

Programme Structure

ATP is an 18-hour structured programme, comprising of five compulsory modules (equivalent to 15 hours) and one elective module (equivalent to 3 hours) in which participants can opt for their interested topics from a list of CLT's published training seminars and workshops. The Programme adopts a blended learning approach, to allow flexibility and encourage the use of technology. Self-paced learning including e-Learning and project-based learning are used in addition to face-to-face contact to enrich participants' learning experience (Table 1).

Table 1: Programme Structure

Module	Title	Face-to-Face Contact (Hours)	Self-paced Learning	
			e-Learning (Hours)	Project (Hours)
1	Current Learning and Teaching Initiatives in VPET	3	--	--
2	Enhancing VPET Teachers' Practical Skills	2	1	--
3	Facilitating ICT-enabled Collaborative Learning	2	1	--
4	Fostering an Inclusive Classroom	3	--	--
5	Incorporating Problem-based Learning in Teaching	--	1	2
6	Elective VPET Topic	3	--	--
Sub-total hours		13	3	2
Total hours		18		

Completion Requirement

To complete the Programme, participants are required to have 100% attendance in the face-to-face contact (13 hours), complete the three e-Learning sessions and an individual project. A certificate of completion will be issued upon completion of the above requirements.

Contacts

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Advanced Teaching Programme in Vocational and Professional Education and Training (ATP) AY2017/18

About the Programme

With the rapidly changing environment in Vocational and Professional Education and Training (VPET) and new initiatives in learning and teaching in Vocational Training Council (VTC), Centre for Learning and Teaching (CLT) offers the 18-hour Advanced Teaching Programme in Vocational and Professional Education and Training (ATP) to in-service teachers, including the graduates of the Introduction to Teaching Programme (ITP) to enhance teaching and instructing staff's pedagogical knowledge and teaching skills in VPET for continuing professional development.

Target Participants

The Programme is offered to teaching and instructing staff with two to five years of service in VTC.

Programme Aims

This Programme aims to develop an advanced understanding of the pedagogical knowledge and latest development in vocational and professional education and training (VPET), to enhance teachers' competency in applying innovative pedagogies and information and communications technology (ICT), and to equip teachers with knowledge and skills needed in supporting an inclusive education setting as well as to foster learning in the workplace environment.

Programme Intended Learning Outcomes

On completion of the Programme, participants will be able to:

- describe the key developments in VPET and current learning and teaching initiatives in VTC;
- devise appropriate pedagogical strategies in VPET classrooms and workplace learning environment;
- facilitate students' learning by adopting ICT, problem-based learning, collaborative learning and inclusive approaches;
- reflect upon one's teaching practice in VPET as part of the professional development; and
- network with teaching and instructing staff from different provisions of VTC for collaboration and sharing of good practices.

Module Description and Learning Outcomes

Module 1: Current Learning and Teaching Initiatives in VPET

This module enables participants to be acquainted with the latest development of Vocational and Professional Education and Training (VPET) in Hong Kong and the current learning and teaching initiatives in VTC. Participants will explore the challenges of implementing the current learning and teaching initiatives; and get to know pragmatic, effective teaching methods for a positive impact on students' learning.

On completion of the module, participants will be able to:

- describe the development of VPET in Hong Kong and major current learning and teaching initiatives in VTC; and
- reflect on appropriate teaching methods to enhance students' learning.

Module 2: Enhancing VPET Teachers' Practical Skills

Developing students' competency in workplace is an important task to teachers in VPET. It helps students to achieve the desired learning outcomes in VPET and equip them with necessary competency for work. In this module, the significance and practices of work-integrated learning (WIL) in VTC will be highlighted; and the teaching strategies for WIL will be introduced.

On completion of the module, participants will be able to:

- describe the importance and practices of WIL for VPET;
- reflect on the role of a teacher in VPET; and
- employ appropriate teaching strategies for WIL.

Module 3: Facilitating ICT-enabled Collaborative Learning

In an online collaborative learning environment, knowledge is co-created and shared among peers. Students are active in the process of knowledge acquisition by searching information from the Internet and participating in online discussion. In this module, the concept of collaborative learning will be explained. Hands-on practice on the collaborative online learning activities will be provided. TEL strategies on the use of ICT tools to support and engage students will also be discussed in the face-to-face contact.

On completion of the module, participants will be able to:

- identify pedagogical practices and implications of online collaborative learning;
- choose appropriate ICT tools to enable communication, interaction and collaboration to engage students in learning; and
- apply TEL strategies to promote blended and flexible learning.

Module 4: Fostering an Inclusive Classroom

Inclusive education values diversity and the unique contribution of each student. Teachers play an essential role in fostering and facilitating the inclusive classroom. This module aims to provide a general understanding of an inclusive education and the diverse learning needs of students. The importance and application of differentiated instructions for students in an inclusive classroom will be introduced. Participants will be engaged in activities to discuss appropriate educational approach to benefit students in an inclusive classroom.

On completion of the module, participants will be able to:

- identify some key considerations to facilitate learning and teaching in an inclusive classroom; and
- suggest appropriate educational approach for diverse students to foster a supportive inclusive learning environment.

Module 5: Incorporating Problem-based Learning in Teaching

Problem-based Learning (PBL) is an instructional approach that articulates higher order thinking. Instead of lecturing, students are presented with a real-life and problematic scenario that requires them to provide solutions. Through the inquiry process, students learn collaboratively and develop problem-solving skills with teacher's guidance. In this module, the instructional practice of PBL, the multifaceted roles of teachers in implementing PBL in daily teaching and the techniques of facilitating students in a PBL experience will be explained. Participants will have an experience of planning a PBL cycle in their individual projects.

On completion of the module, participants will be able to:

- reflect on a teacher's roles in designing and implementing a PBL cycle;
- identify the skills and techniques for teaching with PBL approach; and
- plan a PBL cycle that engages students in their learning.

Module 6: Elective VPET Topic

In this module, participants are encouraged to explore their interested topics in VPET by engaging themselves in a 3-hour seminar/workshop at their selection from CLT's published training. A wide spectrum of topics including enabling e-Learning, enhancing teaching skills, professional development, assessment and students' diverse needs are available in Regular Workshop Programme, Distinguished Lecture Series, e-Learning Workshops and Classroom Management Series, etc. (please refer to CLT Website for details).