Introduction to Teaching Programme (ITP) AY2021/22

About the Programme

The Introduction to Teaching Programme (ITP) is offered by the Centre for Learning and Teaching (CLT). This 24-hour programme will equip the teaching and instructing staff with basic and essential skills in teaching.

Target Participants

The programme is designed for all newly-joined teaching and instructing staff, or teaching and instructing staff in the Vocational Training Council (VTC).

Programme Aims and Objectives

The programme aims to equip participants with the knowledge, skills and attitudes to become professional teachers who can effectively facilitate student learning in the VTC. The programme objectives are as follows:

- improve teaching effectiveness through better facilitation skills and classroom management skills;
- devise appropriate teaching and learning strategies to evaluate student learning and align the assessment with learning outcomes;
- raise awareness of students' mental health and diverse needs;
- value oneself as a teacher and approach teaching in a reflective and meaningful way; and
- be more attuned to VTC's philosophy about learning and teaching.

Programme Intended Learning Outcomes

Upon completion of the programme, participants would be able to

- describe the mission and vision, structure and learning and teaching culture in the VTC;
- explain the current educational issues in Hong Kong relating to vocational and professional education and training (VPET);
- facilitate students' learning by employing various functions of Learning Management Platform and specific educational technology tools;
- adopt teaching and learning activities and assessment methods that are aligned with the intended learning outcomes;
- motivate and manage student behaviours for effective learning and teaching;
- suggest appropriate strategies and support to cater for students' mental health concerns and diverse needs;
- reflect upon one's philosophy of education as part of the professional development; and
- build a learning community to promote collaborative support and share good learning and teaching practices.

Module Descriptions

Module 1: Teaching in the VTC

This module aims to provide new teachers with an overview of VTC's provisions and learning and teaching in relation to VTC's mission and vision. It also introduces Study Pace List@MyPortal, quality assurance system and copyright issues in VTC.

By introducing VTC's learning and teaching philosophy, this module looks into students' characteristics in order to align their prior learning background to the curriculum for a better learning and teaching experience.

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

- summarise facts about VTC's structure and provisions;
- describe the characteristics of students; and
- relate learning and teaching practices with VTC's teaching philosophy and qualifications framework.

Module 2: Using Technology Enhanced Learning (TEL) to Facilitate Teaching

This module aims at equipping new teachers with basic knowledge and skills to use technology in learning and teaching. In this module, an overview on how technology enhanced learning (TEL) can be used in both online and face-to-face classroom with different pedagogical approaches will be provided. Participants will also learn the basic functions of the Learning Management Platform (LMP) and the applications in VTC to enhance teaching effectiveness.

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

- discuss the implementation of TEL approach and its benefits;
- use basic functions of the LMP and the applications of VTC to facilitate teaching and interact with students; and
- select appropriate TEL strategies to promote learning and teaching.

Module 3: Learning and Assessment

In constructive alignment, teachers start with the outcomes they intend students to achieve, and align teaching and assessment to those outcomes. In this module, a holistic approach to planning for an active learning class will be introduced, and the importance of a well-thought-out selection of assessment methods that are aligned with the intended learning outcomes at the module level would be explored.

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

- plan for active learning activities to engage student learning;
- identify the purposes and key principles of assessment; and
- select teaching and learning activities and assessment methods that are aligned with the intended learning outcomes.

Module 4: Classroom Management for Motivation and Learning

Effective classroom management strategies help create an environment that is conducive to learning and teaching. Practical motivation skills to facilitate learning and teaching will be introduced to provide participants with methods in managing their classes.

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

- identify practical approaches to increase students' learning motivation;
- promote an effective learning atmosphere through building good rapport with students; and
- suggest appropriate strategies to prevent and handle behavioural problems in VTC's learning environment.

Module 5: Catering Mental Health Wellness and Diverse Learning Needs for Students

This module aims to raise teachers' awareness of the importance of mental health for students and their diverse learning needs. It would equip teachers with skills, knowledge, and a positive attitude towards promotion of mental health for all students and enhance ability to cater for the diverse learning needs of students. Real life cases and experience would be shared in the module for preparing teachers for a meaningful teaching journey in the VTC.

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

- identify characteristics and detect early signs of mental health concerns of students;
- describe the characteristics of students with diverse learning needs; and
- discuss appropriate strategies and support to students with mental health concerns and diverse learning needs.

Module 6: Learning and Assessment

The aim of this module is to provide participants with an opportunity to reflect on the challenging issues encountered in the first few months of their teaching in the VTC, and how they could apply the skills learnt from this programme to tackle these challenges. Participants are required to complete a self-arranged activity to integrate what they have learnt from the programme.

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

- create their own learning records containing information on the qualities and skills;
- apply theories and teaching strategies learnt in their own teaching environment; and
- reflect upon one's philosophy of education as part of the professional development.

Programme Structure

The programme comprises six modules with different learning modes, including face-to-face workshops, an online self-paced learning module on Moodle and a module to reflect on participants' learning and teaching. Each module is 4 hours long. In Modules 2 to 5, there are 3 hours of class contact and an hour of extended learning activities. The total number of hours is 24.

Table 1: Programme Structure

Module	Topic	Mode
1	Teaching in the VTC	Online self-paced learning
2	Using Technology Enhanced Learning (TEL) to Facilitate Teaching	Online workshop
3	Learning and Assessment	Face-to-face workshop
4	Classroom Management for Motivation and Learning	Face-to-face workshop
5	Catering Mental Health Wellness and Diverse Learning Needs for Students	Face-to-face workshop
6	Teaching Reflection	Self-paced learning

*Modules 3-5 will be conducted via online workshops during the epidemic, if appropriate.

Mode of Delivery

Our modules include lectures, discussion and class observation. The learning management platform (Moodle) and group collaboration tools are used to facilitate participants' learning.

Completion Requirement

To complete the programme, participants are required to complete Modules 1 to 6, and attend the workshops of Modules 2 to 5. A certificate of completion will be issued upon completion of the above.

Contacts

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