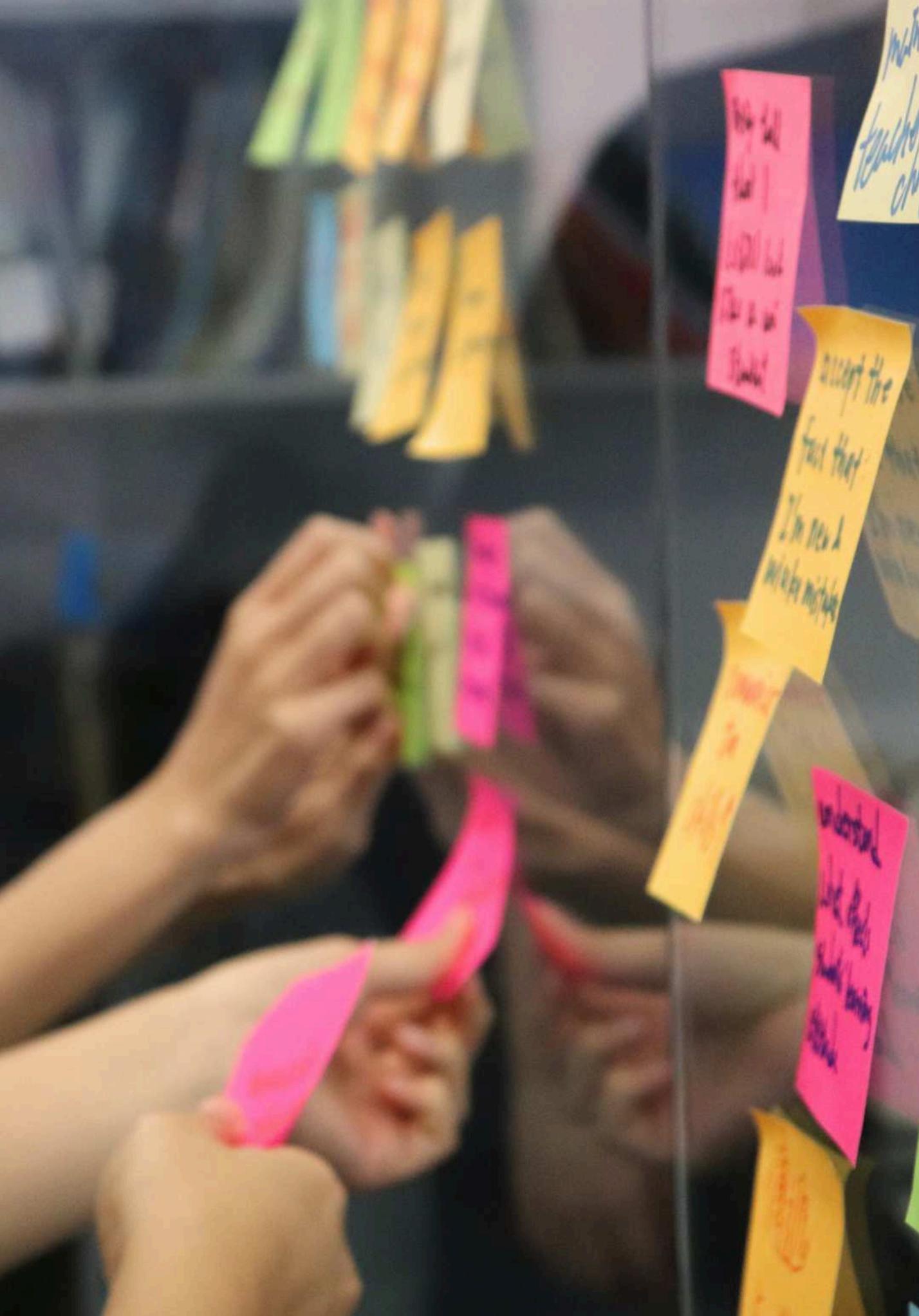


Teach For Hong Kong

ANNUAL REPORT

2022-23





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FOREWORD

Dear Friends and Supporters,

In the wake of the COVID-19 pandemic, the education industry continues to face numerous challenges. One of the most pressing issues is the shortage of teachers, which places a heavy burden on educators, leaving them with limited time and resources to develop their students, schools and themselves. Teach For Hong Kong recognizes the significant role we can play in bringing a positive impact to the education industry by providing leadership development in frontline education.

With our expertise in supporting Fellows, we aim to expand our influence and support frontline teachers in their well-being, adaptation, and professional growth. Our ultimate goal is to nurture forward-looking leaders who will contribute to fostering education equity in Hong Kong.

During the one-year pause, we have invested our resources in strengthening the leadership development component of our Program. We have carefully analyzed the records of our past Fellows and sought insights from key stakeholders and experts in the field, including school principals, teachers, students, teacher development experts, leadership development experts, other "Teach for" organizations, and teacher development organizations. This collaborative effort has resulted in the creation of our comprehensive Leadership Development Framework, empowering both our Fellows and educators to map out their journey of continuous leadership growth.

This year, we are excited to relaunch our Fellow Program. We received an overwhelming response of over 800 applications from passionate university graduates and working professionals. After a rigorous selection process, we have chosen 31 exceptional individuals who have demonstrated a strong commitment to making a lasting impact on underprivileged students and promoting education equity in the long run. Our training and coaching model places a renewed emphasis on personal leadership and self-awareness, and we eagerly anticipate the transformative journey that lies ahead for our Fellows and the students they will serve.

As we embark on this renewed chapter, we are deeply grateful for your continued support. Together, let us strive for educational equity and empower the next generation of leaders who will shape a brighter future for all in Hong Kong.

With heartfelt gratitude for your continued support,

Justin Lee & Natalie Leung

Co-Executive Directors at Teach For Hong Kong





EXECUTIVE SUMMARY

Impact Summary

8

Cohorts

178

Alumni

14

Partner Schools Placed with
Fellows in 2023-24

42,238

Students Served
(Student Times)

32

Partner Schools Served
Since 2015

4,556

Total Applications for
Fellowship Program

Since 2015, Teach For Hong Kong ("TFHK") has been nurturing leaders to expand opportunities for underprivileged students, starting with a year of teaching in schools. We have since nurtured 178 young talents from all disciplines through our Fellowship Program. Inspired by this one-year experience of teaching and first-hand understanding of underprivileged students, Fellows are committed and equipped to drive systemic change in our education system in the long run.

In the past years, we have served over 42,000 underprivileged students in schools and created a community of over 100 schools, corporations, and organizations that are committed to providing quality education for all.



Stimulating Fellows' Personal Growth

During the Fellowship, the frontline teaching experience and exposure to education realities have accelerated our Fellows' personal growth. Over 80% of school principals or mentors agreed that Fellows improved their interpersonal skills, problem-solving skills, growth mindset, and empathy throughout the Fellowship.

80%

Fellows have improvements in 21st century competencies

Cultivating Educators and Leaders

Through this one-year experience of working with different stakeholders in education, such as students, principals, and parents, Fellows understand the reality of education and identify their role in it. After the Fellowship, our Fellows continue to create even more significant impact - many of them continue to take on roles in the field of education, including teachers, education psychologists, curriculum designers at private education companies, etc.

>50%

of alumni work in education

Creating Positive Learning Environments

Our survey showed that Fellows' performance was promising. Students commonly see our Fellows' lessons as "interesting," "interactive," and "attractive." Also, Fellows have built good rapport with students at school. Many students described our Fellows as "encouraging" and "warm and caring."

>80%

of students agree that Fellows guide them to learn more effectively

Growing a Network Committed to Change

Our Alumni work across sectors to influence practices and mindsets, and expand underprivileged students' access to opportunities. Whether continuing to teach in classrooms or championing education in the corporate and social sectors, our Alumni are dedicated to bringing changes to our education.

178

Alumni and counting

Achieving Multiplying Benefits to Our Society

Informed by their experience as a teacher, Alumni understand the importance of collaborating with different stakeholders in advancing education equity. By nurturing leaders, our organization creates changes beyond the Fellowship year and the students our Fellows have taught. An impact study conducted by academics at The University of Hong Kong validates that for every HK\$1 invested in Teach For Hong Kong, HK\$4 of value is generated.

\$4:\$1

(HKD) social return on investment in TFHK's work

OUR MILESTONES

2018

- Apr • Featured as a case study in the “DBS x HK01 Live Kind” Campaign with over 500,000 video views
- May • Selected as the first social venture supported by Mr. John Tsang’s Esperanza
- Sep • Fellowship Program 2018-19 began with 34 Fellows and 19 partner schools
- Oct • Organized TFHK’s first Education Symposium with over 400 attendees

2017

- Feb • Formed partnerships with The Hong Kong Jockey Club Charities Trust and Social Impact Partners
- Jul • Launched TFHK employer partnerships with 9 companies
- Aug • Met with the Secretary for Education to introduce Teach For Hong Kong
- Sept • Fellowship Program 2017-18 began with 24 Fellows in 12 partner schools

2016

- Mar • Featured as a case study in the social innovation report of Our Hong Kong Foundation
- Jun • Formed the core partnership with The D.H. Chen Foundation
- Sep • Fellowship Program 2016-17 began with 11 Fellows and 6 partner schools

2013

- Jun • Established our founding team

2015

- Jul • Awarded as a pilot project from the Social Innovation and Entrepreneurship Fund competition
- Aug • Launched the first Fellowship Program with 6 Fellows and 3 partner schools



2019

- Feb • Launched The Jockey Club STEMpower Fellowship Programme in partnership with The Hong Kong Jockey Club Charities Trust
- May • Organized TFHK x Sony STEM Competition
- Sep • Fellowship Program 2019-20 began with 36 Fellows and 17 partner schools
- Nov • Launched the TFHK week: Star Teacher Series on our Facebook page

2020

- Jul • Welcomed our new executive board onboard
- Launched the 10K Fundraising Campaign
- Launched Compassionate Communication Program in partnership with Save The Children Hong Kong and JUST FEEL
- Sep • Fellowship program 2020-21 began with 38 Fellows in 16 partner schools

2021

- Mar • Received record 1,514 applications for Fellowship Program 2021-22
- Jun • 140+ Alumni and counting
- Sep • Fellowship program 2021-22 began with 38 Fellows from 1,500+ applications, with 30%+ Fellows were working professionals before Fellowship, in 19 partner school
- Launched TrustTomorrow 21st Century Education Fellowship in partnership with The Swire Group Charitable Trust

2022

- Jun • Graduation of our 7th cohort of Fellowship with 178 alumni
- Jul • Visit to Teach For Malaysia to exchange our practices in running the Fellowship Program

2023

- Jun • Developed Leadership Development Framework to support better the guidance and mentorship of Leadership Development Officers (LDO) and School Mentors in nurturing Fellows' leadership growth.
- Revamped training and support offered to Fellows to enhance the leadership development of Fellows
- Prototyped purpose-led learning communities to gather best practices amongst alumni from the same industry



WHO WE ARE

About Teach For Hong Kong

Teach For Hong Kong ("TFHK") envisions a future where all children in Hong Kong have equal opportunity to learn, grow, and realize their potential.

Our mission is to nurture leaders to bring education equity. Through our one-year Fellowship Program, we recruit and empower the most promising and passionate young leaders from all sectors to serve in underprivileged schools¹ as full-time teachers². They are committed to transforming students' lives, from creating direct impacts in the classroom to advocating for and making changes in society.

We continue to build the movement of leaders who work with others, inside and outside the classroom, to solve education inequity in all its complexity.

¹ "Underprivileged schools" refers to schools where over 50% of the student population is either (i) receiving government assistance, either through Comprehensive Social Security Assistance or School Textbook Assistance, due to their family background, or (ii) non-Chinese speaking (NCS) students as defined by the Education Bureau.

² Fellows are registered as a Permitted Teacher ("PT") in the Education Bureau. According to the Education Ordinance in Hong Kong, a person who holds only academic qualifications (i.e. has no teacher training and teacher qualification) may apply to be a PT. The minimum academic qualification required of a PT teaching in a school providing primary or secondary education is an associate degree, a higher diploma or equivalent. To ensure teaching quality, TFHK only accepts candidates who obtained a university degree.





Our Vision

We envision a future where all children in Hong Kong have equal opportunity to learn, grow and realize their fullest potential and aspirations.

Our Mission

We nurture future leaders to bring education equity.

Our Values

Our core values are the guiding principles to support TFHK to realize our vision.

Excellence

We are vision-oriented. We formulate visionary strategies and continue to apply, evaluate, and adjust to reach our goals.

Entrepreneurship

We are enterprising. We keep an open mind, embrace diverse perspectives, and proactively learn from failures.

Empathy

We are empathetic. We constantly reflect and compassionately listen to others to learn more about ourselves and others' needs.

Engagement

We are a team. We encourage and empower one another. We proactively seek collaborations across sectors and



Our Team



Mr. Arnold Chan
Founder and Executive
Chairman



Mr. Henry Lee
Director



Mr. Ernest Wong
Director and Alumni
Representative



Natalie Leung
Co-Executive Director



Justin Lee
Co-Executive Director



River Lam
Program Director



Laura Chong
Program Manager



Season Lai (Fellow 20-21)
Program Manager



Rachael Chuang
Marketing and Recruitment
Manager



Pinky Kong
Marketing and Recruitment
Officer



Aiman Nadeem
Development and Recruitment
Officer

Our Fellows 2023-24



Alisha Kwan

- Graduate of BSc in Ocean Science and Technology at The Hong Kong University of Science and Technology
- STEM Course Tutor at Labwork
- Youth Ambassador at UNESCO HKA



Gigi Ng

- Graduate of BSc in Education at University of Southampton
- Intern at SOWGOOD Positive Education Centre, St. James Settlement



Amy Chan

- Graduate of BSc in Chemistry with Business at The Hong Kong University of Science and Technology
- Intern Sewage Analyst at Drainage Service Department, HKSAR



Gordon Sham

- Graduate of BSc in Food and Nutritional Science with Environmental Science at The University of Hong Kong
- Part-time Research Assistant at the School of Nursing, The University of Hong Kong
- Intern at Environmental Protection Dept, HKSAR



Anson Hui

- Graduate of BSc in Biological Science with Psychological and Behavioural Science at The Hong Kong University of Science and Technology
- Assistant Officer at Business Environment Council Limited (BEC)



Hermione Cheng

- Graduate of BSSc in Psychology and Criminology at The University of Hong Kong
- Summer Intern at Social Welfare Dept, HKSAR
- Wellbeing tutor at Edge Development Centre



Anthony Yiu

- Graduate of BSocSc in Government and Law and LLB at The University of Hong Kong
- Tutor at the Sing Yin Secondary School, Progressive Learning Centre and Advanced Elite Learning Centre



Jessie Lau

- Graduate of BSc in Food and Nutritional Science with Kinesiology at The University of Hong Kong
- Dietitian Assistant at HKCDA
- Youth Programs and Social Projects Facilitator at CAPALA



Danielle Biyue Palmer

- Graduate of BA in Psychology with Social Entrepreneurship at McGill University
- Senior Marketing Manager at Rewire Fitness
- Youth Mentor at Agence Ometz



Justin Leung

- Graduate of BSSc in Government and Public Administration at The Chinese University of Hong Kong
- English Debate Coach at Carmel Secondary School and Pentecostal School
- Co-Founder and Head Marker of Startee Marking



Duncan Tang

- Graduate of LLB Law at University of Leeds
- Senior Recruitment Consultant at Aptitude Asia Limited (HK)
- Founding President of University of Leeds Hong Kong Public Affairs and Social Service Society



Kristen Leung

- Graduate of MA in Chinese Culture at The Hong Kong University of Science and Technology
- Intern at Dialogue In The Dark (HK) Foundation Limited
- Volunteer at Care Angels, YWCA



Ella Tsui

- Graduate of BBA in Economics with Psychological and Behavioral Science at The Hong Kong University of Science and Technology
- Summer Intern at the Mandatory Provident Fund Schemes Authority
- Finalist of Alaya X Nasdaq ESG Case Competition'20



Linda Wong

- Graduate of BSc in Economics and Finance at The Hong Kong University of Science and Technology
- Human Resources Manager (HKTW Talent Practice) at Procter and Gamble Limited



Emily Tam

- Graduate of BSSc in Psychology at The Chinese University of Hong Kong
- Wellbeing Coach at the Jockey Club TourHeart+ Project
- Addiction Counsellor at Naqaa Psychiatric Hospital (Egypt)



Loreen Leung

- Graduate of BEng in Computer Engineering and Mechanical Engineering at The Hong Kong University of Science and Technology
- Project manager for STEAM Education Project at Camel Limited
- Silver Award Winner of Hong Kong Award for Young People 2019



Nicole Tam

- Graduate of BA in Translation at The Chinese University of Hong Kong
- Intern (Computer Processing Department) at Crossroads Foundation
- Executive Committee of The Social Service Team, CUHK Student Union



Steffi Lau

- Graduate of BA in Psychology with Urban Studies at The University of British Columbia
- Psychologist Assistant at OneMoreStep Development Hong Kong



Rachel Kwan

- Graduate of BSSc in Psychology and Counselling at The University of Hong Kong
- Storytelling Teacher at Po Leung Kuk & Sprouts Foundation Education Services Centre
- Volunteer Counsellor at Hong Kong Open Up



Tia Wong

- Graduate of BSSc in Psychology and Counselling at The University of Hong Kong
- SEN Tutor at Edge Development Center
- Marketing Coordinator of Hong Kong Joint School Society of Psychology



Riley Lee

- Graduate of BBA in Accounting and Finance at The University of Hong Kong
- Associate at PwC Mainland China and Hong Kong
- Administrative and Events Assistant at Hong Kong Venture Capital and Private Equity Association



Tiana Wong

- Graduate of BSSc in Psychology and Counselling at The University of Hong Kong
- English Tutor at The Society for Community Organisation x Shih Wing Ching Foundation, HK
- Research Intern at Child and School Psychology Laboratory, Department of Psychology, HKU



Rita Ho

- Graduate of BSSc in Geography and Resource Management with Education at The Chinese University of Hong Kong
- Intern at V'air Hong Kong
- Member of uShine, SEN Service Team of CUHK



Winnie Chan

- Graduate of BSSc in Psychology and Counselling at The University of Hong Kong
- Research Intern at HKU Cognitive Development Laboratory
- Tutor of CanTogether Cantonese Language and Multicultural Learning Programme



Seren Lam

- Graduate of BA in Chinese Language and Literature at The Chinese University of Hong Kong
- Teaching Assistant at YY Lam and his Elite Team
- Vice President of The Chinese Language and Literature Department Association of United College



Serena Wong

- Graduate of BSc in Environmental Management and Technology at The Hong Kong University of Science and Technology
- ESG Advisory Intern at Business Environment Council



Sherman Chan

- Graduate of LLB at The University of Hong Kong
- Summer Intern at Prosecutions Division of the Department of Justice, HKSAR
- Mini-pupillage at Lok Chambers



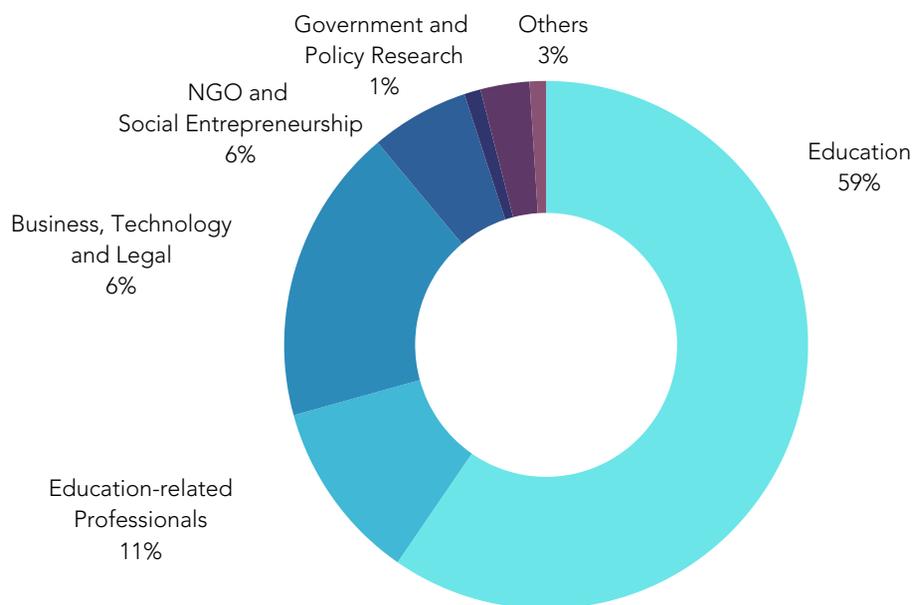
Simon Shiu

- Graduate of BA in English Studies and Comparative Literature at The University of Hong Kong
- Editing Intern at MOVIE MOVIE
- The Consular Book Award in American Studies 2020 Awardee

Our Alumni

Now, our Alumni community has grown to more than 170 people. Alumni continue their leadership journey both within and beyond the classroom, with their firsthand understanding of education realities and deep connections with students. After the Fellowship, they pursue careers in different sectors to work towards a shared vision of a society where all children can realize their potential.

Overview of Alumni Pathways



Teaching and School Leadership



Government and Policy Research



NGO and Social Entrepreneurship



Further Studies and Academia



Business, Technology and Legal



Education-related Professionals



* Education-related Professionals include academia, clinical psychologists, educational psychologists, therapists, social workers, etc. who enhance students' individual and collective wellbeing.



Teaching and School Leadership

Ken So (Fellow 2020-21)

Teacher, Concordia Lutheran School (North Point)

"The earlier students are in touch with career and life planning, the more confident they will be in deciding their next steps after college."

Currently a teacher at Concordia Lutheran School (North Point), Ken fosters students' imagination for their future and introduces different perspectives to guide them towards diverse paths. After the Fellowship Program, Ken remains committed to the education sector, aiming to offer students myriad opportunities for self-discovery and develop a comprehensive curriculum for life and career planning.

Business, Technology and Legal

Maple Wong (Fellow 2019-20)

Lead of Product (Content), Preface



"From my Fellowship experience, I learned not to limit myself to the thoughts and opinions of others but to use my perspective to examine various issues, understand my surroundings, and discover what I truly want to do."

As a Fellow, Maple focused on unlocking her students' potential, regardless of their academic achievements. She valued the knowledge and insights gained through her extensive network, which included diverse peer Fellows and the networks of Teach for Hong Kong. Continuing her dedication to education, Maple now works at Preface, an education technology company that aims to empower individuals with 21st-century digital skills through tech education.



NGO and Social Entrepreneurship

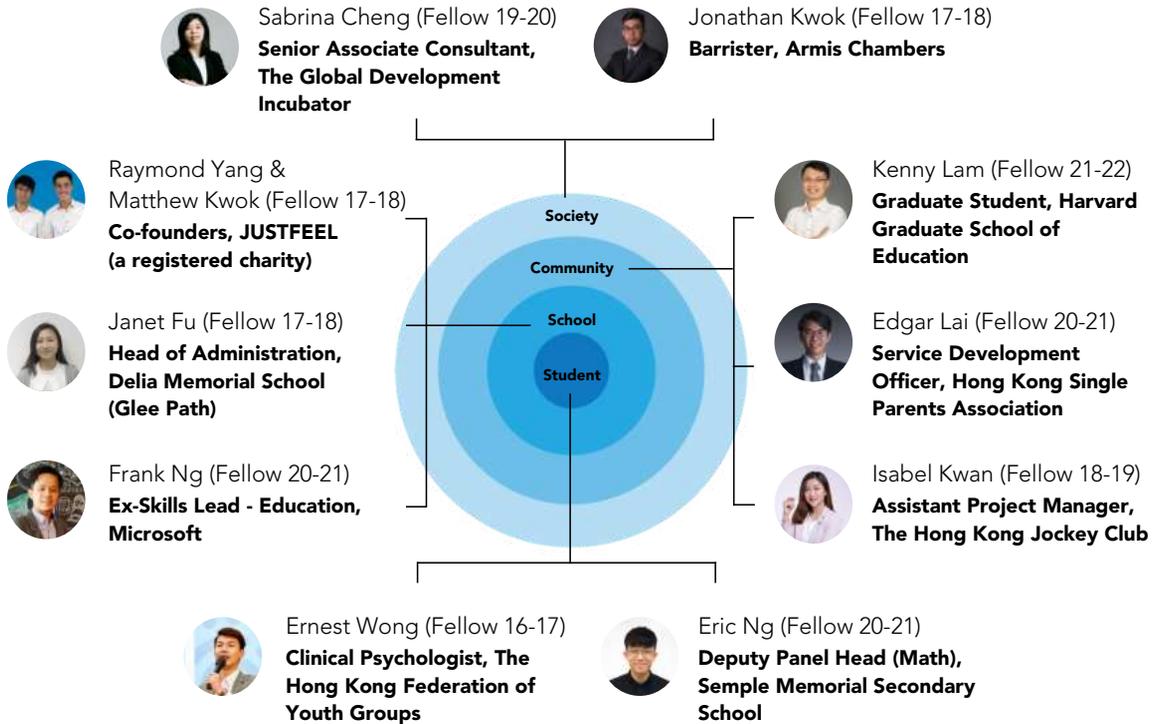
Kelvin Lee (Fellow 2017-18)

Program Manager, MakerBay Foundation

"I am trying to build a School of Future whose purpose is not just imparting knowledge but also developing authentic relationships because education is about building relationships with students as a teacher, a peer, or even a mentor. That's how I envision a sustainable future."

After his transformative Fellowship journey, Kelvin continues to demonstrate unwavering dedication to bridging the exposure gap for underprivileged students. He achieves this through his impactful work at the MakerBay Foundation and visionary leadership in launching the "School of Future" project. This pioneering initiative provides underprivileged students with invaluable opportunities, including engaging STEAM workshops, developing essential 21st-century skills, and invaluable industry insights shared by professionals from diverse fields.

A Community of Future Leaders



Alumni Association

After completing the Fellowship Program, our Fellows become alumni who serve in different parts of society. Having grown into a community with over a hundred alumni, the TFHK Alumni Association continues to bring together the diverse talents and experiences of our alumni to impact education equity.

In 2021-22, the Alumni Association mainly focused on fostering community bonding and bridging alumni individual networks to the community. Besides holding 7 bonding events for alumni and Fellows spanning over 6 cohorts, the association facilitated ideas and resource sharing through our LinkedIn TFHK community with over 70 active members. The association also bridged training opportunities to keep alumni up on the latest topics in education, e.g., Life and Death Education, Positive Education, Mental Wellness workshops, etc.

In the coming year, our 6 committee members, including Belle Tam (Fellow 2019-20), Season Lai (Fellow 2020-21), Chloe Wan (Fellow 2020-21), Edgar Lai (Fellow 2020-21), Jasmine Chan (Fellow 2021-22), Kasva Leung (Fellow 21-22) will continue to build a more robust network between alumni, lay out the platform for collecting various resources and experience to capture our collective wisdom and mobilize the alumni to engage actively with the community and the movement. The association believes each alumnus has a unique perspective to contribute and provide synergy to drive the movement forward. We wanted to tap into our collective wisdom and passion among alumni further.



HOW TFHK WORKS

The Challenges

Students' socioeconomic background significantly affects their career aspirations, trajectory, and achievements.

While Hong Kong has one of the most developed education systems in the world, education inequity persists and is often overlooked. Education resources are unequally distributed along socioeconomic lines. Education inequity, particularly, disadvantages underprivileged students in several ways:

2.3x

less likely to be admitted to universities

Less Likely to Reach Higher Education Attainment

Underprivileged students are 2.3 times less likely to be admitted to a four-year university.¹ 35% of grassroots students are expected to pursue a university education, compared to 85% of well-off students.²

3

years below in academic ability

Face Barriers to Advance in the Existing Education System

The academic abilities of students with low socioeconomic statuses are on average 3 years below those of higher socioeconomic status.³ Differences in performance related to socioeconomic status are even more significant by age 10 and continue to widen over time. Many students in these schools do not see much prospect in themselves, or how the education opportunities they are getting can promise breakthroughs.

83%

families have financial difficulties in affording extra learning resources

Often Deprived of Resources to Pursue Alternative Pathways

83% of underprivileged families face financial difficulties affording extracurricular activities, limiting their children's potential pathways.⁴

Consequently, the current education system hinders the upward social mobility of underserved people who cannot excel in exams. This has a long-term impact not only on underprivileged students but also on society as a whole. Talents remain underdeveloped. Economic productivity decreases. Ultimately, it undermines social cohesion and the prosperity of our city.

¹ 趙永佳、黃健偉：4張圖看懂青年就業與教育不平等 (2019) 明報

² 中小學教育制度及學生資助政策對貧窮兒童影響研究報告 (2012), 香港社區組織協會兒童權利關注會

³ Can Equity in Education Foster Social Mobility (2018), PISA, OECD

⁴ 【基層學童調查】八成基層家長難負擔「暑假」活動開支 沒為子女作任何安排 (2022) 明報



Our Solutions

Socioeconomic status strongly influences students' performance, but more disadvantaged students perform well in more equitable education systems. To create sustainable changes that reduce education inequity, we need leaders in all sectors who deeply empathize with the underprivileged and can develop innovative solutions. Collectively, these leaders have the potential to address education inequity in today's society.

To build a community of future leaders in all sectors who are driving change, we develop a four-stage model:

Stage 1: Find Promising and Diverse Talents

We identify and recruit the most promising and diverse talents ready to lead the change. These talents start by teaching underprivileged students for a year as our Fellows. The teaching experience cultivates a life-long commitment to driving changes among these talents.

Stage 2: Nurture and Support Fellows to Make Impact in The Classroom

We offer training to our Fellows and support them in providing quality education to underprivileged students. They work inside and outside classrooms through subject teaching, extracurricular activities, and life and career education.

Stage 3: Cultivate Long-term Leadership of Influence

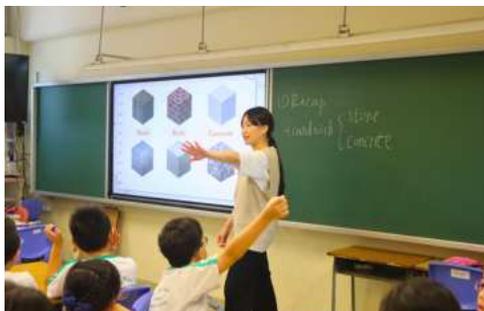
Fellows reinforce their aspirations to lead change throughout their lives as they witness the impact they have created on students. Their proper grasp of the issue, empathy, and first-hand experience as teachers make them unique future leaders.

Stage 4: Grow a Community of Leaders to Create Sustainable Changes

We connect and form a community of collective leadership grounded in the common Fellowship experience and the shared mission for education equity to lobby for changes, transform processes, pioneer solutions, and influence cultures in all sectors to bring opportunities to underprivileged students and end education inequity.

Our Program

Teach For Hong Kong (“TFHK”) Fellowship Program is a one-year program to find and empower promising young talents to serve as full-time teachers in underprivileged schools. We provide Fellows with the skills and experiences they need to understand students’ challenges and create solutions for education inequity throughout the year and in the long run.



Summer Institute

In the six-week Summer Institute, Fellows are equipped with the necessary skills and knowledge on teaching, education innovation, and career and leadership development.

Introduction to TFHK Movement

Fellows are introduced to TFHK’s visions and goals and are encouraged to formulate their education vision.

Professional Teaching Training

The Quality School Improvement Project (QSIP) of CUHK provides training to equip Fellows with essential teaching skills, including lesson planning, classroom management, assignment and worksheet design, etc.

Teaching Practicum (Summer School)

During Summer School, Fellows can get 2-week hands-on teaching experience before school starts.

Leaders Sharing

Through the sharing sessions, Fellows can gain exposure from leaders across different sectors, from education to banking to entrepreneurship. As a result, they learn how to leverage various industries to make changes.

Teaching Placement

Within their one-year placement, we desire to see them create a rippling influence - not just on their students’ lives but on their school’s development, which would benefit students for years to come.

Subject Teaching

Fellows are assigned to teach one or more subjects full-time. They create positive student learning experiences from lesson planning to delivery.

Lead Extracurricular Activities

Fellows connect their schools with cross-sector networks and bring external resources their students would otherwise not receive. Such activities allow students to pursue interests outside of a standardized academic context.

Facilitate Students’ Life and Career Planning

Leveraging TFHK’s networks and expertise, our Fellows can expose students to previously unattainable possibilities. Our Fellows bring students to visit companies, explore different careers, meet with people of diverse cultures, compete in science contests, etc.



Ongoing Training & Support

Professional Development Friday

During the Fellowship, Fellows attend workshops and events every Friday as part of their leadership and pedagogical development. This is also an opportunity for Fellows to learn from and bond with other Fellows on the same leadership journey.

Coaching and Mentoring

With the support of school principals and mentors, we provide Fellows with the fundamental skills and competencies necessary to teach and lead in the classroom during the year, including, but not limited to, lesson observations, regular check-ins, and coaching.

Career Development

We are dedicated to supporting Fellows in launching impactful careers upon completion of the Fellowship. For example, we provide group mentorship with mentors across diverse industries, such as banking, philanthropy, and professional coaching, to inspire Fellows and maximize their personal and professional potential.



Lifelong Connection with TFHK Community

Vibrant Online Community

We created an exclusive online community to connect Alumni across our cohorts. They refer each other to job opportunities, share new education trends, collaborate on projects, and much more in this online community space.

Alumni Events And Association

Events such as leader sharings and workshops keep Alumni updated on the latest trends and upskilled on critical competencies. Alumni Association fosters more collaboration in the community. Representatives from the association participate in TFHK's decision-making as board directors and members of our organization.

Alumni Initiatives

Our Alumni continue to lead initiatives that share new education insights, inspire collaboration, and catalyze impact after the Fellowship. To continue their impact, our alumni have created podcasts, mentorship platforms, brands, and startups.



Shawn Tang
Head of Marketing
Sales

Shawn Tang
Head of Marketing
Sales

OUR ACHIEVEMENTS

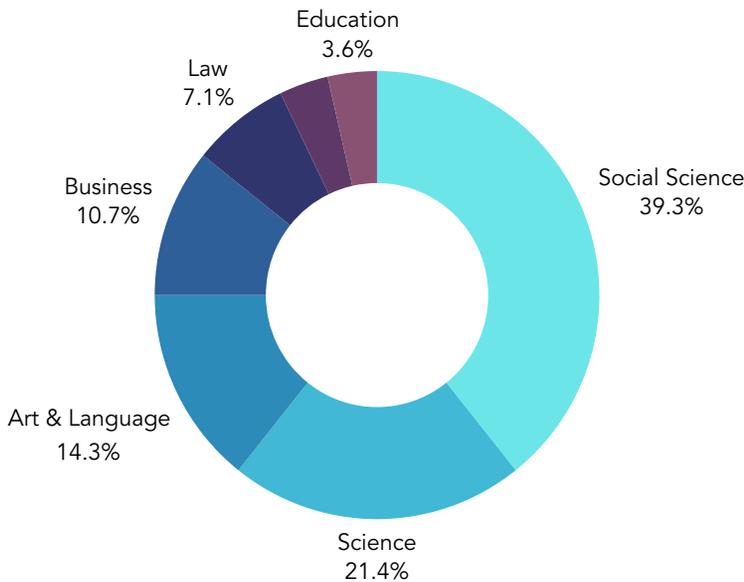
Our Fellows' Profile

The majority of our Fellows graduated from local universities, while a number of them hailed from overseas universities in the UK and Canada.

They studied a wide range of disciplines and will leverage their experience and knowledge to enrich the exposure of their students.

In addition, 14.3% of our Fellows had working experience before joining our Fellowship Program. Their professional backgrounds cover diverse industries, such as business (Procter and Gamble Limited, Aptitude Asia Limited), finance (PwC Mainland China and Hong Kong), and entrepreneurship.

Our Fellows Come Diverse Academic Background



14.3%

Fellows have full-time working experience prior to the Program

14.3%

Fellow graduate from overseas universities



Recruitment Process

“Challenging” is a common description of our Fellowship selection process. It is structured this way to select talents who will become effective and impactful leaders inside and outside of the classroom. Our candidates are put through a rigorous process that evaluates their passion, potential, and commitment to education equity, resulting in an acceptance rate of 5%. We drew best practices from corporate recruitment and selection mechanisms to recruit Fellows of the highest caliber.

Assessing Candidates’ Core Leadership Skills

- Resilience** Ability to rebound from setbacks when facing difficult situations
- Self Awareness** Ability to assess one’s strengths, weaknesses, needs and wants through constant reflection
- People-Centricity** Ability to understand the feelings, thoughts and needs of others
- Problem Solving** Ability to identify a problem, develop possible solution paths, and take the appropriate course of action
- Vision Alignment** Commitment to achieving long-term social changes and education equity

Assessment Process

Each prospective Fellow undergoes three selection rounds: online application, video assessment, and Assessment Day. Throughout the process, they are assessed based on their vision of education equity and other core leadership skills that are crucial to leading effectively inside and outside the classroom.

To incorporate diverse and comprehensive perspectives into our assessment team, we involve our Alumni and external partners throughout our recruitment process. Over 20 of them joined hands with us in the assessment journey. They brought insights from their experience in the Fellowship and industries to assess each candidate’s fit for the Fellowship and capability to lead long-term education changes.



Step 1: Online Application

To understand candidates' motivation to join TFHK



Step 2: Video Assessment

To understand candidates' personal experiences



Step 3: Assessment Day

To assess candidates' leadership skills

Once candidates are selected for the Fellowship, they go through a school placement and an onboarding process. Fellows are placed at one of our partner schools based on their teaching preferences and the requirements of those schools. School placement meetings with the school leadership take place to confirm every Fellow’s fit with the placed school.

Teach For Hong Kong



Systematic Change Brought by Our Fellows

Our Fellows collaboratively work with volunteering individuals from corporations, community organizations, and all walks of life to initiate unique learning opportunities for underprivileged students. These exposure opportunities allow students to meet new people and understand developments in different parts of society. Subsequently, students become more able to embrace an expansive view of the world and possibilities and find their unique path to realizing their potential.

700+

Extracurricular activities organized from 2015 to 2022

Some of Our Corporate Partners



21st Century Education Investment Club



Underprivileged teens often work part-time to support their families and themselves. Kenny Lam (Fellow 2021-22) started the Investment Club, also referred to as the Money Making Club, where he taught students about investing. With Kenny's guidance, students researched companies, explored different industries and career paths, and applied their school knowledge. The club emphasized the importance of informed decision-making and independent learning.

Arts and Culture Tyres Upcycling Project

Zanna Lo (Fellow 2021-22) initiated a project that empowers students to express their creativity by repurposing old tires to design school facilities, like chairs, rubbish bins, and book drops. This hands-on experience enhances their design skills and fosters perseverance, self-belief, and resilience as they overcome challenges.



Character Education Community Project for Visually Impaired Persons



Developing empathy in children begins with cultivating awareness of others' needs. Tania Woo (Fellow 2021-22) organized activities, such as a simulation of the visually impaired's daily challenges, to foster empathy in her students. They designed and manufactured a multi-functional cane to transform empathy into compassion and support. Additional activities raised students' awareness of diverse social issues.

Global Vision and English Learning English Rockers

The partnership with Rockhampton Management ignited impactful workshops, exposing students to a multinational team. Guided by Annabel Tong (Fellow 2020-21), they delved into captivating topics like international cultures, life goals, and personal finance. This immersive experience also sharpened their language skills as they independently studied relevant vocabulary, formulated thought-provoking questions, and honed their reading, writing, and speaking abilities.



Life and Career Education Credit Suisse Mentorship Program



Throughout the six-week program, the students went through the entrepreneurship journey to establish a second-hand product store for their school. The guidance and insights shared by the Credit Suisse volunteers and our Fellows 2019-20, Carmen Leung and Stella Wong, played a pivotal role in nurturing the students' public speaking skills and confidence. This experience not only equipped them with valuable entrepreneurial skills but also instilled a sense of empowerment and self-assurance.

Social and Emotional Learning Parent Communication Workshop



Social-emotional development shouldn't be limited to students alone. These skills must be reinforced at school and home, with parents playing a vital role. Ryan Li (Fellow 2021-22) educated parents on how to adopt compassionate communication techniques when interacting with their children. By reflecting on and adjusting their communication style, parents can foster trust and reciprocal care.

STEM Education VR Workshop Series

VR technology in education offers students an immersive learning experience, aiding comprehension of complex concepts and knowledge. John Yeung (Fellow 2021-22) organizes workshops that harness the power of VR technology in education. Through immersive experiences, students grasp complex concepts and knowledge in General Studies, such as space exploration and animals in Africa. Beyond the curriculum, VR technology facilitates value education by allowing students to simulate the lives of visually impaired individuals.



Advocacy Campaigns

At Teach For Hong Kong, we believe in the power of raising awareness about education inequity and engaging passionate individuals in our mission. In the 2022-23 academic year, we launched two impactful advocacy campaigns, the Campus Leader Program and the Youth Consultant Initiative, to further our reach and create alternative avenues for individuals to contribute to our vision.

TFHK Campus Leader Program

The TFHK Campus Leader Program was designed to increase awareness of education inequity among university students and working professionals in Hong Kong. This 4-week exploratory program gave participants valuable insights into cross-sector industries, the realities of education in Hong Kong, and guidance on developing impactful career paths. **We successfully recruited 11 Campus Leaders from prestigious universities in Hong Kong, including CUHK, HKU, and HKUST.** These Campus Leaders had the opportunity to engage in mentorship sessions hosted by our accomplished alumni, including Belle Tam, Fei Cheung, Sabrina Cheng, and Terri Kong. Additionally, they participated in a sharing session and visited one of our partner schools, Delia Memorial School (Hip Wo No.2 College). The Campus Leaders emerged from the program equipped with the knowledge and leadership skills necessary to promote education equity on their respective campuses.

Youth Consultant

The Youth Consultant Initiative was another impactful endeavor that allowed individuals who are ineligible for the Fellowship Program to support underprivileged students in Hong Kong actively. This online pro-bono consulting experience engaged passionate individuals, including working professionals, who were eager to make a difference. The role of a Youth Consultant was to develop a Life and Career Education activity plan aimed at increasing the learning motivation and broadening the non-academic horizons of either primary or secondary students. Youth Consultants were also tasked with identifying potential partners with whom we could collaborate for these activities. **To date, we have successfully engaged with 383 Youth Consultants, with approximately 40% of them coming from diverse industries such as business, technology, and nonprofits.** Several of the activity plans developed by our Youth Consultants have already been executed by our Fellows, making a tangible impact on the students we serve. Moving forward, we are committed to nurturing this culture of idea-sharing, allowing more passionate individuals to contribute to our organization's vision.

These advocacy campaigns have proven to be instrumental in raising awareness about education inequity and engaging a wider range of individuals in our mission. By expanding our reach and involving university students, working professionals, and passionate individuals, we are fostering a collective effort to drive change and create a more equitable education system in Hong Kong.



Feedback from Students and Schools

Our Fellows strive not only to bring quality learning experiences to their students but also to impart fundamental changes in students' values and aspirations. Our Fellows' innovative spirits also impact the culture of their schools. Principals and students have well recognized their work.



Student Feedback

Subject Teaching

To provide an engaging learning experience and increase students' learning motivation.

8.6/10 Fellows make the classroom more interesting and engaging

8.5/10 Fellows and their lesson make me more confident

Extracurricular Activities

To broaden students' horizon and equip them with growth mindset

8.2/10 Fellows make me understand how school knowledge and skills developed could be applied

8.4/10 Fellows listen and encourage me to find solutions and tackle the problems ourselves

Measurable Impacts on Students

8%

Improvement

Valuing a specific subject

How much do students feel that an academic subject is interesting, important and useful

11%

Improvement

Engagement

How attentive and invested students are in school

8%

Improvement

Rigorous expectation

How much do students feel that their teachers hold them to high expectations

School Feedback

7.7/10

Fellows are able to leverage unique personal experience and knowledge to broaden students' beyond-curriculum exposure

7.7/10

Fellows bring in new ideas and knowledge to the teaching team

8.7/10

Fellows are credible that other teachers could count on to run projects/ initiatives

7.8/10

Fellows build strong relationships and mobilize stakeholders to create positive impact

Principal Feedback

"Fellows are devoted to teaching. They manage the teacher-student relationship with commitment and enthusiasm and show a strong sense of belonging to the school as they actively participate in the operation of the school. This program provides hands-on experience for young leaders to experience the education field on the front line."

Principal Chan, The Salvation Army Lam Butt Chung Memorial School

"Besides their teaching duties, TFHK Fellows organize activities to nourish students' growth mindset. This allows the students to study in a comfortable and safe atmosphere and strengthens the teacher-student relationship."

Principal Lee, St. Bonaventure Catholic Primary School

"This is a wonderful programme for Fellows to experience being full-time teachers. With a lesser workload, Fellows enjoy more time for devoting themselves to growing together with students and, most importantly, more time for their own reflection."

Principal Tse, Delia Memorial School (Hip Wo No.2 College)

"I observed that Fellows have adopted a wide variety of resources in their teaching contents and lesson delivery. Students enjoy Fellows' lessons, and the stimulated interest and motivation spill over to their overall learning."

Principal Wong, Semple Memorial Secondary School



OUR STORIES

TFHK Alumni Story

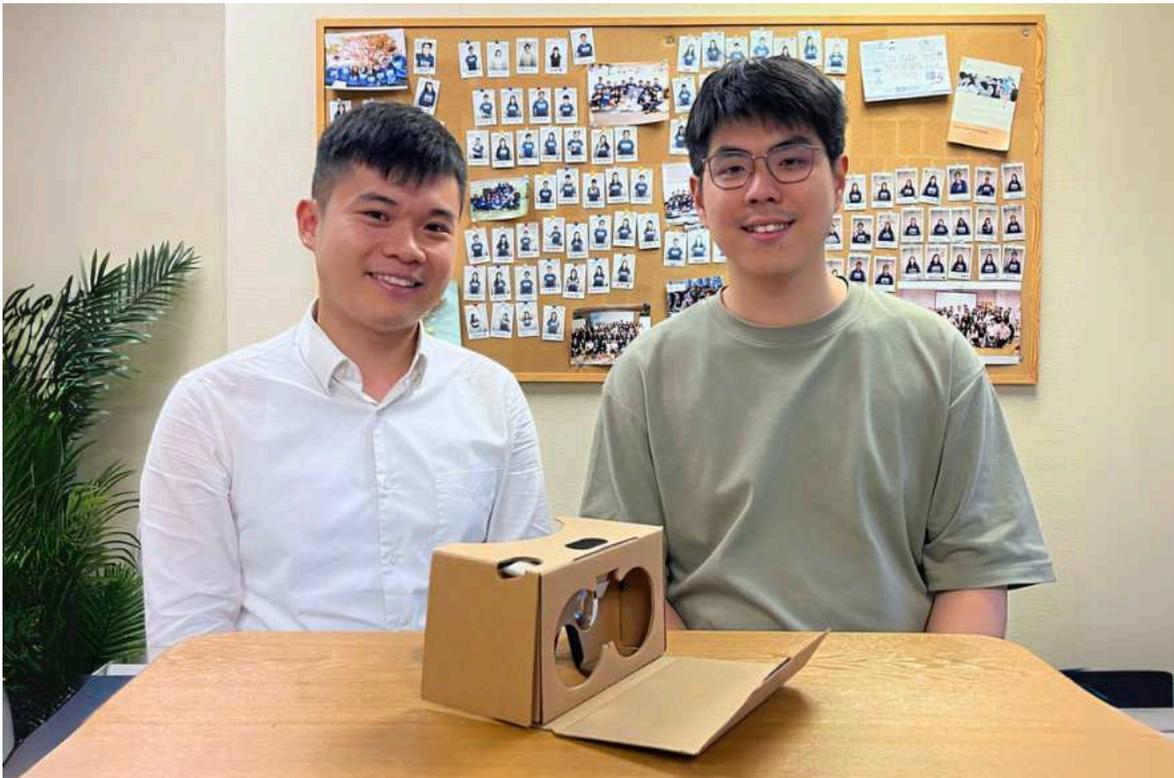
- John Yeung and Kasva Leung (Fellow 2021-22)
- Anna Chan (Fellow 2021-22)
- Chloe Wan (Fellow 2020-21)
- Frank Ng (Fellow 2020-21)
- Eric Ng (Fellow 2020-21)

Sharing from Our Supporter

- Tina Chan (Group Head of Philanthropy of John Swire & Sons (H.K.) Limited)







TFHK Alumni Story

Bridging Gaps with Technology

Interview with: John Yeung, Kasva Leung (Fellow 2021-22)

Written by: Aiman Nadeem

Picture this: you are sitting in your primary school classroom, waiting for your General Studies lesson. When the teacher comes in, instead of opening the textbooks, you are asked to wear a Virtual Reality (VR) headset to have the lesson. Unreal, right?

Integrating education technology in classroom settings is not as far-fetched as we think. Prominent universities like Harvard have already incorporated VR experiences into their curriculums, offering students alternative classroom contexts.

However, as traditional teaching methods continue to dominate the classroom landscape, using innovative technology to educate students in various primary and secondary schools remains uncommon in Hong Kong. Introducing technological innovation for education modernization does not come easy especially when there is a lack of space and platform for trial and error.

The Teach For Hong Kong Fellowship Program provided a much-needed space to talents like John Yeung and Kasva Leung (Fellows 2021-22), a tech enthusiast and former engineer, respectively, to observe the challenges in frontline education and incorporate technology into student learning.

As a Fellow, John observed that primary school students needed space to explore complicated General Studies (GS) concepts. Traditional textbook-based learning often confines students to passive learning, limiting their ability to comprehend the concepts being taught entirely. Therefore, John leveraged his expertise and introduced VR headsets in lessons to enrich students' classroom learning experience and help them absorb textbook knowledge better.

Kasva emphasized the importance of bringing in cross-sector resources and opportunities for students. He focused on fostering students' interest in STEM activities and actively organized various STEM competitions for students to enhance their exposure.

He observed that participation in external STEM competitions was predominantly reserved for high-achieving students, limiting other students' equal opportunity to realize their potential. He took proactive measures to involve students of varying academic levels to partake in STEM competitions.

Despite their ambitions to engage students in education technology and STEM, they were met with observations that shed light on the limitations of advancing education technology in classroom teaching. There needs to be more resources, and the knowledge gap among students and teachers is one of the practical realities educators face.

Even though these challenges center around the school environment, their implications can be extended beyond schools and the broader education system. While the education sector in Hong Kong has been advocating for implementing the STEAM curriculum in schools, its focus has primarily been on curriculum development, with limited progress in providing practical exposure to students or managing the knowledge gap among teachers.

To address this, John and Kasva joined hands to establish the Hong Kong Virtual Reality Education Society (HKVRES). This platform aims to bridge the knowledge gap between teachers and VR technology and empowers teachers to use technology in teaching and learning frameworks.

In addition to their broader efforts to bring systemic change with a sustainable solution like HKVRES, John and Kasva remain dedicated teachers in their respective schools, consistently working to improve the curriculum and increase students' exposure to technology.

As the subject panel of Geography, John is working on curriculum enhancement and researching learning tools that can increase students' motivation and effectiveness in learning.

"I believe it is important to equip students with transferable skills rather than solely focusing on exam preparation," John emphasized.

With the belief that opportunities should be given to all students, Kasva continues to connect his students to different competitions and experiences. He hopes to gain more insights into the education context and explore the field of education technology to contribute to education.

"This opportunity (Fellowship Program) allowed me to understand more about the education sector and prepare myself for working in the education technology field," Kasva said.

John and Kasva stand as testaments to the importance of being given a platform to understand education realities and drive impact by leveraging personal expertise. The Fellowship Program not only allowed the two dedicated teaching leaders to immerse themselves in the practicalities of the education sector but also provided a supportive environment for them to cultivate their ideas and innovations to bring greater impact to students.

About John and Kasva

John is a graduate of Social Policy and Administration at The Hong Kong Polytechnic University. He is now the Geography Panel Chairperson(Acting) at Aberdeen Baptist Lui Ming Choi College.

Kasva is a graduate of Mechanical Engineering at The Hong Kong University of Science and Technology. He is a teacher at HKSJKH Bishop Hall Secondary School.



TFHK Alumni Story

From Classroom to Boardroom

Interview with: Anna Chan (Fellow 2021-22)

Written by: Aiman Nadeem, Rachael Chuang

In a bustling city like Hong Kong, opportunities abound for those who dare to dream. To Anna Chan (Fellow 2021-22), a sociology graduate from CUHK, teaching has always touched her heart and brought her joy. Throughout her university life, she was a debate coach for university and secondary school teams. Having witnessed the power of mentorship on young minds, she decided to take one step further from teaching debate to education by joining the Fellowship Program.

The Fellowship Program captivated Anna with its promise of a one-year commitment to frontline teaching, alongside the flexibility to initiate extracurricular activities and continue her passion for debate coaching. She believed it would allow her to make a difference in the classroom and facilitate holistic growth for her students. Actual development goes beyond academic achievements and encompasses character development and confidence-building.

While Anna created diverse learning experiences for her students, little did she know that her career path would be shaped in unexpected ways. She had the opportunity to collaborate with Grosvenor Group and organize an Inter-School Case Competition with several other Fellows.

They wished to bring her students face-to-face with business professionals, enabling them to learn essential business concepts and build confidence in speaking and proposing ideas in a formal setting.

"My students were passionate about the competition. Seeing how they would spend time practicing their presentation and chasing me to review their grammar usages in their scripts, I understood that learning a subject is no longer just confined to achieving academic success but expands further to developing necessary skills and traits"

It was also during these engagements with cross-sector professionals that she discovered her interests and acumen for business topics. She also turned her eyes to more possibilities within her cohort of diverse Fellows after hearing other Fellows share about their internships and work experiences. Anna found herself drawn to the dynamic world of business. After her Fellowship, she landed a position at DFS Group Limited and embarked on a management trainee journey.

Surprisingly, the skills she honed during her teaching experience seamlessly transitioned into her role as an aspiring business leader. One such skill that stood out is people management, a vital skill applicable to business and teaching. In her current capacity, she works closely with frontline sales and store managers and other stakeholders, and her experiences mirror the way she managed and guided her students.

"I found a great resemblance between my current job and my Fellowship experience. I think managing students is similar to managing frontline staff members. One has to know how to give concrete instructions and deliver realistic expectations... Also, being a good teacher is the best illustration of being user-centric. I borrowed my teaching experience to my sales inventory, also."

She initiated a Fragrance Bible for the beauty store units at her company. Shoppers who wish to purchase fragrances as gifts for their loved ones often struggle with deciding which ones to pick.

With a step-by-step approach, the Fragrance Bible helps shoppers narrow down options and clarify the most suitable fragrance. This resource also empowers sales associates to provide a more personalized and enriching customer experience. By creating an emotional linkage with fragrances, Anna's team was able to give better recommendations and connect with customers on a deeper level.

Anna's experience driving meaningful changes as a junior during her Fellowship empowered her to boldly lead changes as a Management Trainee. She recognized that people-centricity and empathy were at the core of driving impactful changes as a leader.

Looking back on her journey, the Fellowship provided her with the perfect platform to cultivate transferable skills and leadership mindsets that transcend sectors and develop as a people-centric leader. With the firm belief in "Teaching as Leadership", we believe the classroom is an ideal setting to equip future leaders with the skills and mindsets needed to effect long-lasting change.

As Teach For Hong Kong continues its mission to foster education equity and youth leadership development, stories like Anna's serve as a testament to the power of their Fellowship Program. Identifying and nurturing promising young leaders creates a ripple effect that transforms communities and inspires future generations.

About Anna

Anna is a graduate of Sociology at The Chinese University of Hong Kong. She is now the Product Sales Manager at DFS Group Limited (LVMH).



TFHK Alumni Story

Corporate Perspectives, Educational Impact

Interview with: Chloe Wan (Fellow 2020-21)

Written by: Rachael Chuang

While excelling in her corporate career as an Assistant Vice President of Commercial Banking at HSBC, Chloe Wan (Fellow 2020-21) recognized her desire to make a positive difference in society. Her involvement in volunteering projects at HSBC, where she was involved in screening community initiative submissions, inspired her to create meaningful change. Eager to gain firsthand experience in addressing social and educational challenges, she decided to join the TFHK Fellowship Program, viewing it as an opportunity to make direct contributions while planning her impact-making career.

"Immersing myself in the education industry during the first year allowed me to observe and understand the challenges. It positioned me to make a meaningful contribution when I transitioned into a full-time teaching role in my second year." It positioned me to make a meaningful contribution when I transitioned into a full-time teaching role in my second year."

During her one-year Fellowship, Chloe fully immersed herself in the education sector, embracing the chance to understand students' diverse needs.

During her placement at The Mission Covenant Church Holm Glad No. 2 Primary School, Chloe discovered that certain students, particularly those with special education needs, struggled to express themselves using conventional homework formats. Teachers were often overwhelmed by non-teaching duties, leaving less attention on student development. These realizations ignited Chloe's determination to leverage her past experiences and create a more inclusive and hassle-free teaching experience for both students and teachers.

"I've always been eager to drive school-wide changes, and an opportunity presented itself during the pandemic special holiday. The principal sought feedback and suggestions, and I saw it as the perfect chance to apply my observations and experiences from my corporate career."

After completing the Fellowship, Chloe continued to work as a full-time teacher at The Mission Covenant Church Holm Glad No. 2 Primary School. Combining her insights from the Fellowship and the unexpected circumstances presented during the pandemic-induced special holiday, she initiated and led a technological enhancement project to improve teaching and learning experiences.

Acknowledging the limitations of relying solely on Zoom classes and physical homework submissions every week, Chloe sought to sustain the school's close teacher-student relationships and enhance learning experiences using technology. She introduced an online homework submission and marking platform to the principal and teachers. Mindful of the needs of teachers and students, she ensured the tool was accessible on various devices, user-friendly, and allowed for multiple forms of submission and feedback, including drawing and writing.

"Throughout the project, my corporate experience proved invaluable in pushing progress forward. I took a user-centric approach to the project, designing the tutorial video into more manageable segments. I also engaged with various stakeholders in different school committees, ensuring their support and alignment with the idea."

Harnessing her exceptional execution skills honed in the corporate world, Chloe swiftly presented her idea, provided a demo to the principal and panel teachers, liaising with external vendors, and guided users in understanding the platform's functionalities, all within an impressive timeframe of 1-2 weeks. Thanks to the trust she had earned, the plan was quickly embraced by all teachers in the school.

This impactful experience solidified Chloe's commitment to a long-term career in frontline education. She found immense fulfillment in classroom teaching and nurturing meaningful connections with her students. Moreover, Chloe recognized her unique role in the education field—to utilize her strong project management skills and sensitivity to external trends to drive school-wide changes that enhance overall teaching and learning experiences. By alleviating teachers' administrative burdens, Chloe hopes to enable them to dedicate more time and energy to student development, laying the foundation to create a more favorable learning environment for all students regardless of their backgrounds and abilities.

TFHK Fellowship Program empowers talented individuals like Chloe to find their edge and make a lasting impact in the education industry. They leverage their cross-disciplinary talents and industry experience to bring fresh perspectives and innovative approaches to high-need schools and drive school-wide changes. As Teach For Hong Kong continues to be a catalyst for transformation in education, Chloe remains steadfast in positively shaping the lives of students and teachers alike. Her unwavering dedication embodies TFHK's mission to provide equal opportunities for all children to access quality education and realize their full potential.

About Chloe

Chloe is a graduate of Mathematics in University of Surrey. She is now a teacher at Hong Kong & Macau Lutheran Church Primary School.



TFHK Alumni Story

Empowering Minds through Cross-Sector Collaboration

Interview with: Frank Ng (Fellow 2020-21)

Written by: Aiman Nadeem

The interconnection between education and other sectors is a topic that often sparks curiosity. Many individuals, like Frank Ng (Fellow 2020-21), find themselves pondering how education intersects with various fields and how actors from different sectors contribute to the development of students. As a graduate of Business Management, Frank was interested in sustainability and creating shared value. However, he was still unclear about his future pathway, and that's when he stumbled upon the Teach For Hong Kong Fellowship Program. Unbeknownst to the possibilities the Fellowship Program will hold, Frank embarked on this journey to serve underprivileged students at a local high-need school.

Upon arriving at Delia (Man Kiu) English Primary School, Frank was responsible for teaching Primary 5 students, most of whom were ethnic minority students. He observed that the students lacked external resources and support and had low confidence, which impacted their motivation to learn. This group of students also had a limited perspective on the possibilities within society beyond their classroom, primarily due to their restricted exposure to classroom learning and activities.

After much consideration about connecting his interests to the students' needs, Frank decided to integrate modules about Sustainable Development Goals (SDGs) and the concept of sustainability into General Studies (GS) lessons.

"Finding the middle ground to connect mentors' expectations and students' learning was crucial. Using SDGs as a framework allowed mentors to comfortably share more insights on the topic and students to absorb the knowledge effectively."

Frank organized a Dream Community activity to help build students' confidence and allow them more room for expression in collaboration with staff from Grosvenor Group, a privately owned international property company and one of TFHK's corporate partners. The activity involved Grosvenor mentors sharing real-life cases of how they incorporate SDGs into their work.

This collaborative activity developed a sense of community in students, fostered greater confidence, and increased learning motivation as they engaged with externals.

As Frank's students actively participated in the Dream Community project and developed an expanded sense of possibilities, Frank also experienced personal growth and acquired new insights.

"The activity impacted me by helping me find many possibilities between school and business. Certainly, it has shaped my career choice."

Frank quickly realized that integrating cross-sector resources into the classroom offers a comprehensive approach to solidifying students' knowledge by connecting it to real-life situations, enabling them to bridge the gap between their learning and society. Bringing external actors and resources into schools opens students up to more possibilities for their future, enabling them to envision diverse career pathways. The same opportunities cannot be replicated using just the existing school resources.

Realizing that cross-disciplinary sectors and resources intersect with education and create a lasting impact on student development, Frank was inspired to continue his journey as an educator outside of the education sector. After the Fellowship, he worked in an NGO that fostered entrepreneurial mindsets and skills among youths. His role allowed him to provide learning opportunities to youths outside of the school curriculum.

"This year was a transformation for me. It made me reflect on who I want to be. I want to become a person who connects people from different sectors to contribute to youth development with compassion and empathy."

Frank now works as an Education Skills Lead at Microsoft. Collaborating with teaching associations, institutions, government departments, and various firms, Frank strives to equip students with essential 21st-century digital skills.

Looking back, the Fellowship Program allowed Frank to unveil the importance of connecting cross-sector resources to the educational context. Frank was inspired to continue connecting the dots between education and different sectors through his experience of understanding students' needs and designing initiatives to deliver an impact that cannot be delivered just by relying on the school's resources and teachers' capacity. Frank's impact-making journey continues as he strives to create more cross-sector learning opportunities for positive student and youth development.

At Teach For Hong Kong, we seek to empower diverse talents who, as Fellows, deeply understand the educational landscape and its challenges. Fellows can broaden students' horizons and drive systemic change in education by harnessing their expertise and leveraging resources from multiple sectors.

About Frank

Frank is a graduate of Business Administration at City University of Hong Kong. He continues his impact-making career at CoCoon Foundation and Microsoft after Fellowship.



TFHK Alumni Story

Half the Load, Double the Support As an Educator

Interview with: Eric Ng (Fellow 2020-21)

Written by: Rachael Chuang

Motivated to understand the realities teachers and students face in underserved communities, Eric Ng (Fellow 2020-21) eagerly joined the TFHK Fellowship Program, envisioning a future where students are motivated and empowered to learn regardless of their diverse academic needs.

"One of the significant advantages of being a Teach For Hong Kong Fellow was the reduced teaching load. It gave me the space to reflect, fine-tune my lesson delivery, and build stronger relationships with my students. This enabled me to create a more engaging and supportive learning environment."

The Fellowship provided Eric with greater flexibility and opportunities to understand the education landscape and make a lasting impact based on his observations. With a reduced teaching load compared to regular teachers, Eric had more time to reflect on each class, adjust his lesson plans, and refine his classroom management techniques. This allowed him to enhance the teaching and learning experience, ensuring that every moment in the classroom was optimized for his students' growth.

Eric cherished the opportunity to interact with his students beyond subject classes, recognizing the importance of understanding their challenges and aspirations. Through genuine conversations, Eric gained insights into the difficulties students faced in academic studies, particularly in mathematics. Observing their waning interest and frustration with complex concepts, Eric studied and implemented the Concrete, Pictorial, and Abstract approach (CPA Approach) in his mathematics classes. This approach allowed students to learn through real-life scenarios, visualize concepts, and then delve into abstract ideas, fostering a deeper understanding of the subject matter.

Implementing the CPA Approach not only revitalized students' motivation and academic performance in mathematics but also garnered recognition from the school management. Despite several teachers having extensive teaching experience, they readily embraced novel teaching approaches into their curricula. With the observed effectiveness, the school arranged sharing by Eric with his teaching peers and even organized a session for teachers in other schools through the Education Bureau.

Inspired by the impact he was making, Eric remained at the partner school he served after completing the Fellowship, becoming a full-time teacher. His track record in bringing new learning and teaching approaches to the classroom paved the way for him to assume a leadership role as the Learning Strategy Curriculum Committee coordinator. In this position, Eric facilitated teachers in evaluating and selecting strategies that enhanced students' memory, organization, questioning, and answering skills within the curriculum.

"Navigating the school environment as a fresh graduate and new teacher was daunting, and I often experienced self-doubt. I am grateful for the unwavering support of my Leadership Development Officer (LDO). She guided me through those difficult moments and helped me regain confidence in my abilities."

Beyond the classroom, TFHK played a vital role in Eric's personal growth, propelling him towards becoming a junior educational leader. He openly shared his initial struggles during the Fellowship, grappling with finding a sense of accomplishment in his teaching experience, especially in the early months of his journey. Factors such as past learning experiences, family background, and the wider community contributed to lower learning motivation and a diminished sense of possibility among the students he served.

Fortunately, Eric found solace and guidance in his Leadership Development Officer (LDO), who conducted regular coaching sessions with him. These sessions gave him the necessary support to navigate challenging moments, find solutions, and foster personal growth. Eric acknowledged that he would not have experienced such significant growth and development without the Fellowship. Recognizing the value of this support, Eric now strives to provide similar mentorship and guidance to new teachers, paying forward the invaluable assistance he received.

TFHK empowers young leaders like Eric to become change agents in the education system through tailored support and personal growth opportunities. As TFHK continues to bridge educational gaps and inspire a love for learning, Eric's story stands as a testament to the profound impact that dedicated and passionate individuals can have on the lives of Hong Kong's next generation.

About Eric

Eric is a graduate of Mechanical Engineering at City University of Hong Kong. He is now the Deputy Panel Head (Math) at Semple Memorial Secondary School.



Sharing from Our Supporter

Partnering to Create More Opportunities

Interview with: Tina Chan, Group Head of Philanthropy of John Swire & Sons (H.K.) Limited

Written by: Aiman Nadeem, Justin Lee

Having known about the global “Teach For” model for a long time, Tina Chan, Group Head of Philanthropy of John Swire & Sons (H.K.) Limited, was intrigued by the localized model that seeks to bring about education equity in Hong Kong.

In 2021-22, Swire’s TrustTomorrow initiative started supporting our Fellowship Program, starting with one of our partnering schools most in need in Kwun Tong, to effect long-lasting positive change by nurturing talents. Through the Program, TFHK Fellows enhance and invigorate the learning experience for underprivileged students, encouraging them to embrace greater possibilities in their lives.

“By serving at schools for a year, these young individuals learn first-hand the challenges and gaps in the education system which leaves a lasting impact on themselves. After the Fellowship, they may endeavor into different fields, but the Fellowship experience and their memories at schools will always stay with them and drive them to give back more.”

Acknowledging the foundation and the potential of the Fellowship Program, Tina helped amplify the impact of the program and fostered the partnership between Swire Group and the TFHK community.

Energizing Schools with Talents and Resources

The partnership supports TFHK's recruitment and training of Fellows while recognizing the resource constraints Fellows and schools might face when curating unconventional learning experiences for students.

Fellow Kenny Lam revamped the school's music lessons and mobilized cross-disciplinary efforts at his school. He utilized the innovation subsidies provided by Swire to procure equipment with which his students experienced songwriting and composing on easy-to-use applications. This opened the door to music appreciation and creation for all his students who typically cannot afford music learning. With the support of visual art teachers, his students further created their album covers, acquiring a sense of accomplishment and project ownership.

Kenny also drew upon his prior experiences in some of the most prestigious firms to help students connect school learning with the real world. In the early months of the Fellowship, Kenny already observed that many of his students worked part-time jobs and had an interest in personal finance, although they were less motivated in school learning. Hence, he initiated the Investment Club, also known by the students as the Money Making Club. On top of conceptual learning, Kenny guided his students in constructing an investment portfolio. Step by step, his students conducted company research, learned about various industries and professional pathways, and applied school knowledge in the process. Of utmost importance, students acquire the awareness of informed decision-making and the ability to acquire knowledge independently.

The 2021-22 school year concluded with three Fellows in one school benefiting from the Swire-TFHK partnership, which has expanded in 2023-24 to nine Fellows from even more diverse backgrounds across multiple schools. Nevertheless, the significance of this partnership is way broader, as it also connects businesses and social organizations with schools in need of diversified learning resources for students.

Bridged by Tina and her colleagues, another Fellow Ken So organized a career learning series for his students with the support from volunteers from Cathay Pacific and Hong Kong Aircraft Engineering Company Limited ("HAECO"). His students visited the facilities of the two companies. They interacted with the volunteers to learn about their responsibilities and career experiences, broadening their horizons of career options.

The partnership also brought in wider resources for our schools by harnessing the network of social organizations supported by Swire. The resources span across non-academic learning topics such as value building and environmental protection. Fellows and other school teachers can more easily bridge classroom and out-of-campus learning experiences with the available workshops, tours, and trips to stimulate students' learning curiosity and broaden exposure.

Passionate Community for Education Equity

In addition to fostering the partnership between Swire and TFHK, Tina also supports our Fellowship Program in a more personal capacity. In a training session for our Fellows, she shared her insights on fostering cross-sector effort and catalyzing changes as an individual. She even helped select our Fellows as one of our external assessors in the recruitment stage.

Tina fondly recalls when she first witnessed the passion of our applicants and selected Fellows.

"Their sense of leadership was exuding through their passion of teaching and serving the underprivileged students. I got to meet such inspiring people. Meeting them made me feel driven and full of purpose too."

Indeed, bringing about education equity and uplifting underprivileged students requires a community of passionate individuals. It includes school teachers, representatives from businesses like Tina, NGO practitioners, and many more. It is crucial that we collaborate to create opportunities and inspire one another. We are truly grateful to Tina and other colleagues at Swire for their steadfast commitment to nurturing our Fellows and students.

STRATEGIC PLAN PROGRESS

After the development of our strategic plan 2021-25, we have continued to make progress on three strategic foci as an organization:

Our first goal is to develop TFHK into the most professional and technology-driven education nonprofit in Hong Kong. As we are processing 800+ Fellowship applications per year, we have developed a customized technology system to streamline the multi-stage assessment process. As such, our recruitment team could dedicate more time to providing one-to-one engagement with applicants and support to incoming Fellows before they are successfully matched with schools.

Our management team has also strengthened as we brought on board River Lam as our Program Director. River has more than 10 years of experience in the commercial sector. With a passion for leadership development, she will amplify TFHK's mission of nurturing future leaders who bring education equity.

Second, we strive to boost all sectors' recognition of our Fellowship Program as the top leadership program. We refined our assessment mechanism to place greater emphasis on an applicant's self-awareness and resilience, which we believe as essential to one's long-term leadership potential. In light of the loss of talent in the education sector, mock classroom experiences were introduced as part of our assessment to provide candidates with a deeper understanding of school realities and the needs of underprivileged students. TFHK also developed a Leadership Development Framework through extensive research and consultation with education stakeholders.

Third, we will accelerate our Alumni's leadership and impact-making. Multiple purpose-led learning communities were established, fostering collaboration and sharing of best practices among alumni from similar industries. Workshops and sharing on school branding and technological innovations were organized by Alumni and industry experts. Meanwhile, we are witnessing more and more TFHK alumni assume managerial roles in a wide range of industries, and mobilize resources to contribute to bringing about education equity.

These achievements demonstrate our dedication to the development of our Fellows and alumni, who are making a significant impact in Hong Kong's education landscape.



TFHK's Leadership Development Framework

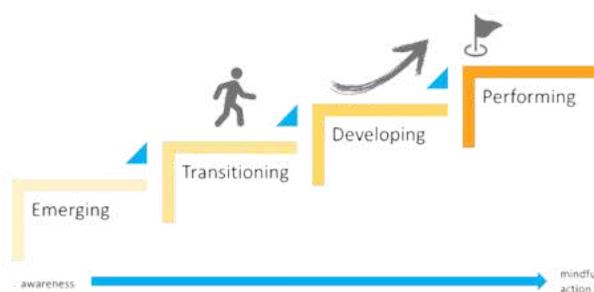
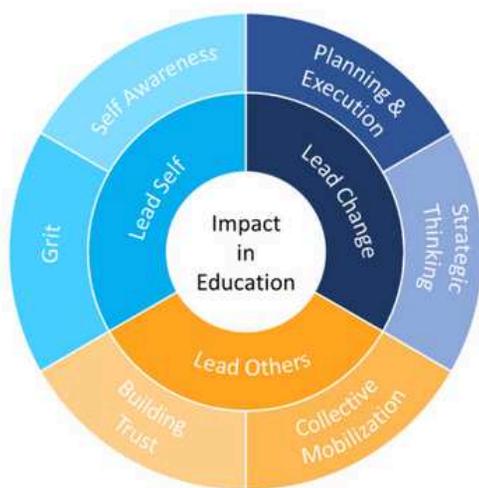
We have been advocating that teaching is a leadership experience and that our Fellowship Program develops future leaders by immersing promising youths in frontline education. Ultimately, it takes leaders in education and other sectors to address education inequity in Hong Kong by bringing solutions to underprivileged students' educational challenges and underlying socioeconomic hurdles.

We developed a Leadership Development Framework to outline the connections between frontline education and leadership. It serves as the foundation for our Fellows and Leadership Development Officers to capture Fellows' leadership growth and explore development potential. Our group training design and individual coaching going forward would be based on this framework. More importantly, it would serve as a shared language for other stakeholders, especially our partner schools, to understand and support Fellows' development.

In the development process, we have consulted key stakeholders, including school management, teacher training experts, leadership development experts, Fellows and Alumni, and students. We also took reference from the leadership model and interventions from other "Teach for" organizations in the region and other teacher development organizations. In a conventional "Self-Other-Change" leadership model, we consolidated the insights into **six Core Competencies** crucial to our Fellows' success in making a lasting impact.

To illustrate the development roadmap, these Core Competencies are divided into **four progressive levels**: Emerging, Transitioning, Developing, and Performing. Each level includes detailed behavioral indicators. Understanding where an individual stands could:

- Celebrate Fellows' achievements and breakthroughs;
- Facilitate self-reflection and goal-setting in their leadership development journey;
- Encourage self-directed training plans for leadership development;
- Strengthen aligned understanding and communications among Fellows, our team, and other stakeholders.



FINANCIAL REPORT

Income

Item	Total
Government Grant	HK\$ 128,000.00
Individual Contributions	HK\$ 261,675.45
Organization Contributions	HK\$ 2,577,322.27
Other Income	HK\$ 500
Total Income	HK\$ 2,967,497.45

Expenses

Item	Total
Fellowship Program Expense	
Total Program Fellows Recruiting	HK\$ 320,653.95
Total Program Fellows Training	HK\$ 71,278.32
Total Program Management	HK\$ 2,615,305.33
Total Program Alumni Development	HK\$ 49,615.88
Total Program Technology Infrastructure	HK\$ 101,210.89
Total Impact Measurement	HK\$ 90,345.70
Total Program Partners Reimbursement	HK\$ 160,891.00
Subtotal	HK\$ 3,409,301.07
Operation Expense	
Total Legal and Administration	
Total Marketing and Fundraising	
Subtotal	HK\$ 515,845.99
Total Expenses	HK\$ 3,925,147.06

* This Financial Report is unaudited.





SUPPORT US

Why Support TFHK

Every child is talented. Unfortunately, not all of them dare to dream and realize their potential, as they may lack opportunities due to their socio-economic background.

TFHK believes in the power and importance of collective leadership in reshaping our system. With your support, you will help students realize their potential by empowering our Fellows to create explorative learning and personal development opportunities at high-need schools. More importantly, your support will help nurture our Fellows into future leaders who uniquely possess the frontline understanding and deep empathy for the disadvantaged and ultimately create systemic changes that bring education equity.

Support Options

By Cheque

You can send us a properly crossed cheque made payable to "Teach For Hong Kong Foundation Limited." Please mail the cheque to Unit E-F, 17/F, Centre 600, 82 King Lam Street, Cheung Sha Wan, Kowloon, Hong Kong.

Please provide us with your personal contact information (e.g., full name, email/ mailing address). After payment confirmation, a donation receipt will be issued and sent to you.

Online Donation

You can scan the QR code on the right-hand side to make a general donation.

Pay via our website: <http://www.tfhk.org/donate/>





Other Collaborations

We believe in the power of cross-sector support and collaborative efforts. Your generous support can magnify TFHK's impact on Hong Kong education. If your company or organization is interested in supporting TFHK, there are various ways you can do so:

Corporate Sponsorship

You can sponsor our Fellows for their living stipend during the Fellowship. For every Fellow you support, more than 100 underprivileged students will be benefited.

Cross-sector Engagement

We welcome your organization or company to become our partner. Our partners collaborate with our Fellows to co-organize firm visits, workshops, or other self-designed programs for our students. These are great opportunities for your staff to engage the community and open the eyes of our next generation.

Pro-bono Advisory

Leverage your skills for social good. Companies or organizations are welcome to share your expertise, knowledge, and skills to develop strategies and solutions for our organization's growth.

We appreciate any support that can be offered to TFHK. If you have any ideas about how you would like to support TFHK, please do not hesitate to contact us!

Phone: 2652 5995 Email: team@tfhk.org

THANK YOU

We want to thank everyone who has supported us. Your generosity has helped our children strengthen their learning motivation, confidence, and hope and nurture our young talents to become leaders who make a difference. With your support, we are moving closer to a future where all children have equal opportunity to learn, grow, and realize their potential and aspirations.

Donors

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