

立法會 CB(2)1069/17-18(11)號文件
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Thank you chairman.

Good afternoon, I'm Suskihanna Gurung. A nepalese hong konger currently studying literature and journalism in the university of Hong Kong. today I would like to talk about the issues of teachers within designated schools and how we should offer them guidance and support.

Growing up in a designated school system myself, I found new graduate teachers who came to our school were often underprepared and overwhelmed by the diverse environment presented to them. Obviously it is not the teachers fault however we must equip them so that both students and teachers can have an open environment. I think it is the Education Bureau's own responsibility to offer not only guidance but teacher training before the teachers start teaching. Simply teaching cultural sensitivity in universities wouldn't be enough although we should definitely have teachers taught that and they should be exposed to a diverse set of learners during their practicum.

However, teachers within designated schools often do not have teaching qualifications such as a teaching degree and they may not even possess a teaching license. Hence even if we were to provide this form of training within universities for the teaching degree, how can we guarantee people with teaching licenses and degrees to go to teach in designated schools. Teaching in designated schools won't seem attractive enough moreover their is the issue of the cultural hurdle. Hence to be more realistic, schools should serve as the connecting point with the help of EDB.

I would like to offer some suggestions. The EDB can help schools create a template for a teachers guidance booklet that can be further edited by schools for their specific style and needs. a guidebook should be provided to all new teachers teaching them cultural sensitivity, by introducing them to the students culture, things to be aware of, offering them guidelines and helping them to adjust to possible cultural shock. Workshops should also be placed to further grow these teachers and provide them hands on training on cultural sensitivity as it is not something to take lightly and cannot be learnt in a short period of time, its an ongoing progress. Also, teacher training courses should be compulsory to both old and new teachers, not an option. Thirdly, students opinions should be collected anonymously around issues such as teacher's language, treatment and teaching towards them every year. Classroom checks are not enough as the teachers are usually informed of it, lowering the credibility of these checks. We must trust our teachers like EDB said but that does not mean that they should not be tested about their professionalism like any other occupation. This is just to guarantee that standards are being truly met

within classrooms. We must value the opinions of our students to improve the quality of their own education. A lot of ethnic minorities students stop paying attention or even drop out of the school because their teachers create a hostile environment by saying things like, "you'll never be as good as Chinese students at local schools, you won't be able to enter university, just focus on passing in class", things I have heard teachers tell their students and something I personally heard my teachers say to my class very often when I was in secondary school. How can we expect the students to grow academically if our own teachers think so lowly of them? Teachers are supposed to be our mentors in life inside and outside of the classroom but why do they divide us by our ethnicity.

The summer holiday should also be adequately used to further grow teachers and to aid them in any issues they encounter by creating a support group to further develop teaching strategies for each subject. The common misconception is that ethnic minority kids are failing and are unable to go to university due to their low Chinese abilities. But according to data, ethnic minority kids are struggling to do well in other subjects as well such as maths and liberal studies. The teaching quality and guidance has to be provided and improved for more than just Chinese as a second language, it must span all subjects wide.

I hope that everyone in Hong Kong can receive quality education regardless of our differences. Teachers are as important as a need for a progressive curriculum, we cannot have one without the other.

Thank you.