected and confused during the time; but, we have to always light up our passion on contributing to education.

I feel gratified that I have maintained a good and close relationship with my class of students. When I had to leave the school at the end of the fellowship, students and I were reluctant to part with each other. And I felt very warm when some students told me that they love my class very much and would like to become a science teacher in the future. ***I am delighted to see my hard work can successfully impact our next generation.***

STEAMAKER

STEAMaker provides school-based curriculum consultation and after-sold service. They aim at bringing real fun STEAM and Maker courses to students, raising their learning initiatives though gaining fun in lessons. They provide service as holding STEAMaker workshops & selling DIY kits.

They experience the difficulties on practice on hands. That's why they try to minimize the workload of teachers by providing teacher training, workshops materials and extend training to students. Their members covers the 4 areas of STEM, together with the experience of Maker and academic research, they are confident to make the workshops and courses on ground but with unlimited joy.



Website: <https://hksteamaker.wixsite.com/steam> // FB Page: [hksteamaker](https://www.facebook.com/hksteamaker)

Alumni' Sharing

Gabi is serving as a full-time BAFS and LS teacher in Po Leung Kuk Vicwood K.T. Chong Sixth Form College; besides, she is also studying Postgraduate Diploma in Education (PGDE) majoring in BAFS.

I am delighted to continue my teaching career after my fellowship. I feel so grateful for how the fellowship has helped me to get a taste of working at school which has been incredibly helpful when I encounter new challenges now.

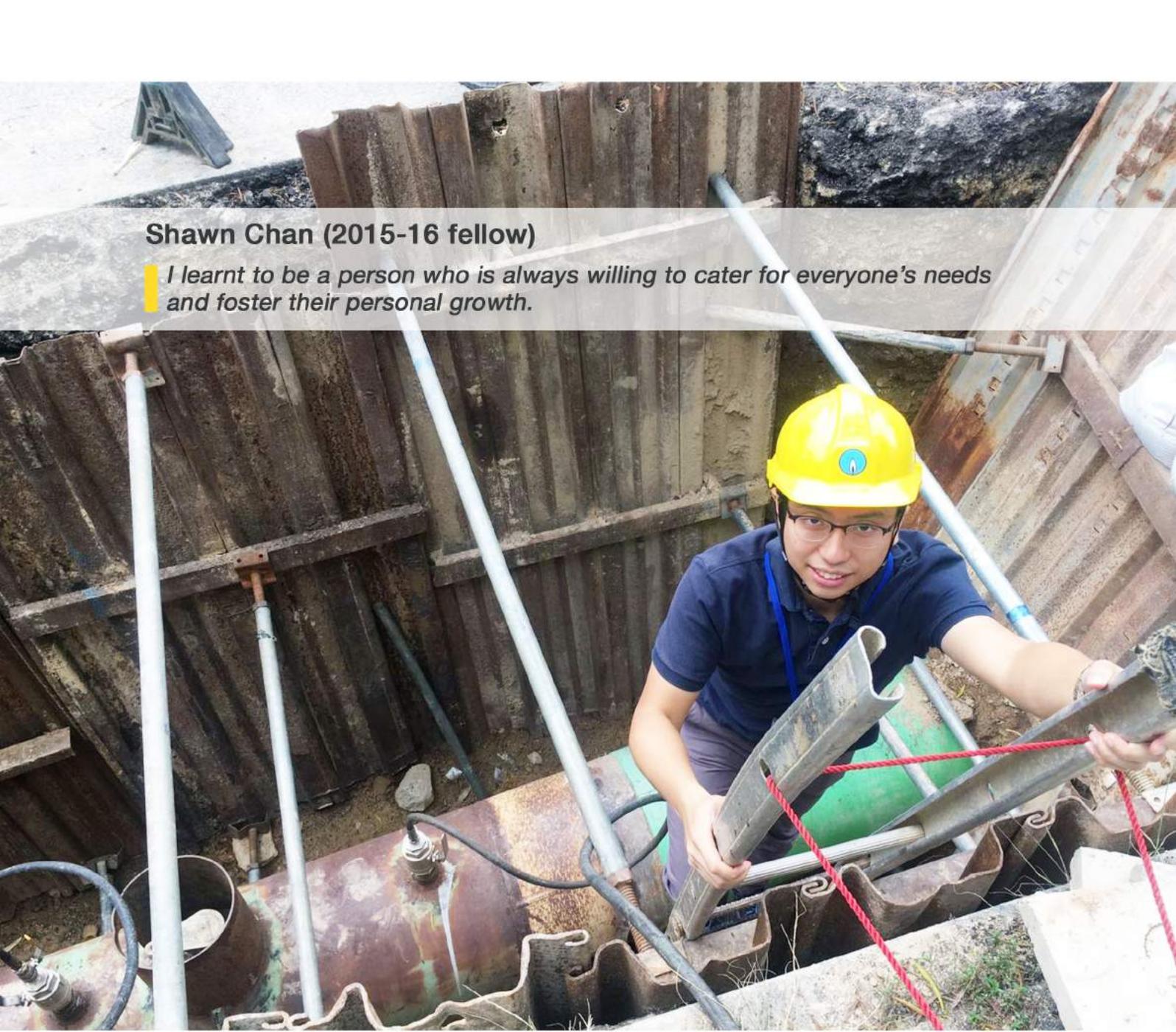
During the fellowship, Teach4HK and school enabled me to have a larger freedom to schedule my work, try something new and organize extracurricular activities for students. However, the story becomes totally different when being a full-time school teacher. I have to spend more time and effort on class preparation for teaching senior secondary students; thus I have fewer time for understanding and catering students' needs. This is the most challenging task after I came to the new school. Although there are obstacles in working at school, my fellowship experience kept reminding me to hold fast to my values and beliefs in education - *teachers have to put students as our first priority at all time.*

In the coming future, I have decided to be a school teacher so as to contribute to the education in Hong Kong. After starting my teaching career, I observed and realized that students from different backgrounds actually have different education needs; *I hope to work at school to reach much more students and get to know their needs comprehensively; hence improving my pedagogical, guidance and counselling skills.* After accumulating sufficient experiences, my ultimate goal is to establish a non-mainstream school which can cater for different students' needs.

Gabi Chan (2015-16 fellow)

My fellowship experience kept reminding me to hold fast to my values and beliefs in education.



A photograph of Shawn Chan, a man wearing a yellow hard hat, glasses, and a dark blue polo shirt, working in a confined space. He is holding a large, curved metal pipe. The environment is industrial, with various pipes, metal structures, and a red rope visible. The background shows a corrugated metal wall and some equipment.

Shawn Chan (2015-16 fellow)

I learnt to be a person who is always willing to cater for everyone's needs and foster their personal growth.

Shawn has joined Towngas as a graduate trainee after his fellowship; he is working at a chemical plant in Mongolia and being responsible for production management.

Currently, my major responsibilities are to oversee the operations in the whole chemical plant, ensure the efficiency of productions and manage the technical staffs.

Given that the working environments are so different between a chemical plant and a school, ***the fellowship experience equipped me with much soft skills to deal with the challenges.*** The school students have diversified family backgrounds and educational needs; likewise, the technical staffs have different cultural backgrounds too. From the fellowship, I learned to be a person who is always willing to cater for everyone's needs and foster their personal growth. Thus it helps me to be more patient to understand and support the needs of technical staff, and also adopt methods or implement policies to raise their technical skills.

Although I am not working in the education field, I am still willing to advocate for education in Hong Kong. For better the education in Hong Kong, I would put my emphasis on how technology can improve the qualities of teaching and learning. We can see that technology is changing our life in different aspects; I just wonder why technology only brings extrinsic impacts on education. But in reality, we have sufficient resources and abilities to develop Education Technology in Hong Kong; therefore in the future, ***I am looking forward to participating in the development of Education Technology with an aim to raise students' learning motivations and assist them to learn efficiently.***

Shirin is serving as a full-time English and Mathematics teacher in St. Bonaventure Catholic Primary School; besides, she is also studying Postgraduate Diploma in Education (PGDE) majoring in English.

At the beginning, it was a challenge for me to be a full-time school teacher in a primary school. Being a school teacher, I bear heavier workload and responsibilities than when I was a teaching fellow, especially in administrative work and teaching hours. On the other hand, I discovered that teaching methods and curriculum planning for primary students are quite different from teaching secondary students. This created pressure for me as I had to spend much more time for lesson preparation. Besides, I felt very frustrated since many students learn ineffectively under my teaching at the very beginning. But afterwards, *I learnt from other experienced teachers and adjusted my teaching methods according to students' learning needs and abilities*, the problems have got better already.

Teach4HK Fellowship Program facilitates me to view "education" in different angles and visions. *It provides high freedom and flexibility for me to reflect on various educational issues*, such as the nature of education, room for improvements in teaching and learning, and the establishment of good relationship with students. All these reflections prepare me to become a professional teacher.

Before joining the fellowship, I have never thought about becoming a teacher after my graduating from university. However, I feel full of passion in working in education field after the one-year fellowship experience. I hope to assist more students in learning and enhance their personal growth after the fellowship.



Shirin Omar (2015-16 fellow)

Through these teaching experiences, I hope to explore and investigate the best teaching method for students to learn.

REACHING OUT TO SOCIETY

While Teach4HK leverages resources from various sectors to increase exposures of our students, we also share our fellows' work and stories with others. In the past year, we have conducted 22 public talks, reaching over 3,000 audiences.

2016

JUL

- 08 Jul: Sharing at SCMP Teachers Forum
- 28 Jul: Sharing at DBS Social Innovators, 1st Prize at the Bees and Trees Alliance by Our Hong Kong Foundation

SEP

- 23 Sep: Sharing at the morning assembly of Po Leung Kuk Ma Kam Ming College
- 24 Sep: Sharing at Hong Kong Jam - Social Enterprise Summit

OCT

- 25 Oct: Sharing at Enactus - CUHK

NOV

- 05 Nov: Sharing at Education 2.1 Symposium
- 09 Nov: Our Found received the Youth Service Award
- 27 Nov: Workshop @ Ednovation Fest

DEC

- 03 Dec: Sharing at Harvard Project for Asian and International Relations (HPAIR) Mentorship Program
- 12 Dec: Visit to Teach For Taiwan
- 26 Dec: Teach4HK featured on MTR ad





2017

JAN

- 05 Jan: Sharing at AIESEC Youth Speak Forum
- 13 Jan: MTR Youth Talk

FEB

- 18 Feb: Sharing at the Hong Kong Shared Good Values event
- 24 Feb: Interview at Metro Radio Hong Kong
- 25 Feb: Panel Sharing at PolyU Social innovation forum (PolyU)
- 25 Feb: Panel Sharing at Global Leadership Summit with Mr. Moses Cheng and Ms. Yvonne Yeung

MAR

- 18 Mar: Sharing at Quality Schools Hong Kong by CUHK
- 21 Mar: Sharing at "Dialogue with Gen-Y Leaders" Seminar - Sha Tin Methodist College

MAY

- 10 May: Sharing at Goodlab
- 12 May: Presentation at Rotary Club of Golden Bauhinia
- 28 May: Sharing at InnoPower@JC

JUN

- 15 Jun: Visit by AIESEC
- 26 Jun: Sharing at Dorsett Hotel Scholars

AUG

- 16 Aug: Meeting Secretary for Education

MEDIA COVERAGE

教育 科學 國際 新聞 媒體 教育
文匯教育 責任編輯：曾柏宇

新聞透視眼

2016年11月29日(星期二) 第1111期 文匯報 WEN WEI PO

大學生棄高薪 做「良師」育基層

自覺閱歷不足嘗教學 陳嘉琳冀作育英才

香港大學畢業後，陳嘉琳沒有按着第一時間在職場上學進高薪厚職，卻參加了非牟利組織「良師香港」，全職則教為基層學生服務，每月收取約1萬元津貼，收入比正職老師差了一大截，但小妮子並不介意。一年的服務期內，她對基層孩子有了更深入的了解，更確立了未來要作育英才的職業志向。完成服務後，憑着相關的經驗，她早前順利獲中學取錄，成為商科老師。同時兼讀中大學位教育文憑課程，希望不斷自我裝備，讓自己能成為別人生命中的「良師」。



陳嘉琳(左)和Gabi(右)在課堂上與學生互動。



陳嘉琳(左一)和Gabi(左二)與學生在課後進行STEM活動。

陳嘉琳是香港全職服務計劃的創始者「良師香港」之全職項目。她與前同事共同創辦了「良師香港」。創辦人是曾柏宇及2005年會考10A及2006年會考4A的陳嘉琳。她上大學時曾由全職學生服務一年，為基層學生提供支援。去年共有6名有志的大學生加入計劃。去年年中其中一名參加者，她在中學畢業後，繼續教育科轉行。她當商科老師，「但自覺人主觀觀不參加了良師香港」，曾說教書的滋味，「會生動與學生討論問題，讓學生能不同視角，去看待同一個問題，這不是一般的教學」。在課堂上，Gabi要求學生多上堂，起初同學

沒有想像。」孩子個別目標，她與前同事共同創辦了「良師香港」。創辦人是曾柏宇及2005年會考10A及2006年會考4A的陳嘉琳。她上大學時曾由全職學生服務一年，為基層學生提供支援。去年共有6名有志的大學生加入計劃。去年年中其中一名參加者，她在中學畢業後，繼續教育科轉行。她當商科老師，「但自覺人主觀觀不參加了良師香港」，曾說教書的滋味，「會生動與學生討論問題，讓學生能不同視角，去看待同一個問題，這不是一般的教學」。在課堂上，Gabi要求學生多上堂，起初同學

海歸生：無意再執教鞭
參加「良師香港」的大學生，包括人都擁有熱誠，去年6名獲選加入計劃的志願者，與高洪(Shawn)是其中之一。他不是本地大學生，在自修讀完中文後，繼續赴美國讀書。他畢業後到美國大學讀取生物化學工程碩士學位，他與同學一致對當他化工業、康樂工作，或建築師。起初他可以有3萬港元月薪，「而且美國的工作文化比香港好，可選擇不上班」。不過Shawn對社會有關懷，希望能夠對社會自己，獲得的滿足感，並非以金錢可以衡量。

教學有辦法：紙皮創意風吹進校園 紙皮習作 變出好玩遊戲

8+ 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100



全港第一本STEM教育周刊

Feature Teach4HK 研學堂

STEM

個多月前在「不一樣教育」的專題，曾簡短介紹Teach4HK組織。該組織為香港教育界注入新元素，如人才、教育方式等，今期邀請該組織發起人陳君洋(Arnold)，詳談成立Teach4HK的由來和目的等，讓大家瞭解其教育方式如何填補香港教育的空缺。

學界新力量

融合專業 與 傳統教育



STEM「專才」透過志願機構入校執教 校長：師生雙贏

政府着力推動的STEM(科學、科技、工程和數學)教育，2015年首次在施政報告出現，不少學校或由老師兼教、外出參觀、考察探討相關課程；而香海正覺蓮社佛.....

HK01.COM | BY 香港01

“荃灣商會學校的兩名教師，將美國風行的紙皮創意活動引入校內，一班小二生立即想頭多多.....一個個製成品的誕生，學生固然大滿足，但對老師來說，看見學生投入製作、努力解難，才是紙皮創作的最大意義。”
- 明報 28/2/2017

“一年的服務期內，她(Gabi)對基層孩子有了更深刻的了解，更確立了未來要作育英才的職業志向。”
- 文匯報 2/11/2016

“良師香港的計劃為學校帶來雙贏，「(逸飛)可透過課堂教導學校相關的知識，他的經驗絕對可以幫到學生，而原有的老師有更多時間寫課程，規劃好課堂的安排。」”
- HK01 4/3/2017

“由於Fellow各有專長，也可以為學校投入新元素。過往就有理科背景的人員，到校後協助設計STEM課程。”
- PCM eKids 17/1/2017

FINANCIAL DISTRIBUTION 2016-17

TOTAL (\$HKD)

PROGRAM SERVICES:

Program Fellows Stipends Expenses	1,100,000
Program Fellows Training and Development Expenses	77,513
Program Fellows Recruitment Expenses	135,263
Program Management Expenses	908,771
Program Technology Infrastructure	49,446
Program of HKJC Youth EDcubator Expenses	323,966
Program Impact Measurement	20,000
<i>#Total Program Services</i>	2,614,959

SUPPORTING SERVICES:

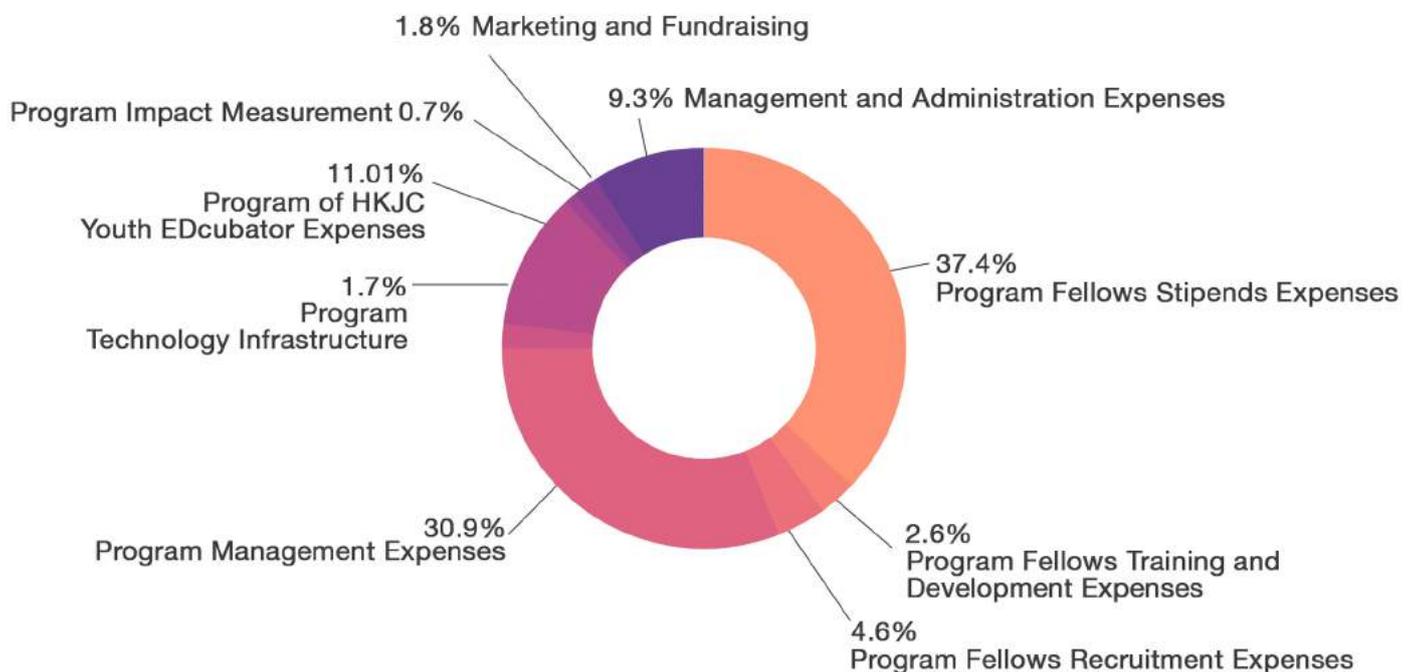
Marketing and Fundraising	52,325
Management and Administration Expenses	274,231
<i>#Total Supporting Services</i>	326,556

TOTAL EXPENSES

Total Expenses per fellow*	2,914,515
	237,959

* Excluded Program of HKJC Youth EDcubator Expenses

** Audited as of June 30, 2017



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