

Teacher–Student

Power Relations in Primary

Schools in Hong Kong



MEI-YEE WONG

# Teacher Student Power Relations In Primary Schools In Hong Kong

**Mei-Yee Wong**



## **Teacher Student Power Relations In Primary Schools In Hong Kong:**

**Teacher-Student Power Relations in Primary Schools in Hong Kong** Mei-Yee Wong, 2014-12-11 This book examines from a sociological perspective teacher student power relations in classroom learning and teaching The case study consists of four Hong Kong primary schools and sixteen classrooms therein that were selected as research sites to explore the concept of teacher student power relations Observations individual interviews and document analysis were the main data collection methods employed Wong provides the historical context for the issue of teacher student power relationship by reviewing the traditional Chinese cultures and values in particular the values of respect for authority and for teachers and demonstrates the intermingling of Chinese and Western cultures in contemporary Hong Kong Chinese society She reviews the major educational initiatives carried out in Hong Kong since the 1970s showing how Western educational policies promoting student centric teaching modes have encouraged changes in classroom culture With reference to the observed seventy three lessons the study identified three patterns of teacher student power relations Teacher Domination Relatively Balanced Opportunity for Power Sharing and Student Self Empowerment each involving different degrees of power being exercised by teacher and students The coexistence of these three power patterns and the two corresponding power situations student empowerment and disempowerment can be explained as the result of multileveled intertwined interactions among six factors related to social culture education policy school and classroom contexts and to the individual players concerned The book thus contributes to the understanding of teacher student power relations in the context of Hong Kong by proposing a theoretical framework that reflects local socio cultural educational and school contexts **Teacher-Student Power**

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**Abstract** This qualitative case study explores power relations between teacher and students in a classroom based teaching and learning process Sixteen Grade Four and Five classes in four Hong Kong primary schools were studied to determine how teachers and students experience and exercise power in classrooms in the context of Hong Kong and how that power is expressed in such varied combinations Observations individual interviews and document analysis were the main data collection methods employed The study identifies three major patterns in teacher student power relations in 73 observed classroom lessons Pattern I Teacher Domination Pattern II Equal Opportunity for Power Sharing and Pattern III Student Self Empowerment Pattern I classrooms demonstrated student disempowerment while Pattern II and III classrooms were characterised by teacher initiated and student initiated student empowerment respectively The study finds that in each power pattern teachers and students play a variety of classroom roles teachers as rule and textbook enforcer learning facilitator and learning assistant students as rule and learning follower learning partner and master of learning and adopt different power strategies manipulation giving power and standing back among teachers compliance cooperation and self governance among students The study also identifies six players forces facilitating factors shaping teacher student power distribution a the cultural value of respect for authority and for teachers b the Curriculum Reform initiative and the promotion of student centric teaching modes c school policies and cultures d subject nature and curriculum contents e teachers and f students Based on its findings the study suggests viewing teacher student power relations in the context of Hong Kong as a reflection of multileveled intertwined interactions This interpretation implies that teacher student classroom interactions are affected by various factors in a wider context rather than mutual effects between teacher and students alone each factor involved in a multileveled context classrooms schools education system and Hong Kong society shapes teacher student power relations The coexistence of the three identified power patterns and the related empowering and disempowering situations is the result of the individual and collective effects of the six facilitating factors This empirical study supplements the understanding of teacher student power relations in the context of Hong Kong by proposing a theoretical framework that relates to the local socio cultural educational and school contexts The study suggests the need for further explorations of teacher student power relations at other school levels in Hong Kong and in other cities in

mainland China or elsewhere Additional potential directions for future research include an exploration of the development of student empowerment inside and outside of the classroom in a purposive case school and an exploration of teacher student power relations in specific subjects DOI 10 5353 th\_b4730893 Subjects Teacher student relationships China Hong Kong

**Teacher-student Power Relations in Primary Schools in Hong Kong** Mei-yee Wong, University of Hong Kong, 2011

*Religion and Education* Malini Sivasubramaniam, Ruth Hayhoe, 2018-01-01 Despite the increased trend towards secularisation in state schooling issues of religion and spirituality have remained important Increased pluralism within societies through expanding migration patterns is changing the religious and cultural contours of many countries in Europe and North America and is creating a need for a deeper understanding of religious diversity However the lack of religious or spiritual education within the educational curriculum leaves a moral vacuum that can become a space to be exploited by religious extremism More recently religiously motivated incidences of terrorism in several parts of the world have heightened prejudicial attitudes and distrust of certain religions in particular These are profound concerns and there is an urgency to examine how religion religious education and interfaith initiatives can address such misconceptions This book is thus timely focusing on an area that is often neglected particularly on the role of religion in education for sustainable development While religious organisations and faith communities have had a long history of involvement in both schooling and social service delivery in many countries their role in reaching development goals has not always been explicitly recognised as is evident even in the United Nations most recently conceptualised 2030 Agenda for Sustainable Development Undeniably the integration of religious dialogue into mainstream development issues is crucial because deep cleavages resulting from the issue of minority religious rights continue to give cause for concern and conflict in many countries This edited book explores some of these tensions and issues and draws parallels across differing geographical contexts to help enhance our collective and comparative understanding of the role of religious education and institutions in advancing the post 2015 development agenda The contributors to this volume each demonstrate that while religion in education can contribute to understanding and respect it is also a space that can be contested and co opted Without addressing the salience of religion however it will not be possible to foster peace and combat discrimination and prejudice This book will be of interest to researchers scholars and students in the field of comparative education and development religious studies theology and teacher development and training This book may also be of interest to national and international policy makers There are also numerous faith based organisations as well as other non governmental organisations NGOs working on religion and education issues that may find these case studies a useful resource [International Handbook of Teachers and Teaching](#) Bruce J. Biddle, T.L. Good, I. Goodson, 2013-11-11 Recent years have generated a huge increase in the number of research and scholarly works concerned with teachers and teaching and this effort has generated new and important insights that are crucial for understanding education today This handbook provides a host of chapters written by leading authorities that review both the major

traditions of work and the newest perspectives concepts insights and research based knowledge concerned with teachers and teaching Many of the chapters discuss developments that are international in scope but coverage is also provided for education in a number of specific countries Many chapters also review contemporary problems faced by educators and the dangers posed by recent politically inspired attempts to reform schools and school systems The Handbook provides an invaluable resource for scholars teacher educators graduate students and all thoughtful persons concerned with the best thinking about teachers and teaching current problems and the future of education **Resources in Education** ,2000-04

The Power of Expert Teaching Shane N. Phillipson,Sivanes Phillipson,2020-12-23 Throughout the world the challenges facing modern education are formidable Although some of the challenges facing are unique to each educational jurisdiction there are also some important commonalities that transcend jurisdictions Irrespective of the nature of these challenges there is an increasing focus on teacher quality what it is and how to enhance it To date research tells us what expert teachers should be doing in their classrooms This approach is based on the idea that teaching expertise is nothing more than the accumulation of specific skills and knowledge and as teachers acquire these skills and knowledge most of our educational challenges can be overcome This book questions this idea by asking 37 teachers who are already recognised as experts to share their classroom secrets Importantly the teachers come from diverse cultural contexts including Australia Finland Hong Kong and the US and they share how they became expert teachers their expectations for every student when they enter their classroom how they view and encourage teacher parent partnerships and what skills and knowledge they consider important for expert teaching To our knowledge this is the first book that compares and contrasts the approaches taken by expert teachers from four very different cultural groups The book helps to demystify the work of the modern teacher what they do and the challenges they face If you aspire to be an expert teacher this book provides a clear model of how to approach the process If you are an education researcher searching for impact this book outlines what are some of the emerging hot topics in education research If you are involved in teacher education then this book offers some new approaches to initial teacher education If your focus is on educational policy this book helps make sense of the links between the classrooms of expert teachers education research and academic achievement Finally this book will help parents understand how best to partner with their child s teacher in order to enhance their learning Register of Educational Research in the United Kingdom, 1992-1995 National Foundation For Educational Research,1995 This latest volume of the Register of Educational Research in the United Kingdom lists all the major research projects being undertaken in Britain during the latter months of 1992 the whole of 1993 and 1994 and the early months of 1995 Each entry provides names and addresses of the researchers a detailed abstract the source and amount of the grant where applicable the length of the project and details of published material about the research *Highlights in Educational Psychology: Teacher-student Relationship* Claudio Longobardi, Alberto Crescentini, Elisabetta Sagone,2024-12-16 We are pleased to introduce the collection Frontiers in Psychology Highlights in

Educational Psychology Teacher student Relationship This collection will welcome and showcase a selection of articles about this timely topic authored by leaders in the field The work presented here highlights the broad diversity of research performed across education and aims to put a spotlight on the main areas of interest     *Minority Students in East Asia* JoAnn Phillion,Ming Tak Hue,Yuxiang Wang,2012-03-28 In *Minority Students in East Asia* Government Policies School Practices and Teacher Responses authors discuss their research on minority students schooling elementary to higher education in Mainland China Hong Kong Japan South Korea and Taiwan Minority students educational issues are often neglected in literature and in practice social and educational conditions that have resulted from globalization in particular issues pertaining to minority groups education language and other human rights receive little attention In addition many areas of East Asia have viewed themselves as single ethnicity countries and have not articulated strong agendas around minority rights The purpose of this book is to highlight key educational issues for specific minority populations in East Asia Themes addressed include government policies related to minorities equity issues in the education of minorities school practices and teacher perspectives on minorities identity construction in terms of language and culture national versus ethnic identity teacher education issues and parental concerns The authors also discuss new theoretical orientations to understanding minority educational issues A particular strength of this book is the use of multicultural education theories to both articulate concerns related to the education of minority students and to provide solutions to these concerns     **British Education Index** ,2005     **Sociological Abstracts** Leo P. Chall,1999 CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides abstracts of books book chapters dissertations and conference papers     **Current Index to Journals in Education** ,1992  
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