

## REGULATIONS FOR CERTIFICATE IN IN-SERVICE EDUCATION FOR TEACHERS\*

*(See also General Regulations)*

Courses leading to the award of Certificates in In-Service Education for Teachers may be offered by the Faculty of Education in conjunction with the School of Professional and Continuing Education as part of the In-Service Teacher Education Programme.

**Ed40** To be eligible for admission to the courses leading to a Certificate in In-Service Education for Teachers, a candidate shall comply with the General Regulations; and

- (a) shall hold a Bachelor's degree of this University or of another university or comparable institution accepted for this purpose; or
- (b) shall hold a professional qualification for teaching which was awarded on the basis of full-time post-secondary study of not less than two years; and shall have at least two years of full-time teaching experience; or
- (c) shall possess other qualifications of equivalent standard.

**Ed41** To be eligible for the award of a Certificate in In-Service Education for Teachers a candidate shall

- (a) comply with the General Regulations; and
- (b) complete the curriculum and satisfy the examiners in accordance with the regulations set out below.

**Ed42** The curriculum for a Certificate in In-Service Education for Teachers shall extend over not less than one academic year of part-time study and shall include a written examination or other presentations required for assignments.

**Ed43** To complete the curriculum a candidate shall

- (a) follow instruction on the syllabuses prescribed; and
- (b) satisfy the examiners in a written examination or other presentations required for assignments as may be prescribed.

**Ed44**

- (a) A candidate who has failed to satisfy the examiners in the written examination may present himself for re-examination within a period of twelve months from the date of his first failure. A candidate who has failed to satisfy the examiners in his second attempt may be recommended for discontinuation;
- (b) A candidate who has failed to satisfy the examiners in the presentations required for assignments may submit new presentations for re-examination within a period of twelve months from the date of his first failure. A candidate who has failed to satisfy the examiners in the new presentation may be recommended for discontinuation.

**Ed45** The names of successful candidates shall be published alphabetically.

\* Not offered in 2006-2007.

## **SYLLABUSES FOR A CERTIFICATE COURSE IN IN-SERVICE EDUCATION FOR TEACHERS (EDUCATIONAL ADMINISTRATION)**

- Notes:
1. The course will take the form of modules. Candidates are required to complete 6 modules (4 fundamentals and any other 2 electives) plus a project.
  2. Candidates should complete all the requirements for this course in not more than four years.

The following is a list of modules to be offered from 1989:

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### **FUNDAMENTALS**

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#### **Organization Theories**

This course provides a foundation for administrators or potential administrators in schools to view school as an organization. The course surveys the historical developments in organization theories and their practical applications to schools. The broad topics include: schools as organizations, organizational behaviour in schools, leadership in schools, organizational culture and school climate and organizational change in schools.

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#### **Management in Schools**

This course provides the basic concepts in the practice of school management. The major management function will be introduced with special reference to schools. The broad topics include: structure and staffing in schools, professional team-building, communication and conflict management, accountability and staff appraisal, staff-development and school-based INSET, curriculum management, management of pastoral care and public relations for schools.

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#### **Decision-making and Quantitative Methods**

This course introduces the different models of decision-making, the basic concepts in quantitative analysis and their applications in school management. The broad topics include: the rational model, identification of problem, assumptions and criteria in decision-making, information and decision-making, decisions as choices, general concepts and examples of quantitative methods, procedural rationality, participation in decision-making, resource allocation as decision-making and criteria for good decisions.

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#### **Financial Management in Schools**

This course provides administrators and potential administrators in schools with the basic concepts and skills of financial management. The broad topics include: basics of economics of education, the public finance of education in Hong Kong, financial policies and budgeting in schools, physical and human resources, resource allocation, appreciation of accounts and financial control and accountability.

## ELECTIVES

Not all of the following electives will be necessarily offered in any one year:

- Management of Curriculum in Primary Schools
- Staff Development in Primary Schools
- Management of Curriculum in Pre-school Education
- Staff Development in Pre-school Education
- Management of Curriculum in Special Schools
- Staff Development in Special Schools
  
- Accountability in Education<sup>1</sup>
- Management of Curriculum in Secondary Schools<sup>1</sup>
- Management of Change in Educational Institutions<sup>1</sup>
- Legal Aspects of Educational Management<sup>1</sup>
- Public Relations in Education<sup>1</sup>
- Office Management in Schools<sup>1</sup>
- Management Information System in Schools<sup>1</sup>
- Management of Secondary Schools Departments<sup>1</sup>
- Management of Pastoral Care in Secondary Schools<sup>1</sup>
- Management of Extra-curricular Activities in Schools<sup>1</sup>

## EXAMINATION

Students will be assessed at the end of the course for each of the modules. The assessment may take the form of an assignment.

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<sup>1</sup> Half-modules (2 half-modules equal to 1 elective)