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Topic: Investigating the Online Professional Learning
Community (PLC) and its impact on teachers' leadership in
School A

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Abstract

This paper investigated the online professional learning community and its impact on teachers' leadership in School A. In The study was conducted in a Hong Kong local primary school which had use online professional learning community for teacher training and lesson design. Semi-structured interviews are employed to collect data from nine teachers from School A as to investigate the current use of online professional learning community after the outbreak of Corona Virus and its impact on teacher leadership development. The findings of this study reveal that there are three kinds of professional learning community: collaborative lesson preparation, online training workshop and after-school practice sessions by using google classroom, google meet and google drive. The effectiveness of online professional learning community to teacher leadership of teachers that are more familiar with Information Technology is high, but the result had also shown that there are no impact for those who already have teacher leadership and leading a team. Recommendation on how to improve teacher leadership would also be discussed.

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1. Introduction

1.1 Research Background

Due to the Coronavirus, schools in Hong Kong had been suspended for over six months started from 3rd February to 27th September, during this period, teaching mode of schools had been transformed from face-to-face teaching to virtual lessons. According to Sun, Tang and Zuo (2020), teachers have to modify themselves into the pace of online teaching, which is something completely different from the classroom. Not only the mode of teaching and learning, but the teacher also needed to modify their mode of a professional learning community, as they may not be able to have meetings every month, and the teaching skills or tools that they are sharing should be suitable for online teaching. As mentioned by John Tsang (2020), former financial secretary of Hong Kong, the Covid-19 pandemic had sped up the whole process of adapting technology and online teaching in education. And he believes that education in future would be blended learning, which combines both online and on-site lessons for students. People are also saying that online learning might be the ‘new normal’ for education, so the usage of an online professional learning community would also increase to follow the trend. This paper is going to investigate how online PLC hold in Hong Kong schools when it is heavily used and its effects on teacher leadership.

1.2 Purpose of Research

There are two contributions that I would like to achieve after this research: First, the research can provide empirical evidence of how the virus affects the usage of online PLC in Hong Kong and how it works in schools of Hong Kong, let people know how can this ‘new normal’ fit into to Hong Kong educational system of Hong Kong. Second, provides empirical evidence of how Online PLCs can affect teachers’ leadership.

1.3 Leading Research Questions

As to fulfil to targets, there will be a case study on School A, and the leading research questions are:

- a. How to teachers work on Online Professional Learning Community in School A?
- b. How does the Online Professional Learning Community in School A impact on teachers' leadership?

2. Literature Review

This research will be focusing on how online Professional Learning Community work in Hong Kong and what is the impact after schools implementing this concept through teachers' leadership.

2.1 Professional Learning Community

Many schools in Hong Kong is trying to use a professional learning community to enhance the teaching quality of teachers as to develop a better student achievement. To identify Professional Learning Community in a commonly, according to Harris (2010), Professional Learning Community is a focused group of professional which is having a central focus or a collective purpose. When we are using Professional Learning Community in teacher, as mentioned by DuFour (2004), "professional learning community is an organized process that teachers work together as to study and develop their classroom practice.". Also, Reichstetter (2006) describes the professional learning community as a group of teams which regularly work with each other toward continued improvement as to meet learner need by a shared curricular focused vision. As mentioned by Hord and Sommers (2008), Huffman and Hipp (2003), there are five components to determine a successful professional learning community: First, is shared and supportive leadership, it means that the school administrators and teachers share the power of decision-making. This leadership style should also be promoted and nurtured by community members. Second is the shared value and vision, it refers to a member should share the same target on the success of students learning outcome and also focus on the learning of both students and teachers. The third is the intentional collective learning and its application, it means members can explore new vision and information through conversation and create new learning for students. Fourth, shared

personal practice, through peer visits, review every teacher's behaviour in class as feedback and support. The last component is supportive conditions, which include physical or structural arrangements, introducing capable people to join the community.

2.2 Online Professional Learning Community

Over the last decades, online learning had already been promoted by educators and researchers, schools are also trying to take different forms of teaching modes such as online courses, hybrid or blended courses which includes some face-to-face contact time with online delivery and technology-enhanced courses (Palloff & Pratt, 2007). At the same time, the model of teacher's professional development had also transformed from face-to-face mode to blended mode which included classroom teaching practice and online learning (Jonker, März, & Voogt, 2018; Yeh, Huang, & Yeh, 2011). As a result, online professional learning community had been established and many forms of online professional learning communities had been implemented, for example course management software, nonsynchronous text-based collaborations such as wikis and blogs, bulletin board discussion groups, video conferencing software, for example Skype, also Facebook and Twitter. (Carlen, & Jobring, 2005; Charalambos, & Michalinos, 2004; Dede, 2004; Duncan- Howell, 2010; Orill, 2002; Sorensen, & Murchu, 2004; Lantz-Andersson, Lundin, & Selwyn, 2018). By using these methods, schools aimed to support collaborative learning among teachers who are separated by geographic or temporal barriers (McConnell, Parker, Eberhardt, Joehler & Lundeberg, 2012). As mentioned by Goodyear, Casey and Kirk (2014), joining the online community became a more convenient way for teacher's development due to the advance of technology. It can extend the discussion function of face-to-face PLC, also letting teachers learn actively during the spare time (Duncan-Howell, 2010; Holmes,

2013); at the same time, as an informal exchange platform for peer learning, online PLC provide a way for teachers to explore more scientific professional knowledge, practical knowledge and teaching and learning knowledge (Falk & Drayton, 2009).

2.3 Relationship between Professional Learning Community and Teacher

Leadership

From numerous studies, we can understand that PLCs can help to improve and encourage teacher leadership. Especially in 2009, Sargent and Hannum found that teachers who were actively participating in decision making, whether concerning curriculum development or the pedagogical strategies for the teacher to use in class, those teachers that were ‘rated as excellent’ are those who engaged in PLCs. It shows that those teachers provided professional development or training to other teachers, demonstrated lesson, and continually reviewed research that can support their ideas. The results can show that there are values in empowering teachers and using PLCs to improve schools. Also, PLCs allowed teachers to lead study and discussion groups, promote ongoing curriculum development and standards alignment, regulating the sharing of ‘best practice’ throughout teachers, also to guide team building, school-wide planning and putting efforts in problem-solving (Walther-Thomas, 2016). Other than the examples from Western countries, there are two examples which had proved two different results of PLCs’ effect on teacher leadership in Asian countries. For the case study in Taiwan (Yen-Chuan & Yuan-Ning, 2020), it shows that the spirit of teacher leadership can be performed by professional learning community, teachers will explore and create new teaching theories through the community and guide others to improve their teaching and learning. Many enthusiastic teachers are willing to share their thoughts by holding talks and workshops throughout Taiwan, try to encourage others to organise a learning community, which also prove that positive teaching leadership

can also help promote PLCs. On the other hand, from a case study of PLCs in Singapore by Lee and Lee (2013), states that the case has a better analytical fit with DuFour model, which is an outcome-directed focus, than Fullan model, which focus on the enhancement of teachers and teacher autonomy. It shows the reason of PLCs in some Asian countries such as Singapore do not have much help on teacher leadership: there is only one reason behind the teacher collaboration which is student learning and divestment the self-improvement of teachers.

Although the benefits of online professional learning community for teaching and learning had been investigated, but there are also many aspects of teacher profession that are worth to investigate, such as teacher leadership. Also, from the previous findings, it is believe that professional learning community can affect teacher leadership positively in Western Countries, but also had a failure in Singapore. So there are still questions to be answer when performing online professional learning community in Hong Kong teachers, which are grown up and working in a city which combines both western and eastern culture. Therefore, this research is carried out to investigate the impact of online professional learning community on teacher leadership regarding the experiences during Corona Virus.

3. Methodology

3.1 Choosing Qualitative Research

A qualitative research method had been used in this research, by using semi-structured interviews and documentations. The reason of choosing qualitative research method is having interviewed a better way to understand deeper about how the teachers feel about the process of online PLCs, being more integrated into the teachers' thoughts. As mentioned by Kvale (1983), qualitative research was an interview which aimed to gather pictures of the life-world of the interviewee with respects as to analyse the meaning of the pictured phenomena. It cannot be expressed by using questionnaires, even though we can put some questions that should be answered in works, teachers still cannot express their true feelings by wordings. As mentioned by Yauch and Steudal (2016), one of the inquiries of qualitative approach is broad and open-ended, allowing the interviewees to raise issues which matter most to them, which means that by interview, we can receive answers with a deeper meaning for the teachers. For documentation, three PowerPoints of online teacher training workshop for online teaching would also be used as a resources which allowed the researcher to understand how Professional Learning Community runs in School A, permission had been given by the school and interviewees.

3.2 Participants

For this study, total nine teachers were invited. Seven of them are panels in four different subjects: (1) Chinese, (2) English, (3) Mathematics and (4) General Studies, there were also an Information Technology Leader and a Curriculum Leader. They had provided their experience and thoughts on having online

professional learning community, especially on Collaborative Lesson Preparation during the interview; also their reflections on the usefulness of these experiences to teacher leadership and some opinions on the idea of virtualising professional learning community in the foreseeable future.

Participant Information

Code	# of years in teaching	Gender	Position/ Subject
A	20	F	Panel/ LS
B	20	F	Panel/ LS
C	<10	F	Panel/ English
D	14	F	Panel/ Chinese
E	17	F	Panel/ Mathematics
F	20	M	IT Leader/ Mathematics
G	29	F	Curriculum Leader/ Chinese
H	24	F	Panel/ Chinese
I	10	F	Panel/ Mathematics

3.3 Data Collection

In the interviews, the questions were designed based on the three research questions. First, there are four questions that are aimed on exploring the current situation of School A's professional learning community activity and the attitude of teachers facing the situation. Second, there are three questions that are aimed to bring out teacher's reflections or examples about the effectiveness of online professional learning community to teacher leadership and vice versa. Third, there are two questions for collecting the thoughts of transforming traditional professional learning community to online mode (see sample interview questions

in Appendix 1). The interviewer can follow these interview questions as to keep on the flow of conversation and run the interview smoothly.

There are total nine teachers involved in the whole research as interviewees, data was collected in March 2021, and each interview had been lasted for 30 minutes to an hour. They were asked a few question mentioned from above and detailed interview questions is attached Appendix 1. All the names of teachers are replaced by codes (e.g. interviewee A) in this study.

3.4 Data Analysis

For data analysis, after interviewing the teacher, the recorded audio had been transcript Chinese for analysis, and for the useful parts that would be shown as an evidence for Findings will be translate in English, an example of transcript had been shown in the Appendix part. Thematic analysis (Braun & Clarke, 2013) was used as a base for coding and categorising the interview transcript, it is a data analysis method which helps researchers to determine themes and patterns of meanings across a dataset in relation to the research questions. In step one, as to get familiar with the data and gets an idea about the patterns and relationship of the data, the researcher had read through the transcripts and jotted down initial notes in the margins. In step two, a list of different codes were spotted and generated through the data after the first step. Each segment of data that was relevant to the research question had been coded. In step three, as to transfer codes into themes, some codes that are sharing the similar meaning were grouped and developed into a list of categories as subheadings:

- i. Current Online PLC activity in School A
- ii. Tools that are used for online PLC in School A

- iii. Impact of Online PLC to Teacher Leadership of teachers with ability in Information Technology
- iv. Impact of Online PLC to Teacher Leadership of Teacher Leaders
- v. Impact of Teacher Leadership to School A Online PLC
- vi. Suggestions for developing teacher leadership skills by Online PLC

For the last step, these theme had been arranged into four different categories that is directly related to the research questions: Effect of Corona Virus, Impact of Online PLC, Impact of Teacher Leadership and suggestions for recommendation part.

4. Findings

4.1 Effect of Corona Virus to PLC activity of School A

4.1.1 Current Online PLC activity of School A

As there are no guarantee of when the pandemic will be under control, schools are forced to replace their face-to-face lessons and rapidly switch to an alternative – online classes (Education Bureau, 2020). At the same time, according to the Health Advice on Prevention of Coronavirus disease in Workplace announced by the Centre of Health Protection (2020), teachers are also forced to work from home, which means that face-to-face activity for professional learning community had been cancelled or replace by online mode.

For School A, although most of the PLC activity cannot be held at the moment, as mentioned by the all interviewees, they are having collaborative lesson preparation meetings with subject teachers for every grade, core meetings for panels and monitor of each grade had also been held as to report the teaching schedule.

Other than collaborative lesson preparation, which is one of the PLC for School A, there are some new PLC that is occurred due to the Corona Virus. As most of the teachers are not familiar with the operation of online lessons and functions of the video conferencing software, some teachers who are having better skills in Information Technology had prepared a workshop for the teachers to join. By asking his experience of guiding other teachers to be familiar with different software for online lessons and meetings, Interviewee F mentioned that:

“As the mode of teaching had been changed in the recent academic year, at first, our strategy is asking teacher to record video for students and they can watch

the lesson video whenever they want. But now, we are having real time lessons online. So we had hold three workshops since August 2020 as to teach teachers how to hold an online lesson and introduce different types of application that can be used. During the workshops, other teachers may ask some question that I might not be able to think about previously, we will do some discussions about those topics. These conversation makes me think that these workshops are not just beneficial to other teachers but also me as well, I am able to notice much more things by holding the workshops.”

Furthermore, as to let the teachers to be more used to the operation of online lessons, School A had also provide a practice period after school once a week. When asking for the strategies of school helping teachers to be familiar with online lessons and meetings, Interviewee C mentioned that:

“In September 2020, although face-to-face lessons had started again, we had provide a 20-minute session for teachers to practice after school once a week, especially for the core subjects. During the session, subject teachers will be in the same google meet classroom and try to use different function, for example sharing screen. After the practice, teachers will have some comments and discussion about the performance of others. I can see that teachers’ skills in using google meet had improve a lot during the practice sessions.”

4.1.2 Tools that are used for online PLC in School A

As to continue the communication and deliver information between colleagues, School A had used different tools, for example Google meet, which had been mentioned by every interviewees, teachers are using this video conferencing software

to hold meetings and lessons. As to improve the efficiency and to make things easy for teachers, Interviewee F, which is the Information Technology Leader of School A mentioned that:

“Our school had chosen the whole google system as our management and teaching tools. The reason of choosing it is google classroom is designed for teaching and learning, we are able to control the account of every students, they can only see the classroom that I have invited them to join. Such as 1A students, there would only be 1A Chinese, 1A English etc., it can prevent them from entering the wrong classroom. Once I have chosen google classroom as to manage the lesson, it is logical that google meet and google drive would also be used. Teachers are able to deliver files and store students homework in the whole system, and by my observation, most of the teachers can handle the files and lessons better by using the whole google system.”

Also, the interviewees had mentioned that they are using WhatsApp to deliver documents and discuss about issues which is in emergency. The result had affirmed the previous findings that there are different forms of online professional learning communities (Carlen, & Jobring, 2005; Charalambos, & Michalinos, 2004; Dede, 2004; Duncan- Howell, 2010; Orill, 2002; Sorensen, & Murchu, 2004; Lantz- Andersson, Lundin, & Selwyn, 2018). Only for School A, they had already used course management software – google classroom, video conferencing software – google meet, file storage and synchronization software – google drive and mobile instant messenger software – WhatsApp.

4.2 Impact of Online PLC to Teacher Leadership to School A

The interview had included nine teacher leaders of School A that are in-charging in different subjects and have the authority to make decisions, during the interviews, they have given some reflections on the daily observation on the colleagues' performance and the reviews on their teacher leadership. The interview data shows that the effectiveness of online PLC to teacher leadership is depending on the Information Technology ability of teachers.

4.2.1 Teachers with ability in Information Technology

By holding lessons and PLC though online, teachers have to catch up the skills of using different types of applications as soon as possible. But video conferencing software like google meet is only a beginning for teachers, as mentioned by most of the interviewees, there are a lot more e-learning applications that are subject-oriented, such as Quizzes, Padlet, Kami, Jamboard etc. they are not only using those applications for convenient, but to catch the attention of students. As to keep students being interested, before the collaboration lesson preparations, teachers have to keep looking for new application and also practicing the operation of the application that they are using. Therefore, teachers who know better in Information Technology have a chance to perform their ability. As mentioned by Interviewee B:

“Some colleagues are performing better in IT, they are more willing to explore different applications that are suitable for teaching and make sure themselves are familiar with those applications before meetings. And during meetings, I feel like they are more active and skills in sharing had improved.”

Also, Interviewee I shared the same opinion with Interviewee B, she mentioned that:

“It is very obvious that the colleagues who are more familiar with IT are having a better skills in operating software like google classroom. And during the

collaborative lesson preparation meetings, I prefer to ask them for suggestions about some IT problems that I have during online lessons. Not only me, many other colleagues seems to be more rely on those colleagues. And I can feel that those teachers who are more familiar with IT are more confidence when they have to provide opinions and have a larger degree of growth in teacher profession and leadership.”

Their comments reflects that teachers who are more familiar with IT become more needed from other colleagues, teachers tends to find them to solve technical problems and their opinions in meetings had become more important than before, which can encourage them to become more active and confident in meetings and their leadership skills can also be improved during sharing. The above are the thoughts from a third party – panels, which might not be able to represent the original feelings of those teachers, so the following will be the evidence from Interviewee F – the IT leader of School A. During the interviews, other interviewees had all mentioned the contribution of Interviewee F during this hard time, and when asking about the personal reflection of Interviewee F, he mentioned that:

“My leadership had been highly improved. During the online workshop, when the colleagues raise out questions, it might be something that you have never think about. But whatever the questions are, you must reply them immediately, I would still tell my colleagues that I don’t know that much but it encourage me to explore more and catch up the latest information of e-learning, and bring those knowledge to my colleagues. For me, those moments are very useful for my personal training in leadership.” He continued to add that “I had been given more chances in making important decision in subject teaching, even schooling. I always remind myself to make the right choice and when it come to the

moments that I have to convince the principle and other colleagues to accept my choices, for example the decision of using google system and new methods in teaching, I can feel that my leadership skills had been improved from time to time.”

By combining the observation from Interviewee B and I and the reflection from Interviewee F, it shows that by having online PLC, teachers who are having better knowledge in Information Technology may also receive more request of help from teachers, it can be a trigger for those teachers to explore more knowledge and guide others to develop better skills in online teaching. Also, their ability had been recognized by having the authority of making major decisions in subject teaching and the choice of software that can affect the whole schooling, it can show the trust from schools and colleagues, which helps them to improve their confidence, thus, leadership had been positively affected.

4.2.2 Teacher Leaders

However, the results had also shown that online PLC do not have effects on improving the teacher leaders who are already successfully leading a subject team. As seven of the interviewees are subject panels in School A, they are responsible to guide others in the collaborative lesson preparation meeting through internet.

It is shown that by given the position as a subject panel or other management position, having the responsibility to be a teacher leader, teachers are tend to have an improvement in teacher leadership. Interviewee H had mentioned that after she is promoted to the position of subject panel, her teacher leadership had been positively affect through leading and solving different problems in the team. But when asking about their reflections on how the current situations had affect their teacher leadership,

all interviewees who are subject panel comment that they do not think their teacher leadership had been affected. Interviewee A had mentioned that:

“I think during this period, I am just doing what I have to do, it is only a but changes in communication formats, for example, when I have to announce something, I would use email instead of telling the colleagues by face-to-face. But they are only some minor changes, so when you are asking if I have improve in teacher leadership, I can’t really feel the changes in me.”

4.3 Impact of Teacher Leadership to School A Online PLC

From the results, we know that online PLC is not affecting the teacher leaders in School A in their teacher leadership, but during the interviews with every one of the interviewees, it was noticed that one of the elements that leads to the successful of holding online PLC in School A was because of the excellence of teacher leadership of those interviewees – the teacher leaders. From the previous findings by Huffman and Hipp (2003), one of the five components for a successful PLC is shared and supportive leadership, which shows the importance of teacher leadership in a PLC. The following are some common characteristics of teacher leaders which makes great impact on the online PLC of School A.

4.3.1 Willingness to explore and learn

Teacher leaders should be the first adopter who are willing to try new ideas and explore new teaching materials, after practice and explorations, they will share their experiences by sharing about the successes and failures within the process. Other teacher would be more comfortable in stepping outside of their comfort zone and be encouraged to follow the trail. From the responses of the interviewees, this

characteristic can be found easily. Interviewee E and F had both mentioned that once they have discover some new teaching tools, they will make sure themselves have test every function of the application before sharing to the colleagues, somethings, they might practice the applications in their own online lessons as to ensure it is workable for students. When sharing to others, notes with pros and cons of those applications would also be prepared for teachers to handle them easily. By those actions, other teachers can be more comfortable in expressing themselves after watching an example. Interviewee E mentioned that:

“When we are have the collaborative lesson preparation meeting, there will be a section of sharing new applications, and I will be the one who share first, then I will ask the colleagues if they are using some tools that are similar with it or even better. I can see that they are more willing to express themselves once I started the topic and invite them to share after me.”

Furthermore, the teacher leaders are also having a high expectation to themselves to learn more and gain more knowledge than other colleagues as to lead them, it can enhance the faith of other teachers when walking through the road that is pointed by the teacher leaders. When asking for the thoughts of her own teacher leadership, Interviewee A mentioned that:

“When I noticed that I am missing some knowledge, the only thing I can think of is to join some training and remind myself to be more alert to those issues, for example STEM, I see STEM very important at this moment, but if I stop here and not trying to learn or understand more of it, I might not be able to explain it to my colleagues or help the development of the school.” She continued to add that “As a teacher leader who have to guide the road for your colleagues,

you must know every little steps and blocks on the road, if not, the one who follows you would be worried and it is a waste of time.”

4.3.2 Supportive and Sharing Culture

School A have just started a new teaching mode – live streaming, in November 2020. Although there are some practice sections for teachers to join, some teachers may still have trouble in catching up the operation of the whole system and mistakes might occurred during lessons even teachers have prepared as much as they can do. Interviewee H had mentioned that she found some teachers who are not familiar with IT feel depressed and blaming themselves on not capable to handle a online lesson. When facing these situations, she would go and comfort and tell them that ‘I know you are trying your best to be familiar with the new normal, it’s okay to make mistakes and no one will be blaming you.’ After that, she will go and find different ways to solve the particular problems that the colleagues have, or searching for help from the experts, and she feels like she can learn some new knowledge within the process. Not only Interviewee H, within the conversations of other interviewees, the ability of recognizing and understanding other difficulties and provide solutions can be easily found.

Other then supporting colleagues when they are having troubles, all the interviewees are also very supportive when it comes to trying and sharing new teaching tools and ideas. When asking for the rules of usage of teaching applications, every interviewees replies that there are no rules on it, teachers are free to try different teaching method if they want to. It shows that they are very welcome to new teaching ideas and Interviewee B had mentioned that she will feel pleased when other colleagues are willing to take the first step when it comes to new teaching tools. As to

promote a sharing culture within the PLC, they will be the one who bring out the topic of sharing new application. Other than this method, when facing the question of promoting sharing culture, Interviewee C had also mentioned that:

“I had told my colleagues that I am not good at IT, but I will try my best. But most of the time, I would rather ask the one who are good at IT for help or suggestions as to encourage them to share more.”

By exposing her weakness, Interviewee C had given more chances for the colleagues to share and perform.

From the previous part of findings, we know that the teachers with ability in IT had engage more in the discussions during this period, it had a positive effect to the PLC as more information had been shared which can help to improve the teaching skills of teachers within the PLC; also, the teacher leadership skills of those teachers had also been improved by having more opportunities to share and guide the team. But things might not be this smooth and successful without encouragement from those teacher leaders.

4.3.3 Positive attitude and passionate in education

For the current situation, aims of online PLC in School A is to develop a better learning environment for students by designing the lessons with eye-catching elements and classroom practices that can be done by students at home through online and improving teaching skills. For the teachers who may lose motivation easily and would not tend to strive for excellence in teaching, they may just follow the basic requirement of an online lesson, which is to be present in the google meet and speak for the whole lesson by sharing PowerPoint. But if the teacher leaders who are leading the PLC are having the same attitude, the community will not be success and nothing

can be improve. The reason behind the successful online PLC in School A is the positive attitude and passion that the interviewees have. When asking for the suggestions of teachers in enhancing teacher leadership, Interviewee F mentioned that:

“Actually I have the passion and intention to establish a PLC for IT as to provide trainings for teacher to be an expert in IT, by grouping 5 teachers together, after the PLC, they may form another PLC and provide training for others. I hope it can become a flow and I may also learn more, for example, STEM from receiving guidance from others. As a result, the school may have a lot of teachers who are expert in many different categories.”

At the same time, Interviewee G had also mentioned that:

“In our school, as a subject panel or management level, those colleagues must be having positive attitude, passionate and intention. Those teacher themselves have aimed to develop their own subject and the school. They are willing to join some training courses if there are chances, as they often reflects and discover the shortcomings of themselves. I can see their confidence would be improve by learning new knowledge through those courses. But not only benefiting themselves, every time, after the panels attending the courses, they would arrange a sharing and bring out every details and knowledge learned within the courses and guide other subject teachers as to develop their subject and the school.”

Combining with the previous part of findings, the teacher leaders in School A are more willing to explore and learn before others, when they are responsible to hold an online PLC, members were able to learn more and receive a better guidance from them.

4.3.4 Able to foresee the future and make changes

Education is a professional that continually being reformed and replying to social, economic and political changes. When teacher leaders are able to foresee the future by observing current trends, they will be the one who lead a transformation in the schools by supporting others to make changes together. When asking for the design of the whole online classroom management system, Interviewee F mentioned that:

“When I am designing for the google classroom, the only thing that I have consider is for future use. Teachers are having several accounts, by using me as an example, I am a Primary 4 Math teacher, other than the original account that I have for online lesson, there is also a common account for all Primary 4 Math teacher. Although the system is very detailed and the set-up is complicated, but everything will be worth when it comes to the end of the academic year. Within the account for Primary 4 Math teacher, the worksheets and lesson preparation documents will be stored and the primary 4 Math teacher in the next academic year can reuse the same account, it can save a lot of time in transferring the documents.” He continued to add that “A lot of parents are complaining about the system, asking if they can only use one link to attend all lessons, but it will mess up the whole system, so I have to withstand the pressure of receiving complaints. Before the whole situation, I am short-sighted and didn’t have planning for long-run, but I can foresee that e-learning is an important element in the future and we must start to plan for the future development.”

5 Discussion

This study has presented a current situation in practicing online Professional Learning Community of a local government-subsidy primary school, which could reflect the situation of schools that are having a similar background. The analysis in this study showed how do schools perform professional learning community online given to current situation of Corona Virus, and the how online professional learning community affect teacher leadership and vice versa.

The results shows the online professional learning community activity in schools for the past year, as mentioned by Reichstetter (2006) professional learning community is a group of teams which regularly work with each other toward continued improvement as to meet learner need by a shared curricular focused vision, as to keep up teachers' bond and assure that they are sharing the same sight in education, schools had transfer the mode of collaborative lesson preparation meeting into online, to make sure teachers keep connection even working apart. Also, as to help teachers to learn the operation of online lesson, schools had also provide online workshop for e-learning and after-school practice sessions, teachers are able to bring out questions or problems about e-learning and have discussions with others, also to share information through these professional learning community. Different devices are used as to have meetings and distribute documents, such as google classroom, google drive, google meets and WhatsApp, by using these methods, schools are able to support collaborative learning among teachers who are separated by geographic or temporal barriers (McConnell, Parker, Eberhardt, Joehler & Lundeberg, 2012).

As for the impact of online professional learning community to teacher leadership, by the increase in opportunities of decision making and gaining of trust from colleagues, teacher leadership of the teachers who are more familiar with Information Technology had an obvious improvement. Many educators (Sargent & Hannum, 2009; Walther-Thomas,

2016; Yen-Chuan & Yuan-Ning, 2020) believe that by engaging in professional learning community and actively participate decision making or provide guidance for others to improve their teaching and learning, teachers leadership can be improve. As a result, when analysing by teacher leadership, the greatest beneficial owner through online professional learning are those who are more familiar with Information Technology.

However, for those teachers leaders such as subject panels, their teacher leadership had remain unchanged. As there are nearly nothing had been changed for their collaborations with colleagues other than the media of communication. But as mentioned by Hairon, Goh and Chua (2015), influence of teacher leadership in professional learning community helps to build collegial and collaborative relations, promote teacher learning and development and enable change in teachers' teaching practice. So it is believe that the leadership within the teachers are also impacting the operation of professional learning community. For School A, the results show that by the willingness to explore and learn, the teacher leaders are able to encourage other colleagues to try new teaching practice; and by the promotion of sharing culture and supportive leadership, teachers who are good at IT but lack of chances before are able to grow as a teacher leader; the positive attitude and passion to improve in education field also benefit other teachers who are inside the online PLC be able to learn and explore more by the sharing of those teacher leaders; and their ability in foreseeing the future allows the particular professional learning community, even the whole school can be one step further comparing with others. When facing great changes, teachers can be well-prepared. So, it turns out that although leadership skills of the teacher leaders might not be benefit through online professional learning, but their contribution is one of the most important elements in a successful online professional learning community.

6 Recommendations

The results shows that having teacher leaders in a professional learning community is one of the must have elements. But during the interviews, teachers had express their worries about training a new group of teacher leaders who are capable to lead the team in the future. Interviewee I had expressed her worries by mentioning:

“Watching through the Professional Learning Community of our school, normally a PLC will be set up within subject teachers and we will discuss about how to design the teaching process etc. But when the subject panels are inside the group, the focus and leading of discussion will always goes back to the panels. At last, the whole design might mainly be designed by panels instead of collecting everyone’s idea. But they are the future of the school, so if it is possible, I hope that the focus can go back to the colleagues and improve their teacher professional skills.”

As to improve teacher leadership, the followings are some suggestions for schools and teachers which is generated from the reflections by the interviewees.

6.1 School

First, as the Education Bureau had provide many training courses for teacher leadership, the school can perform as a reminder for the teachers to join. Interviewee C had reflect that there are virous of training programs prepared by the Education Bureau and invited many of our teachers to join. But teachers are always too busy at their own work and forgot to attend those courses, it is a waste of resources and the colleagues had missed a chance to learn more. Aim on this problem, the school can have an alert system for teachers which can be manage by the teacher assistance or administration staff, keep reminding teachers by posting the schedule of different

training program on e-class, google classroom and email and update the information monthly.

Second, learn from other schools. Interviewee B suggested that there can be communication between schools about training teacher leadership, there are different ways for schools to provide help to teachers, we might not know of other method is the best, so learning from others may provide a standard for us to compare if we are on the right track. There could be meetings or exchange day between schools, teachers are allowed to observe others' policies in teacher leadership training or promotion, then make judgement on themselves comparing with others.

Lastly, the school should have plans on sharing the design of online lesson in a regular basis. As suggested by Interviewee G, there can be a more well-organize planning, such as regular meetings, for example once in every two months, that allows teachers to share about how and what did they design for online lesson, or the e-learning application that they have used. It can encourage colleagues to practice leadership skills, at the same time, teacher leaders are able to observe the teachers that have the abilities to be future leaders in managing the school.

6.2 Teachers

6.2.1 Teacher Leaders

For teacher leaders, Interviewee I suggested that they can give more chances to other colleagues to be in-charge on design of lessons or other teaching related elements. The teacher leaders can position themselves as a guidance, to assist the colleagues. They may even wait until others finish the design and hold a meeting to present their ideas and practice to persuade others as to implement their planning. At the moment, subject panels can be the one who check their work, provide ideas to

them and make the final decision. Only practice can help other teachers to train up the leadership skills, other teachers will never grow up if the leaders are not letting go.

Also, according to Goodwin (2012), new teacher are always struggling in sinking in unsupportive environment which made them fear to express themselves. But they might be a potential talent in teacher leadership, and it will be a waste if they are fail to present themselves because of not being able to blend into the group. So, introducing and welcoming newcomers to join into their professional learning community and give them opportunities to perform their ability can also be a method to search for or train up more teacher leaders.

6.2.2 Other Teachers

STEM, e-learning or blended learning have become a hot topics in these few years, but there are still lots to explore in these fields. So, if the teacher are having intension to be a teacher leader, it will be a good choice for them the join into professional learning communities that is focusing on those topics. Not only inside the school, they can also join some chatrooms on WhatsApp that can keep themselves update to the current situation, also some professional learning communities form by teachers from different schools. By knowing more and be able to become an expert in those fields that others are still not very familiar with, teachers' confidence can be improve and they can be the one who create the PLC in school and guide others to strive for a better learning environment for their schools.

For those teachers who are already familiar with Information Technology should grab this chance to show their ability by designing some unique and eye-catching lessons with the use of e-learning tools, if they are lack of confidence, they may show their work to the subject panels before sharing to the whole team, these actions are

beneficial to their professional development as the teacher leaders may start to notice their capability and provide more working opportunity for them in the future.

7 Conclusion

In this study, the use of online professional learning and its impact to teacher leadership were investigated. It shows that there are both positive and negative feedback on the statement of online professional learning community can help teachers to improve their leadership skills, there is a great improvement for those who are familiar with Information Technology, while the leadership skills remain unchanged for those who are already leading teams as their daily work. It is found that the impact of online learning community and teacher leadership is bidirectional, due to the excellent teacher leadership that are shown on the participants who are working as a subject panel, the online learning community of School A can be operated smoothly and effectively for teacher development.

At the same time, it is worried that other teachers might not be able to improve in teacher leadership when working under leaders with strong abilities. To be aimed at developing teacher leadership, the school may introduce more leadership training programs to teachers, try to learn from schools and establish plans on sharing the design of online lessons on a regular basis as to encourage teachers to show their abilities. Teacher leaders should also pick up the role as a guidance instead of the person-in-charge, provide more opportunities to other colleagues, stop from letting the colleagues to rely on them on everything. Lastly, teachers should be more active on participating in professional learning communities as to train up their leadership and other professional development. It is hoped that this study can raise the awareness of online professional learning communities within schools of Hong Kong by providing the evidence of its effectiveness on teacher leadership.

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10. Appendix

Appendix 1 – Interview Question

Interview on Primary Teachers' (School A) Perspective on Online Professional Learning Community

Interview Questions:

1. 網上專業學習社群與平日 (Face-to-face) 有甚麼不同之處? (會議時間長度/溝通效能/困難之處/好處)
Is there any differences between traditional and Online Professional Learning Community? (Duration of meeting/ Communication Efficiency/ Difficulty/ Advantages)
2. 網上專業學習社群實行了多長時間? 大約花了多少時間適應和熟習網上教學或通過網絡與同儕共備?
How long have the Online PLC started? How much time did it take to adapt to and familiarize yourself with online teaching or to prepare lessons with peers through the Internet?
3. 採用了甚麼軟件進行共備? 為何不選擇其他軟件?
What software is used for co-preparation? Why not choose other software?
4. 在共備前需要準備的東西與傳統會議式專業學習社群有何不同?
What is the difference between When you have to prepare for the meeting (Cooperative lesson preparation), what is the differences between traditional conference-style and online mode?
5. 有沒有在這段期間發掘到新的教學軟件? 發現到新軟件會如何與同事分享?
Did you discover any new teaching software during this period? How will you share new software with the colleagues when you find it?
6. 會不會用一些科組特色的教學軟件?
Is there any special teaching software for subjects and groups?
7. 網上備課與平日不同, 無法直接與同事溝通 (檢查進度), 會否對你作為科主任的工作有影響?
Online lesson preparation is different from face-to-face, and you cannot communicate directly with colleagues (check progress). Will it affect your work as a section chief?
8. 透過教授全校同事使用各種網上平台 (例如: google form, google meet, 簡報錄影), 對你的教師專業 (知識、技能、態度) 有沒有影響? 特別在領導力上會否有正面影響?
Is there any impact on your teacher's profession (knowledge, skills, attitude) by teaching all colleagues in the school to use various online platforms (for example: google form, google meet, presentation video)? Will it have a positive impact especially on leadership? (Only for Interviewee F)
9. 對於現時的資訊科技發展和環境, 你對這些教學軟件有沒有期望?
9. With regard to the current IT development and environment, do you have any expectations for these teaching software that they can help teachers to run a lesson for a long-term?
10. 假如日後有機會由傳統教學改變成網上教學, 你認為是否需要加強專業學習社群這個文化的建構? 假如需要, 學校、老師、教育局應該做什麼協助教師領導力提升?

If there is an opportunity to change from traditional teaching to online teaching in the future, do you think it is necessary to strengthen the cultural construction of the professional learning community? If necessary, what should schools, teachers and education bureaus do to help teachers improve their leadership?

Appendix 2 – Interview Transcript Example

日期：2021 年 3 月 4 日

時間：2:00-3:00pm

地點：電話訪問

訪問對象：凌老師（以下簡稱 F）

訪問者：區明霽（以下簡稱 K）

K：凌 sir，你好，首先多謝你接受我既訪問，關於網上學習社群點樣去幫老師準備網課呢樣野，首先第一條問題，都有問埋其他老師，關於網上專業學習社群同平日有咩唔同，我知道學校無做網上學習社群，就有做網上共備既多，或者你會負責去摸熟 d app，點樣去用 d app 教番老師，我想問下你覺得做呢樣野同平日有咩唔同？可能講左共備先

F：過往我地共同備課會由副校長每年編定特定既時間，副校長通常係 9 月頭有個時間表 set 好左時間，假設其中一科四年級數學，佢會 set 好兩週一備，兩週備一次課，全年備課時間已經定好曬，所以老師可以一早編排好，例如 A 班第一次係佢，B 班第一次係我，老師 9 月第二次係佢，通常有個統籌編佩好，大家輪住，時間就定實 d，例如個日有老師唔得，會協商好可能改期，點都要做番

如果去到有疫情，共備會受到嚴重既影響，因為以我地學校為例，接近前面 home office r 咁劑，無論由上一波 2 月到 6 月既停課，或者今個學年到 11 月尾，以及到呢一刻既停課，兩次停課都對共備有影響，老師接近全部 home office，就會變左無實體既備課，因為中間有好多野要學要用，所以變左共備等同好似無左咁劑，會有少少存在

以上一個學年為例，2 月至 6 月停課，開始既時間，學校既編佩係兩至三位老師方程一個小組，負責拍片、拍 YouTube，咁之前既共備由最少五班(五位)老師一組，而家變左兩至三位老師一組，以上一個週期，特定只需要拍片個科，所以我以前教兩科數學，例如我教小四小六，可能要出席兩次備課會，處理小四小六既課

去到上一個疫情，只需集中其中一個科目，另一科發生咩事我都唔係咁清楚，個一個小組既老師會負責個級既片，跟住發佈出去，基本課題我會知，共備有其他額外既工作紙同活動，有 d 會抽起左加落去，如果唔係面對住個刻，變左少左理解同學，呢個係上一個學期既共備變化

咁當 d 同學番返實體課，就會變左真實既備課，同事坐埋一齊開會，呢個係舊年既今年因為轉左校長，咁會有另一個模式出現左，上個學年主要區校長、副校同課程主任決定用拍片模式，希望家長主導大 d，學生時間彈性 d，鐘意幾時睇都得今年轉左黃校長，佢地就商量左另一個模式，就會係實時，今年 9 月個時都仲未返學，9 月份依然用緊拍片既模式，同時又有真實備課，因為我地 8 月開學前就開會，老師會聚埋一齊，9 月初副校都安排到 5 人既會議，都有拍片，所以 9 月份係用舊既模式

去到 11 月最新一波疫情，我地就轉曬用實時，由以前拍 Youtube 片轉左而家用 google meet 同同學上堂，我地就唔揀 zoom，係有原因，一陣問到再講多 d，我地用左實時，透過 google classroom 呢個平台，開左唔同班房比同學，以一級數學科為例，同一級既數學科會開左最少 5 個 classroom，可能係 5A 至 5E 班課室，唔止既仲有小班課室，所以會開多個小班特別教室，只係小班同學(7 至 8 位)上堂用，個一科既老師進入自己既教室同同學上虛擬課(網課)

老師點樣備課呢? 係 11 月停課，去到 12 月就 Home office，所以副校就停左備課先，去到今年 2 月，我地就開始番備課，因為副校又再編番個時間表，但今次都做唔到實體備課，Home office 既關係，所以係 Google classroom 度開多一個 classroom，(K：咁咪好多 Classroom?) 咁會方便 d，比同級係裡面備課，老師就會網上備課你話好處同唔好處都有既，如果實體備課，大家真實咁坐低，做曬影印本，即場派備課文件、工作紙，亦有評估大家一齊望一齊睇，或者印好一疊工作紙再編排埋，過往就用呢個模式

透過網上備課，都有佢既好處，無受時間地域限制，可能係學校做緊野，咪開著個 ipad 備課，有同事係屋企，又可以開著自己既 notebook，或者舉個例係街既，開著電話黎備課，因為都係睇畫面，軟件可以做到虛擬背景，無咩人知道你係邊度，咁你話個 d 文件，其實一樣可以 show 到，我地 d 備課文件做曬 soft copy，大家都可以攞到，開 classroom 佢可以投射到文件出黎，都係一樣既，對我地黎講備課係無咩區別，只係差在攞住一個硬件同一個軟件，因為最終既結果係最緊要同事送份文件去校務處印一疊工作紙，要唔要攞住一份 hard copy 係無所謂

K：咁你自己覺得同事係咪少左交流? 其實都驚搭聲，少左講野，又或者精簡左

F：都唔係，我自己都有開都係一模一樣，通常鍾意講野 d 同事都會講，而鍾意聽既同事精簡 d 既都係會精簡，我覺得會議時間無咩分別，有時仲 show 多左野，舉個例我個備課文件要 show 個網站同 app，咁以前就整個 QRcode 去份 hard copy 度，大家用手機啱一啱，如果有個同事主力講，會即刻係個 share screen 度講去呢個網站，可以咁樣禁，或者將佢個 ipad 畫面 share 左落去 google classroom，即刻示範 d app，可能有其他軟件例如 nearpod、padlet、quizlet 常用既學生額外用既軟件，佢都可以 share 埋比大家睇，有 d 位會快左忝 (K：反而仲快左)

咁睇個同事熟唔熟，一般同事已經好左好多，上堂大家都要用 ipad share screen 落去 classroom，所以基本操作上無問題既

K：講開熟唔熟呢樣野，首先其實網課都已經差唔多一年，可能共備我當無做好多次大

概半年既時間，咁 IT 你比較叻，你就可以快 d 去熟習同適應到，咁其他同事都係問你，好多人都話唔識都係問凌 sir，其實去到幾時開始會少左同事話我唔識搞呢樣?

幾時開始會熟習 d? 少 d 問你問題

F：其實我當分兩個時段黎睇，因為我地學校比較大轉變，上個學年係拍片模式，今個學年係實時模式，兩樣好唔同既野黎，如果之前既拍片模式，同事要識得點樣做錄影，識得點樣放野，可能整左個 power point 一路播一路錄，又點樣放野上網，放 d link 上去，呢個係上個學年主要學既

咁如果上次做左三個月既話，佢地大概都需要半個月至一個月時間黎熟習，即係佢地頭一個月，的而且確係比較陌生，都係好新新，佢地從來都無做過咁既野，你話佢係人生第一次放上 youtube，做課堂錄影即係可能播住個 power point 錄影，可能錄個 PC 畫面，對於佢地黎講都好難，所以之前會同佢地做工作坊，大概兩次度，每次可能一個鐘至個半鐘，我會一次實際模式比佢地睇，你可以咁樣做就可以做成一條片出黎，變左段片之後，點樣用 google 戶口放上 youtube，點樣攞番條 link 放去邊個位，點樣 set schedule，定時每個星期邊一日幾點鐘就學校同一發佈，家長上去就睇到，對於佢地黎講就需要半個月至一個月既適應期

佢地持續都有電話既，頭一個月既問題係最多既，因為又牽涉到屋企既器材問題，因為有 d 同事係學校做，都只有少量，我地同事都鍾意返屋企，就算學校容許佢學校做，或者周圍做，佢地絕大部份都會係屋企做，佢地有問題就 whatsapp(多數)、留言或者直接打電話比我，我地就 remote 同佢解決，進入佢需要做野既戶口，可能我要做 demo，用手機或 ipad 模擬一次佢所做既效果，step by step 教一次 (K：即係拍多條片比佢) 其實好快，當你用慣個時候，iphone 咪有錄影功能既，教佢咁樣禁去試下，唔得再搵我，會比較多發生呢 d 事

去到今個學年，就另一個模式，預左會做實時，我地 8 月已經同佢地做工作坊，做實時教學，今年 8 月已為各科開定囉 d classroom，慢慢同術科開定 classroom 因為我地都驚突然間停課，咁要全部變曬網課，要 d 家長一早裝定 classroom 先，因為每個 classroom 都要選擇加入或拒絕，所以當學生佢地加入囉，對於學生就好簡單，開左 google classroom 既軟件，就會見到中英數等等十科既教室，如果一早加定囉，將來上網課上邊一堂就入邊個教室開番條 link，就可以上堂，老師 d 功課就會係囉個教室裡面

K：即係咩野資料，上堂既野，都會係囉 google classroom 裡面個一個教室

F：係啦，如果你係中文科既野，就係囉中文科既 classroom 裡面

K：呢個會唔會係你揀 google classroom 既原因呢？

F：其中一個原因，因為 Google classroom 其實佢既設計係比學界用，zoom 都做到即時網課，我地就唔揀，有個強烈原因係開始做 BYOD，四年級開始買平板電腦，咁

最終目標係四至六年級都會帶平板電腦返學，我地需要冇 LMS 平台，比老師負責管理每一科收發野，可能老師派野出去，同事做完影張相返黎，我地需要有一個平

台比 ipad 處理呢樣野，咁其實好耐之前已經揀左 google，我地唔會係今次網課脫離 google，脫離左就好麻煩，如果去左 zoom 上堂 d 功課點搞，既然 google 都做到，所以我哋就用 google meet

Google meet 係上網課上面係唔及 zoom，係個事實黎既，不過 google meet 有個好大既好處係有個好嚴謹既身份核證，我地既 setting 係需要使用學校比同學既 google 戶口，先至可以登入到你嘅教室，家長想用自己 google 戶口係無辦法衝入黎，(K：防止家長監控，睇下你教成點)

我地知既，如果 A 同學用手上堂，咁 A 既家長可能又用緊 A 同學既戶口上堂，其

實我哋係知既，我地發覺 A 同學有兩個戶口登入，我地就會覺得好古怪，同埋 zoom 去到後期都出現左 waiting room 既制度，老師禁左先比你入去，其實 google 就唔需要冇呢樣野，因為本身已經核證左你係慈幼葉漢千禧小學既學生，就會好順

利咁進入教室，唔會入錯教室，頭先我所講，每個同學既 google 戶口已經分好左 1A 既中文、1A 既英文等等，唔會入錯 1B 班既野 (K：只有 1A 既中文科架啦) 有 D 咩野係我地決定，我邀請佢十科，咪會見到有 10 個 classroom，如果我邀請佢 12 樣野，有兩樣課外活動係邀請佢既，佢咪多左兩個 classroom，咁完左就取消番個邀請，佢就縮番走兩個 classroom

K：咁你第日做共備都係因為網課既時候做 google meet，而共備都直接用 google meet

F：其實 google 佢成套野除左 google meet / google classroom 之外，仲牽涉到 google drive，google drive 可以好方便放文件，學生既功課可以影完相就可以好輕鬆係 google drive 好易擺番
或者同事做文件，就會放左上去，咁點解我地用 google meet 做備課，好大原因既因素係 google drive 提供左一個位比我地流通文件，因為 google drive 好容易 share 文件出去，或者有 d share drive 令到全間學校全部通到文件既情況，所以我地共備因為 google 既原因，而揀番 google meet 黎做共備

"Our school had chosen the whole google system as our management and teaching tools. The reason of choosing it is google classroom is designed for teaching and learning, we are able to control the account of every students, they can only see the classroom that I have invited them to join. Such as 1A students, there would only be 1A Chinese, 1A English etc., it can prevent them from entering the wrong classroom. Once I have chosen google classroom as to manage the lesson, it is logical that google meet and google drive would also be used. Teachers are able to deliver files and store students homework in the whole system, and by my observation, most of the teachers can handle the files and lessons better by using the whole google system."

K：其實你覺得網上共備同面對面無咩大分別，係共備之前準備既野有無唔同？
我知道你教數學科，咁你會唔會特登準備多 d app share 比同事聽？

F：其實會既，共備轉左做網上容易 show 到野比同事睇，而且我地岩岩要搞好電子學習，咁呢 d 電子元素各科都好努力加入備課文件，其實特登 show 多 d 比同事睇，因為唔係每一個同事能力都一樣，我話比你聽，數學可以開呢 d GeoGebra 既網站，順手示範埋比同事睇同學既 ipad 既 app 係邊個位，或者透過 chrome 去呢個網站可以開到 GeoGebra 個 d 野，可以做個示範比同事睇，會便利 d 既
以前可能會擺三幾部 ipad 一齊坐低睇文件個時，當示範做比同事睇，咁同事始終係大人，如果透過電腦 send 比同事睇，其實已經可以，佢能夠理解到，當係其中一樣員工訓練，呢 d 位會做多少少

K：咁你自己會唔會係共備既時候，講下學生表現係點？你會唔會有 d tricks 教比同事？
能夠 catch 到多 d 學生既 attention

F：都會既，始終透過網上黎共備，可能會講到平時同學，例如日常有邊 d 違規，可以透過 google meet 禁邊個掣可以停左佢留言，禁邊個掣可以熄到佢個咪，拍片都會教埋佢基本操作，備課都會話埋比同事聽，其實有邊個位可能會禁錯左入去，就會叫同學唔好禁呢度，個 d 係唔關事
舉個例可能推廣 e 閱讀電子書計劃，都會教埋同事可以點樣 check 到同學既閱讀數據等等，所以做過員工培訓，都會恆常做到，而且未必只係你個科
因為 e 閱讀係睇數據，但其實佢係圖書組，有 d 野會落左去各科，咁都會同同事講埋

K：咁你自己係呢段時間，有無新發掘一 d 教學 app？然後發現到會點同同事分享？

F：其實一定會既，反而同事發現得多，以前我會比較講得多 d，因為我負責同學校既 ipadmtn(後台)管理，亦都負責同學既 mtm 管理，原則上學校既機同同學既機 set

到接近一樣裡面個架構，裡面既 app 同版面編排盡量 set 到一樣，希望教師同同學借用學校既機或者用自己既機時，都有接近相同既體驗

所以以前既 app 係我決定去落邊 d，我會就住同事過往用得咁多既 app，或者曾經用過既 app，我就盡量落曬落去，但去到而家停課，我反而會忙左，就少左去幫同事手尋找 app，同事反而自己發掘新既 app，跟住叫我幫佢安裝，因為佢地安裝唔到，透過平台幫佢地倒落去，當我地發現好既，就可以安裝去學校機

所以你話個方向，變左做佢搵番多好多忝

K：佢地主動左做呢樣野

F：因為佢地都想網上既課堂攞 d 趣味，其實佢地係每人借一個 ipad 用黎 home office 用，咁佢地用自己 pc 同借用既 ipad，有多 d 關於個課既 app 會教得順 d 以前係餵食多 d，相反會問番我地攞多 d 野，希望佢地既課程做番好 d

K：咁個 d 同事可能 share 左出黎，你自己覺得呢個 app 幾好，會唔會學下再同其他唔同科組去 share 呢樣？

F：都會做得到，其實會做呢 d 野，因為 app 係我睇法其實分做兩大類，第一個係特定科目既 app，可能個一個 app 係一睇已經知道係數學科，或者呢 d app 只係英文科先會用，個 d app 如果同事同我講完，咁我 check 過無問題，我會安裝係老師同學生機，通知番佢個級同科統籌，就話同事發現左呢隻 app，check 過幾好，你地試下用啦！已經安裝係老師同學生機，呢 d 特別科目通常會咁樣做，佢地自己再處理，因為花唔到咁多時間，教番囉個 4 個英文老師點樣用，佢地先係專業

第二類係公家使用既 app，舉個例 quizlet 係快速測驗既 app，老師好快出 5 條問題，然後 post 條 link 去 google classroom 做其中一項功課，呢 d app 係適用於好多科目，例如係 quizlet、nearpod、padlet 呢 d，可以公家使用既，做工作坊或簡報會既時候，我就會講比同事聽，而家有呢隻 app 大家可以用，示範如何快速整到，大家可以增加課堂趣味，個 d 會整體性咁教佢地

K：聽你對答同聽其他同事講，雖然你平時未到疫情前，你都一路有教 d 同事，或者幫

手做科技發展，用有趣 d 方法教學生，同埋教埋同事點做，但因為疫情既原因相信你工作量大左好多，關於呢方面同事都好依賴你，你透過去教全校同事用網上平台，聽佢地會學 google form、google meet、簡報錄影等等，其實你講咁多野，呢段時間對於你既教師專業知識、技能同態度有無影響？

F：其實一定提升左好多，因為你要教同事，我要令到佢地都掌握，我自己肯定要識用先得，所以自己一定係提升左，自己需要鑽研左先，譬如我五日之後有工作坊，可能我只係知道個 app，五日之前要摸索左先，會睇下 d whatsapp group，因為好多 whatsapp group 都係做呢 d 野，我地有 d 專業既團隊，例如香港電腦教育學會，裡面有好多電腦 it 老師同埋科統籌級數係度，講下邊個好用，唔識可以係度問，我會透過個 d group 度睇，或者上網去 youtube 睇，再加上自己摸索

起碼我要教到同事點樣操作，發生事既時候要點樣禁停個留言版，點樣尋求協助，要教佢唔好驚繼續去，whatsapp 我晏 d 話番比佢聽，同同學講今日 google 壞左，咁個現象係正常既，繼續去左先，可能有 d setting 既問題，因為以前唔會 set 得咁仔細，唔會諗全校一齊網課，以前做既測試係小型既，用一單黎做測試，通常用自己班就最好，攞一部教師 ipad 加三十部 ipad，同同學一齊做，係一個小型局部測

試，但而家可能會引發左個樣野，大概知未測試過就推出街

K：你教教下都摸熟到 d 新既野，再分享比同事

F：係啦！有 d 我可能唔知，例如每個人都有用開個套，我自己鍾意網課係模擬真實既課堂，所以我既網課係牽涉大量既手寫，可能一早買定 d 手寫筆比同事用有 d 同事唔係咁既模式，會教佢用 google 裡面既 jamboard，當係一個類似手寫板 cap 左課文既 screen，係個課文上面寫，扮真實計數
但有 d 同事唔鍾意咁樣，佢自己鍾意用 power point，佢可以用 power point 黎做，有 d 會自己去搜尋 d 新野，當佢地要講工作紙個時，會覺得有困難，工作紙有時會牽涉手寫，如果用 cap screen 既模式，就會 d 位成日走黎走去，又牽涉大量 cap screen 既過程，會唔鍾意咁樣做，就會自己去開發一 d 軟件，例如 Kami 可以幫佢開到個工作紙，又可以手寫到，唔需要做額外既功夫，佢地會開發呢一種工作模式，呢 d 我都係無教佢地，因為我自己都無用，佢自己開發呢 d 新既野

F：發覺你要開好多工作坊，唔知係咪定期都要開工作坊比同事

K：如果由上一個學年，大概開左 1.5 次，有 1 次全部我主講，半次係夾埋其他野，今年正式既工作坊講網課既就開左兩次，每次個半鐘，當然仲有好多散修修，因為每個星期都有簡報會，咁人地講完既，我就繼續講網課注意事項，可能有同學不斷開咪，有同事問可唔可以一齊熄咪，咁要出黎講點做，或者 google meet 既限制，同 zoom 係唔同既，人地一個鍵就禁停曬，我地係無呢樣野，可能落堂同學唔肯走，我地應唔應該踢佢出組呢，踢左出組又有咩後果，其實都有每個星期既更新比同事

K：因為同事都依賴你，你要點樣帶領同事去探索未知既領域，咁你自己覺得自己既 leadership 上面會唔會有好左？

F：其實一定好左既，起碼同事即時問你既野，可能你都無諗過既，你肯定 leadership 好左，你需要有即時反應，識答咪即刻答囉，唔識就答佢要查詢一下，我會做個 demo 過程發放係 school app 比同事，我會查下資料先，或者個樣唔係好緊急，下星期再報告比大家

對個人訓練一定會好左，咁唔止對同事既，你要應對家長既電話多左好多，因為轉

左新既模式，無一個家長係對過呢樣野，所以家長會打好多電話黎，佢覺得任何事

情都同學校有關，無論個戶口登入，個軟件點解連唔到過去，我地有出教學指引比

佢地，如果唔係佢地唔識用，應該無人試過做網課，可能係下載軟件已經有困難，

校務處要應對好多呢 d 電話，佢地識答基本上答左，如果唔係全部駁曬上黎，忙既程度係張櫈都未坐得熱，岩岩開始既時候，你一坐低 10 秒之後，另一個電話又到，或者根本接唔到，就有 5 至 6 張紙仔貼係枱面，一返工就有 10 張紙要覆，有 d 家長可能唔可以遲覆既，排次序覆左先，解決左佢困難先，有 d 可以既就晏 d 先，佢地有唔同類型既查詢，有 d 可能同你無咩關就轉番比某位同事處理

(K：可能佢屋企既網絡唔順)

所以你既專業發展好左好多，即係領導同事既方向，你要有正確既決定，有 d 決定係深面 d 既，教學用 zoom 定係 google meet，因為唔係你一個人決定，你覺得咁

樣做係岩既，但你要說服到校長同副校，普遍個市場 zoom 係多好多，我地要分析番比校長同副校聽，

“My leadership had been highly improved. During the online workshop, when the colleagues raise out questions, it might be something that you have never think about. But whatever the questions are, you must reply them immediately, I would still tell my colleagues that I don’t know that much but it encourage me to explore more and catch up the latest information of e-learning, and bring those knowledge to my colleagues. For me, those moments are very useful for my personal training in leadership.” He continued to add that “I had been given more chances in making important decision in subject teaching, even schooling. I always remind myself to make the right choice and when it come to the moments that I have to convince the principle and other colleagues to accept my choices, for example the decision of using google system and new methods in teaching, I can feel that my leadership skills had been improved from time to time.”

點解我要傾向用 google meet 呢，因為配合我地將來既發展，

唔係免費同唔免費既問題，用 zoom 都唔係好貴，萬幾蚊就可以全校搞定，google meet 免費既，唔係萬幾蚊既問題，學校比得起，因為我地長遠既發展，都仲要頂住 d 壓力既，我地設立既模式分得好細 d 房，中文還中文房，因為有 d 學校唔係咁既，有 d 學校可能係四科主科，集埋係同一個教室，譬如我係 1A 班既同學，各科都係入同一間房就得啦！咁老師用番一條 link，唔需要斷 link，咁家長覺得咁樣最便利，由 8 至 12 點都係同一條 link

但我既設計唔係咁既，我既設計係將各科分得好細，中文還中文，唔希望會互相幹擾，我地背後用 google drive，佢地分好全部科目，我地會問一 d 公家戶口，我地唔用個人戶口去處理網課既事宜

老師起碼擺住幾種戶口，假如我係凌家豪，我就會開一個凌家豪 google 戶口，仲有一堆公家戶口比同一級，例如我教四年級數學，我會開一個四年級數學公家戶口，比四年級老師共同使用，點解分得咁仔細，為左方便將來當今年學年完結，下一年四年級老師就可以再重複使用呢一個公家戶口，咁裡面設定既備課文件就可以保留，就唔需要有過渡既功夫

“When I am designing for the google classroom, the only thing that I have consider is for future use. Teachers are having several accounts, by using me as an example, I am a Primary 4 Math teacher, other than the original account that I have for online lesson, there is also a common account for all Primary 4 Math teacher. Although the system is very detailed and the set-up is complicated, but everything will be worth when it comes to the end of the academic year. Within the account for Primary 4 Math teacher, the worksheets and lesson preparation documents will be stored and the primary 4 Math teacher in the next academic year can reuse the same account, it can save a lot of time in transferring the documents.” He continued to add that “A lot of parents are complaining about the system, asking if they can only use one link to attend all lessons, but it will mess up the whole system, so I have to withstand the pressure of receiving complaints. Before the whole situation, I am short-sighted and didn’t have planning for long-run, but I can foresee that e-learning is an important element in the future and we must start to plan for the future development.”

而出面學校呢 d 位可能會亂，因為最方便既係老師擺住個 google 戶口自己開自己班房，今年唔會有問題發生，一到左學期完結，下一個學年會發生文件過渡唔到，老師無整走上年既 google 班房，學生既戶口就好混亂，但家長就唔會理解，佢只係覺得你間學校好麻煩，上完中文堂 google meet 又要過去英文堂既 google meet，今年 11 月個時，其實有大量家長打電話黎投訴呢樣野，咁要頂住個壓力，就唔好比佢動搖到，副校長都會問會唔會有方法可以一條 link 到尾，咁我就話要適應，可以做到一 link 到尾既，但文件會亂曬籠

K：可能仲花得更多時間做呢樣野

F：係啦！個學習過程要做整體規劃，以前可能我無規劃得咁仔細，但當電子學習，我地就要規劃定將來既發展，要頂住大家短視既壓力

K：咁其實都聽到你講你呢段期間又要教老師，又要教下家長，對於你自己教書時候解

釋一 d 野，會有增進既感覺

F：邊方面呢？教書方面？電子個 d？

K：即係電子個邊既，會唔會一 d 佢地既問題，而令到你發現左一 d bug 位，或者再繼續進修既感覺

F：其實實有既，簡單黎講處理咁多既事情，要比學校老師行得快，其實老師都要比學生行得快，我一定要比佢地前，我要掌握 d 資訊快過 d 老師，無理由個家長話番比我聽有呢個新功能，所以需要自己尋求方法去學得快 d

開始疫情之前，已經有好多 whatsapp group，係有 d 新既資訊，group 裡面既老師更加厲害，佢地係 google 認證既老師，有比我地仲快既內幕消息，一手既消息會恆常發放係個度，佢地會係個度講今日 google 杯左，我見到話 google 杯左，晏 d 可能有家長打電話黎話今日點解停，學生自己退出左，我可以好快話到佢聽，今日 8 至 10 點 google 全球杯左，所以你有自動退出或者有人熄你鏡頭係因為 google 壞，聽日就無事

我都要話到比老師聽，google 係未來一年邊個月有新既野推出，可能就住 goole meet 會有分組功能，可能有統一熄咪功能，同事可能有 d 位會不滿

(K：咁就叫大家停下啦！)

係啦，佢可能覺得 zoom 都做到，咁 google 做唔做到，會答佢今年 12 月就做到啦！有 d 野要比佢知得快 d，以前我會參加呢 d 工作坊多 d，上個疫情 2 月至 3 月，呢 d 學會搞左好多網上工作坊既 whatsapp 密碼，個時參加好多既，跟著可以教到同事，去到而家今個學年，相反參加得少左，因為今次網課範圍大好多，我就忙左好多，睇 whatsapp group 會多左，參加網上工作坊就少左

K：其實你覺得呢個科技發展，多左好多唔同既 app 去幫助網上教學呢樣野，再加埋個大環境，其實好多人都通講緊呢樣野，一半網上面，一半就面對面，咁你自己覺得呢 d 教學軟件會唔會滿足到樣野？你會唔會有期望佢地真係幫到你地去掌握到？

F：將來網上既野就走唔甩架啦！因為家長會察覺到網上係將來既一部份，佢地好願意去買電子學習器材，以我地學校為例，我地透過關愛基金幫左 100 位學生(全校約 900 位學生)買 ipad，佢地好願意比錢，無一個家長嫌貴而唔買，我地 d 家長唔係十分有錢，今年我地透過 BYOD 計劃幫助 472 個家庭買 ipad，咁成間學校大概有 600 多個家庭已經或者就黎擁有 ipad，佢地都無話嫌貴，只係問幾時有，咁耐既，

因為學校購買流程好長既

而我地可視既將來電子學習係用唔到，實體課係一部份，因為我地學校或其他學校都發展緊好多網上既野，好多實體既已搬去網上，例如學生面試訓練，我地搬左上網做，有 d 同事會實體做，亦都可以選擇係網上做

有 d 課後活動可能係功輔班，或者真正既興趣班，學生返唔到黎，變左做網上既班，可能係奧數，音樂既班，其他功課輔導，無論政府比錢或者學校比錢既，都會搬曬上去網上做，或者家教會就職典禮，都會網上做，咁呢 d 野就變左唔受時間同地域限制，咁會唔會番到轉頭，有 d 會變番實體既，例如家教會就職典禮，我覺得第日變番做實體，有 d 課餘興趣班，可以選擇真實既班或者另一 d 網上收費既都得，我睇到既範圍唔淨係小學，幼稚園同中學佢地 d 面試班等都係一模一樣，全部搬曬上去，我覺得係開拓左另一樣野，所以番唔到轉頭，個個家長買曬 ipad，咁唔通同 d 家長講唔洗再搞啦！

而且呢個 BYOD 既計劃係全香港都做，應該全香港小朋友都應該個計劃擁有 ipad，

所以間間學校都要做既，只不過係網上做既幅度係幾多

K：咁而家備課都可能好想要面對面之外，有 d 學科既老師都話用網上黎做備課會議，

咁你覺得如果老師做會議會唔會可以完全搬曬上網？（54：14）

F：我個人睇法係可以既，我都覺得幾好忝，如果用 google meet 只需要比一條 link 個一個人，以我地學校為例，我地咩都唔洗做，例如星期五兩點入番邊個教室，入曬

個一個教室，咩密碼都唔洗打就可以開會，我唔會理你係咪搭緊車，你識對話就得，大家知道發生緊咩事，而且便利好多，我 share 野比你禁個制就 share 左，或者自己禁番 google drive/ google form 睇，大家既共同協作容易 d

K：因為唔洗再話大家一齊開咩，再等大家黎開，反而 share screen 就得

F：大家唔係淨係自己既工作，家庭因疫情而改變模式，你既小朋友比較細個，佢大部份時間留係屋企自己 zoom 緊上堂，舉個例強制老師放學之後 5 點到 6 點留係度備課，你既小朋友無咩人睇，咁我比個共備選擇網上做，佢可以掩埋度門做備課，又可以照顧到小朋友，都可以處理到學校既工事，可能去超市都可以做到備課其實寬頻已經可以做到呢樣野，可以 cover 曬，有聲音唔見樣又得，備課唔係講緊見唔見樣，而係講緊知識

K：咁如果第日有機會去到傳統教學變成一半一半或者完全網上教學，會議由傳統會議

變成完全地網上會議，你覺得有無需要加強專業學習社群既文化？例如老師要有更多加強既 bonding，佢地要知道協作呢個文化，為佢地帶來咩野好處，要知道要共同合作，你覺得有無需要去加強？

F：其實有需要既，始終大家慣用同一個工作模式，老師個行業係咁既，呢課點樣講解，我年年都係重複做一樣既野，我地要 d 時間去改變個腦袋，電子學習要點樣做，即係協作同一堆既文件，所以有專業學習社群重要好多既，可能老師去研究用電子學習好 d 既，咁個批老師佢地係專業學習社群裡面發展咪好 d，一齊合作一齊研發，點樣領導同事去改變模式，一定係好 d 既

教育局既文件其實都有講，佢地都會話令到學校老師成為某部份既專家，根本就係專業學習社群既野黎，可能有一些老師係電子學習既專家，有一些老師係另一方面既專家，其實正正就係你講緊既野，唔係個個老師都係通才黎，唔會我話精於音樂，精於體育，又精於電子學習，有部份老師佢技能豐富左起來，佢可以透過咁樣改變令到其他人囉

其實學校架構係需要有所改變，先至會做得更加好，因為係學校而家既文化架構上面，其實少左你所講既專業學習社群，我搵個同事出黎精於研究某一部份，佢唔屬於學校既行政組，可能佢係額外付出既，咁佢研習同開會既時間係額外既，佢教導同事工作坊既時間又係額外既，如果你唔改變個行政架構，可能比番 d 課時佢，同事又可能唔係好想參與，所以行政架構需要配合，會做得好 d

同埋要轉既，我同五個同事研究完，可能轉新人入黎，留兩個轉走三個，咁有個流動，先會好 d

K：咁擴大左專業既範圍

F：不斷培訓唔同既專家，我做完 IT 既專家，可能過去隔離個邊學 STEM，去做 STEM 既專家人地帶住我，希望培訓到 STEM 既特別技能

K：因為岩岩你都講左，你係學校 IT 叻 d 既，所以你就會去帶領個 group 人去成為 e-learning 既專家，咁其實呢樣野都好睇 teacher leadership，要有足夠領導力可以成功有效帶到下面既人去同你一齊學習，咁你覺得老師自己同教育局點樣做令到教師

領導力提升？

F：其實好難講，好坦白講由細睇到大，如果校內需要行政架構改變，由法團校董會到校監再到校長個層，話比下面聽雖然有個咁既改變，咁有一群老師察覺我需要咁樣

專業教學領導會做好 d，需要從上至下既思想模式改變

咁政府個度，其實無咩支援，佢地係口講既多，會係課程文件度寫既，例如政府話

要學校老師成為某部份既專家，學校要有專家小組，可能係施政報告有 d 諮詢文件度寫，寫完左之後會有 d 課程去配合大家，可能係 EDB 有 d 課程比有興趣既老師上，佢的而且確真係有呢 d 既，而且都幾大量，如果推出黎個一年半載都報唔曬咁多，通常只係做到咁樣，(K：都係靠番老師自己摸索) 好睇學校領導方面，會唔會改變整體既氣氛

個同事想唔想成為 IT 既專家呢，好睇同事自己個心，想有個 group 成立既點樣搵呢，就要透過平時同唔同同事相處，你就會睇下個一個同事係咪一個學習型既同事，可能你問下佢有無興趣學多 d，如果有興趣學多 d 可能我地平時做多 d，同校長講將來會唔會成為我地既組員，佢可以話唔好，而家個組做得幾好，你係咪唔夠人個 d，可能會派另一個人比你，但另一個未必適合，都要好自發性，支援唔多

“Actually I have the passion and intention to establish a PLC for IT as to provide trainings for teacher to be an expert in IT, by grouping 5 teachers together, after the PLC, they may form another PLC and provide training for others. I hope it can become a flow and I may also learn more, for example, STEM from receiving guidance from others. As a result, the school may have a lot of teachers who are expert in many different categories.”

K：其實近排呢個疫情對於你而言，問左七位老師，好似對你係最大影響，係正面既影響

響

F：我覺得係既，睇你個人點睇，對於我既工作量大左好多，我就頂得到既，正面 d 既睇法，都係個人訓練黎，可以承受起幾多工作量，或者帶領大家去眼前所有問題，去規劃學校將來既整體性，對於我來睇會好左，我今日辛苦左，其實過幾個月就會好好多，同埋係一次對同事好犀利既 IT 訓練，今年我覺得一年既野，如果無疫情等於做到最少五年既訓練，令到同事既 IT 能力起碼行快左五年，無疫情下要訓練同事，識得用 youtube 識得用 google classroom，我覺得五年都未得，佢地會比較抗拒，始終老師個腦袋比較實 d，咁今次係迫住

K：唔該曬你，今次訪問黎到呢度