Chapter Four

The Making of a Teacher Trainer in Hong Kong (1971-1981)

> **Good Luck is nothing but preparedness and opportunity coming together (Chopra 1996, p. 90).**

I knew little about the professional lives of teacher trainers when I entered this new role. Even today we seem to know little about the professional lives of teacher trainers/educators (John 2002), particularly in the FE/HE sector and in the context of international education. This chapter makes a useful contribution in this direction.

This chapter presents my living educational theory as a successful teacher trainer. I made significant contributions towards the development of HKTTC and towards my professional development in many roles varying from a senior lecturer to a vice-principal and a variety of contexts from classroom teaching to the establishment of a new college of education. The success came through my preparedness to learn and opportunities coming from a supportive context (Day 1999). The entire learning experience of teacher training using the training model is divided into two interrelated phases.

The making of a teacher trainer as a senior lecturer at the Morrison Hill Technical Institute (MHTI).

A making of a director of teaching-learning resources and curriculum development at the Hong Kong Technical Teachers' College (HKTTC).

Phase One

The Making of a Teacher Trainer at MHTI (1971-74)

> **Learning means a mind that is curious, that does not know, that is eager to find out, is interested (Krishnamurti 1987).**

This phase presents my problems and promises in bridging a big gap between my biography as a lecturer in technical subjects and my role as a senior lecturer in teacher training in a new context with many uncertainties. My self-development was a form of action research

(Stenhouse 1975) in which I tested propositional knowledge acquired through formal education to generate my personal and practical knowledge. My intrinsic interest in teacher training and self-development led to significant career advancement and professional contributions in a highly supportive context.

Recruitment

The following recruitment process is a good example of lack of full understanding of the work of teacher educators at that time. I was recruited as a senior lecturer in teacher training by the then Overseas Development Administration (ODA). One person from ODA and the Director of Bolton College of Education interviewed me for this post. At that time I found this interview rather puzzling. The interviewers asked me many questions about what I was doing as a lecturer at the Sheffield Polytechnic but they asked no questions on teacher training. To my surprise they offered me the job of a senior -Lecturer.

I could not understand the reasons for their decision at that time. I can now appreciate the reasons for offering this post to me and for disregarding my experience in teacher education. In those days teacher trainers learnt their jobs by doing. This interview had been conducted to assess my potential to learn to become a teacher trainer after some training and personal experience. Unknown to me, my interviewers had recommended to my future employer to provide me with some training in the UK before I took up my assignment at the Morrison Hill Technical Institute.

I accepted the job with little knowledge of the job and of the context. On hindsight I find it a blessing in disguise, as I would have rejected this post if I had discovered the full facts about the job before arriving in Hong Kong. This and future posts were leaps into the unknown, but all of them later proved to be full of possibilities for professional and personal development. I seem to have possessed a tremendous ability to cope with uncertainties and the ability to learn and to make a considerable impact on various contexts.

Preservice Training

Training without relevance to trainee needs has little impact on trainee performance. I was allowed to design my own training programme to meet my needs. I spent four weeks in an informal study of the lives of teacher trainers, training institutions and training curricula in each of the four Technical Teachers' Training Colleges in the UK including Bolton, Huddersfield, Garnet and Wolverhampton. I spent additional time in several other

institutions engaged in training technical teachers and industrial trainers. It was illuminating to find that these institutions had different training styles with their own strengths and weaknesses, providing me with a rare opportunity to gain a comparative education in technical teacher training.

<u>Discovering the new Context</u>

Successful International educators learn to contextualise themselves and their work. Without owning and contextualising of the role a little personal and professional development might be possible. This section presents the narrative of how I owned and contextualised my new role in a new context.

On arrival in Hong Kong I found that (MHTI) was the first technical institute set up in Hong Kong. I was disappointed to find that teacher training at MHTI was in a small department offering a two-year full time course to train technical teachers for secondary schools and a one-year full time course to train technical teachers for the technical institutes training crafts people and technicians. About fifty students were attending these programs. There was no written curriculum and experienced staff to offer a systematic approach to teacher training. I had to decide if I should fit into the new context or return to England.

At this point I felt that working at MHTI was a retrograde step for my career development as a technical teacher with the possibility of losing technical competence in building subjects. Furthermore, I had little previous experience of teacher training and of adjusting to new contexts and cultures. I continued comparing Hong Kong with UK and feeling sorry for myself. I disliked everything about Hong Kong as a work site.

After some deliberations, I approached the Education Department to place me in the technical college in the department of building and surveying to teach construction subjects or release me from my contract to return to England. As a result of my request the department of education offered me part-time teaching at the Technical College with additional pay. My appointment at the Morrison-Hill Technical Institute (MHTI) was also to continue. This offer allowed me to be a teacher and a teacher trainer at the same time. I accepted this offer and stayed in teacher training at MHTI. Gradually I became more interested in teacher training, my students and colleagues at MHTI. The following narrative unfolds what, how and why of my professional self.

The Emergent Role

I had to assess the needs of the department and adopt an appropriate role accordingly. Myself, the local head of the department, the local teacher trainers and another expatriate from the UK were professionally trained-teachers but we had little previous teacher training experience.

Being placed in such situations overseas has advantages and disadvantages. My later experience of working with other educators and aid agencies working overseas has shown that some people use such situations as opportunities for professional and social development while others use them for long holidays. I took the first option. Unfortunately I later discovered that some future employers presumed that overseas work meant long overseas holiday.

My Contributions in the Department of Teacher training

I aimed to establish a systematic teacher-training programme to replace a piecemeal approach to teacher training. The following accounts present my action in accomplishing this aim. Based on learning from the four colleges of technical teacher training in the UK, I divided the training programs into the following three related areas as a system. This was to ensure my continued learning and growth of the system.

Educational Theory comprised of educational disciplines such as psychology, sociology, philosophy and general methods of teaching;

Special Methods program to teach content-knowledge and pedagogical-content-knowledge in specialist technical areas such as building, mechanical engineering, electrical engineering and so on;

Teaching practice in schools.

I taught and took charge of the educational theory and teaching methods programs and the other senior lecturer from the UK, who was there before from my arrival, took responsibility for the special methods of teaching in specialised subjects. I prepared written curricula and directed implementation of the planned curriculum with considerable improvement.

My Emergent Standards of Teacher Development

The following standards of professional judgement in teacher training evolved from my experience as a trainee at the Huddersfield Technical Teachers' College **(see appendix 18)**;

my teaching experience in the previous chapter; short training in teacher education before arrival in Hong Kong and personal values as an educator. My theory included the following principles/standards of professional judgement:

1. **The trainers should practice what they teach.**
2. **The teacher training is a planned system with the possibility for its ongoing system and trainer development.**
3. **Teaching is both an art and a science. Trainee teachers need to master known professional knowledge, skills and attitudes to transcend them with their ongoing professional growth on-the-job.**
4. **The quality of teacher training and education is largely dependent on the integration of theory with practice.**
5. **To influence students successfully teachers must show a genuine interest in teaching and in their students.**

The above principles guided me as a teacher educator for many years in Hong Kong and elsewhere and I believe that they are still valid for teacher training. I provided trainees with a technology of teaching derived from research and my personal experience and guided trainees in testing this knowledge in practice. I was using action research without naming and framing it.

Contributions at the Technical College

I continued teaching building subjects three evenings a week at the technical college where I offered an in-service training program on the 'Estimating Practices in the Building Industry of the UK' to builders, quantity surveyors and architects. Later I was offered a full time senior-lectureship at the technical college but I declined this offer. By that time I was deeply involved and interested in organising teacher training and I had successfully established professional and social contacts at MHTI as described below.

My Values and Character

The following incidents provide examples of my character as an educator. A person with full commitment towards his role and his students and colleagues is evident in these accounts. The first two episodes present my relations with my students and colleagues. The last incident presents employer appreciation of my personal and professional competence.

Senge (1990) seems to explain my influence with my students, colleagues and superiors narrated below. According to Senge, *"People follow people who believe in something and have the abilities to achieve results in the service of those beliefs* (Senge 1990, p. 360). These incidents show that learning is an intentional and a planned activity. Although I embodied some desirable traits in my character I was not conscious of them at that time. Experience alone does not teach until validated in theoretical knowledge and the experiences of others (Mason 2002).

1) Personal Relations with Student Teachers

It would seem that character speaks louder than what we say and medium is also the message. Two months after my arrival in the teacher-training department the Principal of MHTI arranged to have the departmental photo taken. Everybody had gathered at the appointed hour except myself who was held up somewhere on an official visit. The students refused to have their photo taken without me. When I arrived a little late the students clapped and were very pleased to see me. Later during the day the Principal of MHTI asked me what I had done to those students to influence them so deeply in such a short time. I just smiled, as I did not know the reasons for student reaction. It was due to my personal and professional integrity directed towards student welfare. These personal qualities emerge time and again throughout my professional life but I was not conscious of them at those times.

2) Personal Relations with Colleagues within the Department

Without full cooperation from colleagues nothing substantial can be achieved in overseas work. The second incident concerns my relationship with my Chinese colleagues. Before I arrived in my department the Chinese and the Expatriate staff had their lunch in two separate groups. During the first week of my arrival during the lunch break the Chinese staff, including the head of the department, were about to move to their left and two of us Englishmen were about to turn right into a corridor. I suddenly stopped and requested the head of the department and my colleagues to let us accompany them as well. They readily accepted the offer and from that day it became a tradition for the locals and the expatriates to lunch together. This tradition continued for the ten years I spent in Hong Kong. This spontaneous gesture had a remarkable effect on our professional relations at the work place and contributed towards high standards of work in teacher training.

3) Development of Credibility with the Top Management

The third incident concerns visibility of my professional ability to the top management of the Education Department. Without such visibility the employer support might have been difficult. The following incident shows how I achieved such visibility by accident. Soon after my arrival at the MHTI a seminar in Microteaching had been arranged jointly by the University of Hong Kong, the Chinese University, the Teachers' College and the Technical Teachers' Training Department of MHTI. I participated in this seminar on behalf of the MHTI. Unknown to me, the Deputy Director of Education was chairing this seminar. He looked at our exhibits, talked with me at length without introducing himself to me. I never bothered to check who he was. During the panel discussions he chaired the seminar and I was one of the panel members to answer the questions from the audience. Our work at MHTI seemed to be the best. I enjoyed the seminar and forgot all about it. Some months later I had a special commendation from the Deputy Director through the Principal of MHTI, congratulating the teacher training department and myself in particular.

Personal Professional Development

I was fortunate to have enjoyed learning opportunities **relevant** to my emergent needs. In addition to my one-year full time teacher training for a Certificate in Education **(see appendix 18)** and subsequent training as a teacher trainer, my formal training in teacher education continued. Two senior staff, one from the Garnet College London and the other from the Wolverhampton Technical Teachers College, provided on-the-job training for a month to the entire teacher training staff of MHTI. This program proved highly helpful in the implementation of the planned curriculum for Teachers' Certificate outlined above.

At the end of my first contract I sought and got another opportunity for further study of teacher training at the four colleges of technical education in the UK and to study for the Diploma in Educational Technology at the Plymouth Polytechnic. It was preparation for the post of a head of department in the Hong Technical Teachers' College (HKTTC) to be opened during my second two and half year contract.

The Emergent Image as a Teacher Trainer

As a result of the successes of this phase I was promoted to the rank of a principal lecturer and offered another contract with an opportunity for further professional development. At the end of this phase a principal lecturer in teacher training with an adequate formal training and three years practical experience and an integrated character had emerged. The

effectiveness of my professional learning came from my biography, my learning attitude and learning opportunities offered by my employer. In contrast to the Sheffield Polytechnic, MHTI offered me many opportunities for personal and professional growth and I made good use of these opportunities. After completing my inservice training in the UK I returned to a new post in a newly opened teacher training college called the Hong Kong Technical Teachers College.

Phase Two

The Hong Kong Technical Teachers' College (HKTTC) Experience as a Director of Teaching-learning Resources and Curriculum Development (1974-81)

> **There is no curriculum development without teacher development (Stenhouse, 1975).**

After my training in the UK I returned to the Hong Kong Technical Teachers' College (HKTTC), newly established to train vocational teachers. This phase presents the living educational theory of *an extended teacher trainer* as a head of a department and as a vice-principal of a college of education. I enjoyed full autonomy to do my job according to my vision, to learn from it and to share my learning with my colleagues and trainee teachers in a highly supportive context.

The following narrative includes the organisational structure of the college, my role, contributions, standards of professional judgement in interaction with the context and the emergent image of my professional self. This chapter presents the theory and practice of the curriculum development in HKTTC by integrating the planned curriculum, teacher development and educational technology, including the use of methods and media to support teachers.

The Organisational Structure of the College

In spite of the formal hierarchical organisation structure in the college, there was a collegial spirit amongst the staff and students of the college. The management structure of the college consisted of five heads of schools, the vice-principal and the principal. Most of the senior

staff were expatriate, mostly without previous teacher training experience. The principal came from the UK with a long experience in teacher education and a Masters Degree in Mechanical Engineering.

I gave my full support and loyalty to the principal to continue the courses conducted at MHTI and to expand that work further in the HKTTC. I was involved in all aspects of the life of the new college. I was involved in training technical teachers from the technical institutes, the polytechnic and my colleagues at the HKTTC. According to the occasional remarks of my colleagues, I was contributing the most in establishing the new institution. It might be due to the fact that I was able to provide leadership and support in teacher training based on my previous experience at MHTI, formal learning in the UK and a supportive character evident in the first phase. I often wonder why the principal did not acknowledge my substantial contribution in his testimonials **(see appendix 1)** and why I did not confront him at that time.

My Role within the College

My official title was the Director of teaching-learning resources and curriculum development. This post was purpose-made for the HKTTC. In those days one of the problems of quality management in curriculum development was to match teaching-learning resources to the planned curriculum. The administrative division between teaching-learning resources and curriculum development was considered the cause of this problem. My appointment with a dual responsibility solved this problem and provided adequate importance to educational technology popular at that time. This strategy greatly enhanced the quality of training programmes offered by the college.

My department was responsible for teaching the following units in all training programmes.

1. *Teaching methodology (instructional development)*
2. *Production, storage and use of print and non-print materials (Educational Technology)*
3. *Micro-teaching workshops preparing trainee teachers for teaching in the real environments (Microteaching)*
4. *Planning and organising teaching practice (TP)/ (Clinical Supervision) within schools.*

My curriculum development role consisted of designing, implementing, evaluating and improving the following teacher training programs offered in the college and supported by other departments.

1. *A one-year full-time 'Technical Teachers' Certificate' for pre-service lecturers from the technical institutes and the polytechnic.*
2. *A two-year part-time 'Technical Teachers' Certificate' for in-service lecturers from the technical institutes and the polytechnic.*
3. *A 'Part-time Lecturers' Certificate' for part-time lecturers.*
4. *A two-year full-time Teachers' Certificate for technical teachers from secondary schools.*
6. *The Basic and the Advanced Certificates for industrial instructors and training officers.*
7. *The short and in-service training programmes for industry, schools, institutes and the polytechnic.*

On several occasions I acted as the Vice-Principal and the Principal of the college. I was fully involved in the general administration of the college as a member or a chairman of several boards and committees of the College. For example, I was a member of the Board of Governors of the College; Principal's Advisory Board, and the chairperson of the Teaching Practice and Curriculum Development committees and so on **(see appendix 1).** Thus I had a good management experience of establishing and leading a college.

Professional Contributions

My entire professional experience at the HKTTC consisted of establishing a new college for training technical teachers in Hong Kong using *a systematic training model* comprised of theory taught in the college and a related supervised practice in schools (Wideen et al 1998). Joyce and Showers (1980) provided a useful guide to structure the training programmes. Teacher development in the context of curriculum implementation (Punia 1978, 1992), teacher training in the context of school development (Knight 2002), personal professional development (Whitehead, 1999) and teacher training for lifelong learning (Day, 1999) developed in later years.

I made several useful contributions in the important landmarks in the history of Hong Kong. For example, besides the development of the HKTTC from its inception, I made modest contributions in the establishment of six new technical institutes, a new polytechnic, the

under-the-sea tunnel, the Mass Transit Railway system and in training the industrial trainers. I left Hong Kong in 1981 after ten years of service as a civil servant to pursue PhD at the University of Lancaster.

Standards of Professional Judgement in Various Aspects of My Professional life

The following incidents provide glimpses of my living standards of professional judgement in various roles as a teacher trainer. These incidents present myself as a teacher, curriculum developer, researcher and an administrator operating with certain values and principles of professional judgement.

Teaching the Teachers at the HKTTC

It takes a good class and a good teacher to create magic in teaching and learning. I often experienced magical moments with my highly motivated and hard working students. I shall never forget the studentship of trainee teachers in MHTI. Generally they were young, with suitable academic qualifications, lacking relevant industrial experience but they were highly motivated to learn. Here is an episode to illustrate my point.

While on teaching practice I instructed a group of teachers to plan in writing each lesson before presentation. They were to plan according to the method I had developed. They were to keep their lesson plans for inspection by their tutors and for their own later use. They also had to study the context of their schools to write a report on it. I did not expect that all of them would actually perform this task to my satisfaction. To my utter surprise, every teacher performed this task beyond my expectations.

They were shining examples of motivation to learn. In all other countries, including England, the trainee teachers never performed this task so well.

Learning to provide Leadership in Curriculum Development to ensure Quality

I believed that good quality training programmes enhanced the quality of teaching in classrooms and brought credit to teacher training. It was equally true to say that poor quality training programmes discredit teacher training. In the HKTTC we conducted many seminars, short training programmes for in-service teachers and trainers from the technical institutes, secondary schools, industry and the public sector, the polytechnic and other organisations. To ensure quality I personally managed and taught these training programmes with the training teams. The following training programme taught me for the first time the two

important lessons in the successful management of training programmes. Firstly, the success of a training programme is largely dependent on an experienced programme director/manager. Secondly, it was not sufficient to do good work: it was equally important to be seen to be doing good work. Television was a medium to accomplish this task.

In this instance the station managers of the Mass Transit Railway attended a one-month training programme in instructional techniques at the HKTTC. These managers were to train their subordinates before operating the railway system. The training manager of The Mass Transit railway approached the director of education for help in this matter. Ultimately the training programme ended on my desk. As the director of the programme I planned, implemented and evaluated the programme as an integrated system, selected a team of experienced trainers from my department, coordinated and led all aspects of the program personally. I performed the role of a leader of a learning organisation. According to Senge (1990), " in a learning organisation leaders are designers, stewards and teachers" (p. 340). The training programme finished with a considerable success. All the stakeholders including the press invited by the mass transit were highly impressed and pleased with the results. During the evaluation the Hong Kong TV took some pictures of the programme evaluation. For me this was the end of my job.

The next morning I went to my bank to be welcomed by the manager with a broad smile and remark, "*I saw you on TV last night*". Several other people made similar remarks. The same day I left for England on my long leave to study for an MA in education at the University of Lancaster. At the Airport the immigration officer remarked, "*Professor I saw you on the TV last night. Have a good trip and come back soon. We need people like you*". I was amazed at the power of the media in creating images. It was encouraging for me to find such a high degree of appreciation of this training programme from unexpected sources.

While in England I received a copy of the letter of appreciation from the director of Mass Transit Railway to the director of education **in appendix 2** with special appreciation of my leadership in making a success of this training program. A close friend of mine made a copy and sent it to me in England but the principal of the HKTTC never mentioned this letter to me. It shows that we cannot please everyone.

Learning to Tackle the Dilemmas of Performance Appraisal

The Hong Kong Government had instituted performance appraisal in the public sector. I believe that the officers of the Education Department practised it fairly and firmly. The following incident provides my personal learning from being involved in the operation of this scheme.

As the acting vice-principal of the college I had to appraise the performance of heads of departments. One of the heads always found excuses not to follow my instructions. I had to spend a considerable time in following up my instructions. We had good relations on a personal level and I expressed my concern to the person but to no avail. Then I started to give written instructions and to keep record of these incidents.

The day after completing his appraisal form I asked him to come to my office to discuss it with me. On arrival he commented that I was his friend and that the previous VP was his rival. At that point I put my completed form in front of him with all the evidence. I also offered to change it if he could prove otherwise. Obviously he could not challenge my appraisal which, after endorsements from the principal, reached the head office of the education department.

A few days later I had a telephone call from the Assistant Director asking me if I had evidence to support my assessment of the person. He invited this person and myself to his office. The director told me that this person had received similar reports before and that he would like to dismiss him from his post if I agreed. I had no such intentions. I aimed to improve the performance of this person. I suggested to the director to stop him from studying at the University of Hong Kong for a Masters program during office hours until he improved his performance on-the-job. My suggestion was implemented and it produced the desired results. This person probably spent an excessive time on his studies at the expense of his professional work.

During my later experiences of performance appraisal elsewhere I found many problems with this system. The main reason for the failure of the system was that some senior staff did not consider themselves competent and objective enough to assess the performance of their subordinates who claimed to be more experienced and qualified than them. It was a limited view of performance appraisal. I considered performance appraisal a learning opportunity for myself and my colleagues.

According to my experience, performance appraisal as a tool for accountability and professional development can work in the hands of trained officers with a positive attitude towards personal and social development. Generally the staff with excellent performance regarded it an opportunity to inform their seniors of their good work. Those who needed assistance in enhancing their performance raised all kinds of objections towards performance appraisal. Majority of people did not take it seriously.

Learning to Convert Staff Meetings as Routines into Learning Opportunities
Staff meetings often become routines and participants do not take them seriously as learning opportunities. This results in hasty decisions and actions without deliberation. As a result of the following incident I learnt to convert staff meetings into learning opportunities and to resolve tensions calmly, systematically and impartially.

I had introduced regular feedback sessions to improve the quality of training programmes. In a meeting chaired by the principal and attended by all the heads of the departments the chairman was getting feedback on various training programmes. Suddenly one of the heads of the departments reported that students reported difficulties in understanding one of the subjects I taught. The principal noted the comment without any response and was about to move on. To this day I fail to understand principal's response to this incident.

I was shocked, but calmly interjected at this point. I asked this head of the department to tell us the numbers of the students who had complained about my teaching. He said, *"two out of twenty students."* Next I enquired about the form of the complaint and he reported that this information came to him from one of his lecturers. He further added that it was not my teaching; it was the new subject I had introduced in their programme. The story began to take a new turn.

I had introduced an innovation in response to a problem. There was a shortage of lecturers in the technical institutes at that time. The principals of the technical institutes had requested to us to allow our full-time students to teach one or two days a week. We were faced with the problem of guiding the early teaching of these student teachers. I introduced a special session for these teachers. In this session they discussed their weekly teaching problems with their colleagues and myself. It was an exciting innovation designed to accelerate and disseminate the teaching experience of the trainees who highly appreciated it. One careless remark from a colleague would have ruined this innovation.

This incident presents the dangers of using meetings as routines designed for justification of actions, not as learning opportunities. From this incident I learnt to remain calm in difficult situations and to inquire into problems systematically like a researcher. Later my colleagues also stopped trying to compete with each other and began to engage in constructive dialogues in staff meetings, particularly when I chaired these meetings.

An Unfulfilled Dream to Raise the Quality of Classroom Teaching in Hong Kong

For me the central goal of teacher training was to improve the quality of classroom teaching in Hong Kong. The following incident presents an unusual opportunity to achieve this goal and my response to this opportunity.

The top management of the education department had considerable confidence in my ability as a teacher trainer. They often consulted me in unusual training situations. One day the Principal informed me that the education department was seeking our advice on how to spend a million dollars to enhance the quality of teaching in Hong Kong. A wealthy woman was willing to donate this sum for an innovation to be dedicated to her. I proposed construction of an open classroom and a theatre to view and study live teaching. The governing body of the HKTTC approved of this idea and some progress had been made.

Later in one of the Advisory Board meetings the acting-principal suggested dropping the idea as I was leaving Hong Kong for good and nobody local was likely to participate in this venture. Consequently the project was abandoned before I left Hong Kong.

Farewell with a Gesture of Goodwill towards HTTC

The following incident illustrates my tacit belief in teaching as a moral profession in which service comes before financial gains and my firm commitment towards my roles. This belief manifested itself in my later professional work. This incident occurred a few days before my departure from Hong Kong for good.

Important clients came to negotiate a training programme with the college management. I knew that my future successor and the principal were not prepared for this meeting. Although I did not have to attend this meeting, I joined this meeting to bring it to a resounding success for the college. Later during the day the principal came to thank me for my unusual gesture.

Professional Development at the HKTTC

In addition to a substantial on-the-job experience outlined above I continued to gain additional academic qualifications to fulfil the job requirements and to enhance my career prospects. For instance, I obtained my **Diploma in Educational Technology** from the Plymouth Polytechnic in (1974) and **M. A. in education** from the University of Lancaster in (1978). I also benefited from in-service training and personal research. **The following review provides a useful image of my professional self of that time.** My academic work was directly related to practice to indicate the early development of scholarship of teaching, application and discovery (Boyer 1990). I had intuitively converted my practical experience into explicit knowledge in two of my dissertations.

From the diploma in educational technology I learnt to produce educational programmes for Educational TV, use of media to enhance the quality of frontal teaching/direct teaching, and to prepare teaching materials using programmed instruction. My diploma in educational technology dissertation presented the rationale for the use of educational technology at the HKTTC under my directorship. I published my first article in the AVA News on *'a systems approach to teaching aids'*. Although my work was well known in Hong Kong at that time, it remained unknown in the UK.

During the one-year full time study for MA in Education at the University of Lancaster I completed three major pieces of academic work to fulfil the requirements for the award. The first two interrelated pieces of ten thousand words each comprised of the analysis of the newly introduced curriculum by the Technician Education Council in the UK. The first piece of work critically examined the rationale of the new curriculum and the second piece produced materials to train lecturers to plan units according to the TEC format. This work was later used at the HKTTC to implement the TEC curriculum.

Unknown to me at that time I had made an original contribution in my MA dissertation called Educational Technology in Curriculum Development: A Conceptual Map (Punia, 1978). In the sixties educational technology, curriculum development and teacher training appeared as separate movements to improve the quality of education (Stenhouse, 1975). These movements failed to produce the desired results due to lack of conceptual and practical integration of these disciplines amongst those involved in these movements. In my MA dissertation (Punia, 1978) I considered educational technology and teacher development as integral aspects of curriculum development. The emergent framework proved useful for

the planned development of education integrating educational technology, teacher development and curriculum development (Punia, 1992) in Hong Kong and in my later work as a consultant. I conducted my first study on teachers' planning (Punia, 1992) in HKTTC. This study drew my attention to the gap between the theory and practice in teacher education I became interested in teachers' thoughts of teaching. This interest continued at the Fiji Institute of Technology presented in the next chapter.

I had acquired a considerable personal and practical knowledge of the technology of teaching from the academic work and personal experience. This knowledge, included curriculum development, educational technology, educational management and administration, teacher training and research, providing me with an adequate knowledge, skills and attitudes for the making of a consultant/change agent in the next chapter.

<u>The Emergent Image of the Professional Self</u>

My emergent image consists of an experienced teacher trainer with a vast technical knowledge and a cooperative personality who enjoyed considerable credibility within and outside the HKTTC. He judiciously blended his formal training with practical experience to create his personal and professional knowledge and used it to improve the quality of teacher training in Hong Kong.

At that time I considered myself an educational technologist (Punia 1978, Kemp 1991, Reiser 1997) and a curriculum developer according to Stenhouse (1975). According to Boyer (1990) I had acquired the scholarship of teaching. In the light of my recent studies at the University of Bath I consider myself a Problem-based Researcher (Robinson 1993) solving teaching-learning problems with teachers.