



### Key Information of the Case

Questions for discussion	Examples of key points for analysis
<p>1. What are your thoughts on Miss Yuen's approach to recommending websites to students? How can teachers help students conduct proper online research?</p>	<ul style="list-style-type: none"> <li>✧ Miss Yuen recommends websites to students for information search, especially for project learning, is a valid approach to meeting teaching needs. The Internet provides a convenient and efficient way to look up relevant information.</li> <li>✧ When recommending websites to students, teachers should uphold professionalism by <b>verifying the appropriateness of the website content for students and ensure the authenticity of the information source</b> so as to protect students from exposure to inappropriate content that could affect their mental development.</li> <li>✧ In addition, <b>online discussion forums are merely platforms for individuals with diverse perspectives to express their views, and the quality of comments can vary significantly.</b> Some comments may be exaggerated, untrue or groundless, disseminating misrepresented information. Students may find it difficult to distinguish truth from falsehood, and thus can be easily misled. If students mistakenly believe such misinformation, they may form radical opinions on certain issues. This may hinder their development of correct values.</li> <li>✧ Therefore, teachers should <b>remind students to verify the sources and authenticity of information obtained from the Internet or other sources</b>, and should select appropriate e-learning resources for students <b>according to their needs and abilities.</b></li> <li>✧ In cases where students misuse information technology, teachers should explain to them and</li> </ul>

	help them develop correct values.
2. Do you find Miss Yuen's handling of students' reports desirable? Why?	<p>✧ Miss Yuen discovers that a student has included untrue information from an online discussion forum but leaves the student uninformed about it, which is undesirable. Teachers should demonstrate commitment and responsibility by <b>adopting a rigorous attitude in preparing lessons and marking assignments to give appropriate feedbacks to students.</b> Furthermore, teachers have the responsibility to impart correct knowledge to students. When students mistakenly believe misinformation, it is the teacher's duty to promptly address the issue and give them the correct information. Ignoring mistakes on the pretext of giving students a sense of accomplishment constitutes professional misconduct that can have a profound impact on students.</p>

School-based review	Examples of key points for analysis						
Review the school codes in connection with the selection of teaching materials/teaching content, and summarise the matters requiring attention regarding curriculum design and selection of teaching materials	<p>✧ School management/trainers may review the relevant requirements and codes for curriculum design with reference to teachers' codes/curriculum guides/training guides, and summarise the matters requiring attention regarding curriculum design and selection of teaching materials.</p> <p>✧ Illustration of school-based review:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>Codes for selection of teaching materials/trainers' training</th> <th>Additions/revisions</th> </tr> </thead> <tbody> <tr> <td><b>Review</b></td> <td> <ul style="list-style-type: none"> <li>At present, curricula are mainly designed through collaborative lesson preparation and in accordance with curriculum guides.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>It is proposed to specify the school's requirements for curriculum design/selection of teaching materials in teachers' codes.</li> <li>It is proposed that school</li> </ul> </td> </tr> </tbody> </table>		Codes for selection of teaching materials/trainers' training	Additions/revisions	<b>Review</b>	<ul style="list-style-type: none"> <li>At present, curricula are mainly designed through collaborative lesson preparation and in accordance with curriculum guides.</li> </ul>	<ul style="list-style-type: none"> <li>It is proposed to specify the school's requirements for curriculum design/selection of teaching materials in teachers' codes.</li> <li>It is proposed that school</li> </ul>
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	<ul style="list-style-type: none"> <li>Teachers can select suitable courses on EDB's Training Calendar for further studies.</li> </ul>	management proactively requests teachers to enrol in suitable courses to enhance their professional capabilities.
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Other information	Examples of key points for analysis
Documents/resources for teachers' reference	<p>Teachers should pay attention to the following when selecting and designing teaching materials:</p> <ul style="list-style-type: none"> <li>✧ The materials, whether sourced from the Internet or compiled by teachers, should be congruent with the aims and goals of the central curriculum. </li> <li>✧ Rigorous selection of materials should be made in compliance with the school's review mechanism.</li> <li>✧ The information presented in the materials should be accurate, complete, objective and impartial.</li> <li>✧ The materials should align with students' abilities and learning needs.</li> <li>✧ The "Recommended Textbook List" and the "Recommended e-Textbook List" provided by the Education Bureau can serve as references.</li> </ul> <ul style="list-style-type: none"> <li>✧ T-standard<sup>+</sup> <ul style="list-style-type: none"> <li>• Caring Cultivators           <ul style="list-style-type: none"> <li>1.1 Nurture students holistically through character building and serving as a role model of all-round personal development with moral virtues, positive values and attitudes, and local, national and global awareness.</li> </ul> </li> <li>• Committed Role Models           <ul style="list-style-type: none"> <li>3.2 Uphold ethical practices and abide by the Code for the Education Profession of Hong Kong;</li> </ul> </li> </ul> </li> </ul> 

understand the principles of the Basic Law and respect the rule of law as a core value of Hong Kong.

✧ Guidelines on Teachers' Professional Conduct  
Chapter 3: Professional Conduct and Behaviour of  
Teachers: Codes Explained



- Be committed and responsible
  - Dos:
 

“Adopt a responsible and rigorous attitude in preparing lessons, teaching, or conducting assessments; give students effective and positive guidance...”
  
- Safeguard professionalism
  - Dos:
 

“Reflect constantly on one’s teaching effectiveness and set high professional standards for oneself in pursuit of improvement and excellence; enhance one’s professional capabilities and strive to protect the image and dignity of the education profession.”



- ✧ Teacher Competencies Framework
  - Teaching and Learning Domain
    - Dimensions: Teaching Strategies and Skills, Use of Language and Multi-Media; Assessment and Evaluation
  - Core values
    - Belief that all students can learn
    - Commitment and dedication to the profession