Teach For Hong Kong



2023-24 ANNUAL REPORT

Teach For Hong Kong



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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.

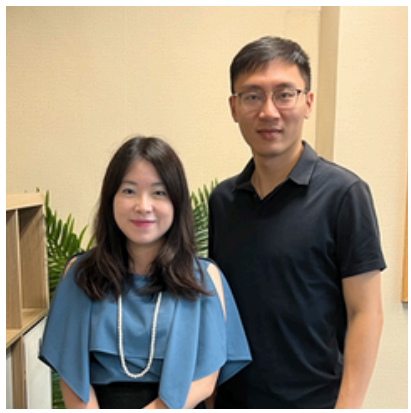
During the one-year pause, we have invested our resources in strengthening the leadership development component of our Program. We have carefully analyzed the records of our past Fellows and sought insights from key stakeholders and experts in the field, including school principals, teachers, students, 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




ach For Hong Kong
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EXECUTIVE SUMMARY

Impact Summary

9
Cohorts

207
Alumni

28
Number of Fellows in 2023-24

46,758
Students Served

32
Partner Schools Served

4,556
Fellowship Program Applicants

138
Cross-sector Partners

912
Corporate Volunteers

184
University Student Volunteers

2023-2024 Partner Schools



Kowloon

- Buddhist Chi King Primary School
- Delia English Primary School
- Delia Memorial School (Glee Path)
- Delia Memorial School (Hip Wo)
- Delia Memorial School (Hip Wo No.2 College)
- HKSKH Bishop Hall Secondary School
- St. Bonaventure Catholic Primary School

New Territories

- Caritas Fanling Chan Chun Ha Secondary School
- Ju Ching Chu Secondary School (Kwai Chung)
- Ju Ching Chu Secondary School (Tuen Mun)
- Semple Memorial Secondary School
- The Hong Kong Management Association K S Lo College
- Tin Shui Wai Methodist Primary School
- Queen Elizabeth School Old Students' Association Tong Kwok Wah Secondary School

Stimulating Fellows' Personal Growth

During the Fellowship, the frontline teaching experience and exposure to education realities have accelerated our Fellows' personal growth and development of key leadership traits. Over 90% of school principals or mentors agreed that Fellows improved their interpersonal skills, problem-solving skills, growth mindset, and empathy throughout the Fellowship.

90%

Fellows show significant improvement in developing key leadership traits

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.

60%

of alumni work in the education sector

Creating Positive Learning Environments

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

>80%

of students agree that Fellows' lessons and activities are interesting and engaging

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.

207

Alumni and counting

Achieving Multiplying Benefits to Our Society

Informed by their teaching experience, Alumni recognize the importance of collaborating with stakeholders to advance education equity. By nurturing leaders, our organization creates lasting change beyond the Fellowship year and the students Fellows have taught. An impact study from The University of Hong Kong shows that every HK$1 invested in Teach For Hong Kong generates HK$4 in value.

$4:$1

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

To read our Impact Assessment Report for the academic year 2021-22, you can scan the QR Code on the right

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 schools[1] as full-time teachers[2]. 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

All children in Hong Kong have equal opportunity to learn, grow and realize their potential.



Our Mission

Teach For Hong Kong nurtures 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 fight for our shared mission.

OUR MILESTONES

2013 - 2014

Jun 2013 • Established the TFHK founding team



2015 - 2017

Jul 2015 • Awarded as a pilot project from the Social Innovation and Entrepreneurship Fund competition

Sep 2015 • Fellowship Program 2015-16 start with 6 Fellows

Mar 2016 • Featured as a case study in the social innovation report of Our Hong Kong Foundation

Jun 2016 • Formed the core partnership with The D.H. Chen Foundation

Feb 2017 • Formed partnerships with The Hong Kong Jockey Club Charities Trust and Social Impact Partners

Jul 2017 • Launched TFHK employer partnerships with 9 companies

2018 - 2022

Sep 2018 • Fellowship Program 2018-19 has 34 Fellows in 19 partner schools

Feb 2019 • Launched the Jockey Club STEMPower Fellowship Program in partnership with the Hong Kong Jockey Club Charities Trust



Sep 2019 • Fellowship Program 2019-20 has 36 Fellows in 17 partner schools

Aug 2020 • Published our Fifth Year Anniversary Book



Sep 2020 • Fellowship Program 2020-21 has 39 Fellows in 16 partner schools

Sep 2021 • Fellowship Program 2021-22 has 38 Fellows in 19 partner schools

Sep 2021 • Launched TrustTomorrow 21st Century Education Fellowship in partnership with the Swire Group Charitable Trust

2023 - 2024

May 2023
- Welcomed our new Program Director, River Lam

Jun 2023
- Developed Leadership Development Framework (LDF) to better support the guidance and mentorship of Leadership Development Officers (LDOs) 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

Sep 2023
- Fellowship Program 2023-24 has 28 Fellows in 14 partner schools
- Organized "Leading Forward: Teach For Hong Kong Forum For Future Education 2023" which was attended by 100+ respected leaders from education, business, and the nonprofit





Mar 2024
- Organized the TFHK Star Teacher Series inviting C-suite cross-sector leaders to uplift and inspire underprivileged students

May 2024
- Welcomed our new Board of Director, Lawrence Tsang, and Board Advisor, Mei Mei Ng

Jun 2024
- Until June 2024, we have grown a community of 207 alumni





OUR PEOPLE



OUR TRANSFORM EDUCATION SUSTAINABLY

Our Team



Mr. Arnold Chan
Founder and Board Chair



Mr. Henry Lee
Board Director



Mr. Ernest Wong
Board Director and Alumni Representative



Mr. Lawrence Tsang
Board Director



Ms. Mei Mei Ng
Board Advisor



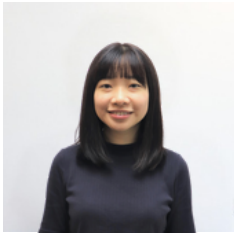
Justin Lee
Co-Executive Director



Natalie Leung
Co-Executive Director



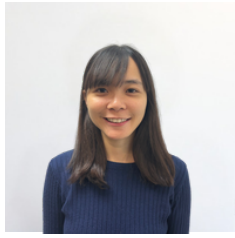
River Lam
Program Director



Laura Chong
Program Manager



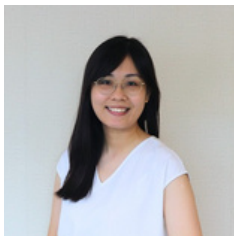
Season Lai
Program Manager and Alumni Representative



Rachael Chuang
Marketing and Recruitment Manager

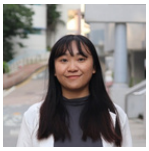


Aiman Nadeem
Development and Recruitment Officer



Pinky Kong
Marketing and Recruitment Officer

Our Fellows 2023-24



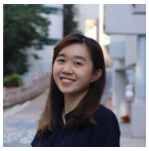
Alisha Kwan

- 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



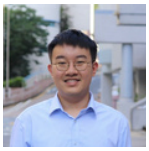
Amy Chan

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



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)



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



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



Duncan Tang

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



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



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)



Gigi Ng

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



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



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



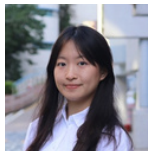
Jessie Lau

- 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



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



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



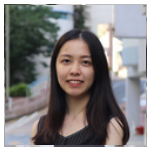
Linda Wong

- 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



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



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



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



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



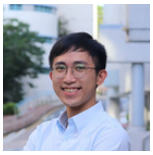
Seren Lam

- 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 Unversity of Hong Kong
- Editing Intern at MOViE MOViE
- The Consular Book Award in American Studies 2020 Awardee



Steffi Lau

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



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



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



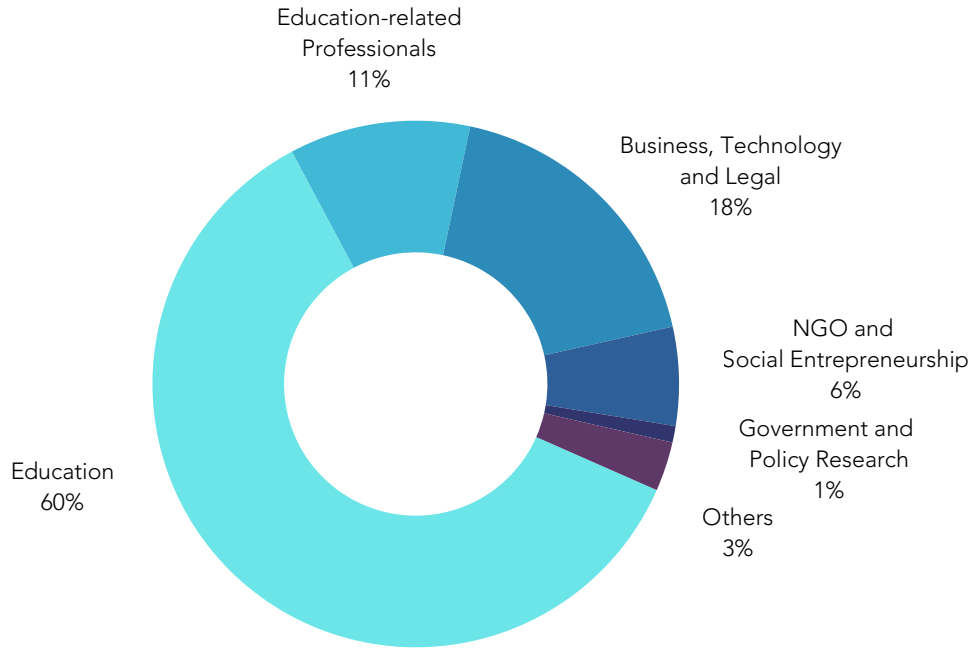
Winnie Chan

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

Our Alumni

Now, our Alumni community has grown to 207 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

香港兆基創意書院 and 30+ local schools in HK

Public Sector

教育局 Education Bureau
The Hong Kong Jockey Club Charities Trust
香港中文大學 The Chinese University of Hong Kong

NGO and Social Entrepreneurship

unicef 聯合國兒童基金會
Global Development Incubator
陳廷驊基金會 THE D.H.CHEN FOUNDATION
JUST FEEL

Further Studies and Academia

Harvard Graduate School of Education
UNIVERSITY OF CAMBRIDGE
COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK

Business, Technology and Legal

PayPal
DBS
Microsoft
DFS

Education-related Professionals

PREFACE
香港青年協會 the hongkong federation of youth groups
Lincolnshire COUNTY COUNCIL

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

A Community of Future Leaders



Samanwita Sen (Fellow 21-22)
Business Development Representative, Orbital Witness



Kenny Lam (Fellow 21-22)
Founder, For Good Measure Limited



Edgar Lai (Fellow 20-21)
Service Development Officer Hong Kong Single Parents Association



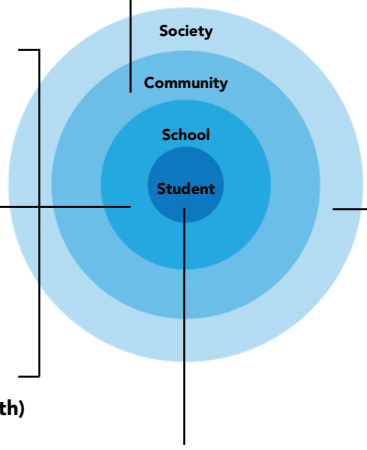
Raymond Yang & Matthew Kwok (Fellow 17-18)
Co-founders, JUSTFEEL (a registered charity)



Ernest Wong (Fellow 16-17)
Clinical Psychologist, The Healthy Mind Child Development Centre



Janet Fu (Fellow 17-18)
Panel Head Delia Memorial School (Glee Path)





Fiona Hsu (Fellow 20-21)
Administrative Officer, HKSAR Government



Jonathan Kwok (Fellow 17-18)
Pupil Barrister, Denis Chang's Chambers



Maple Wong (Fellow 19-20)
Project Manager, Generation Hong Kong



Isabel Kwan (Fellow 18-19)
Manager, The Hong Kong Jockey Club



Karen Leung (Fellow 17-18)
Learning and Behavioral Support Teacher Singapore International School (HK)



OUR APPROACH



The Challenges

Students' socioeconomic backgrounds significantly affect their career aspirations, trajectory, and achievements.

While Hong Kong has one of the most developed education systems in the world, the bitter truth is that 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 Attain Higher Education

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[3]

The academic abilities of students with low socioeconomic statuses are on average 3 years below those of higher socioeconomic status. 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.

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.



Six-Week Summer Institute

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, and learn how to leverage various industries to make changes.

Cross-sector leaders from Citi Global Wealth, The D.H. Chen Foundation, John Swire & Sons (H.K.) Ltd, Social Ventures Hong Kong, and Dream2Story were invited previously.



Teaching Placement

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 which 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, Fellows can expose students to previously unattainable possibilities. They bring students to visit companies, learn about different careers, engage with people from diverse backgrounds and participate in competitions, 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.

OUR ACHIEVEMENTS



Our Fellows' Profile in 2023-24

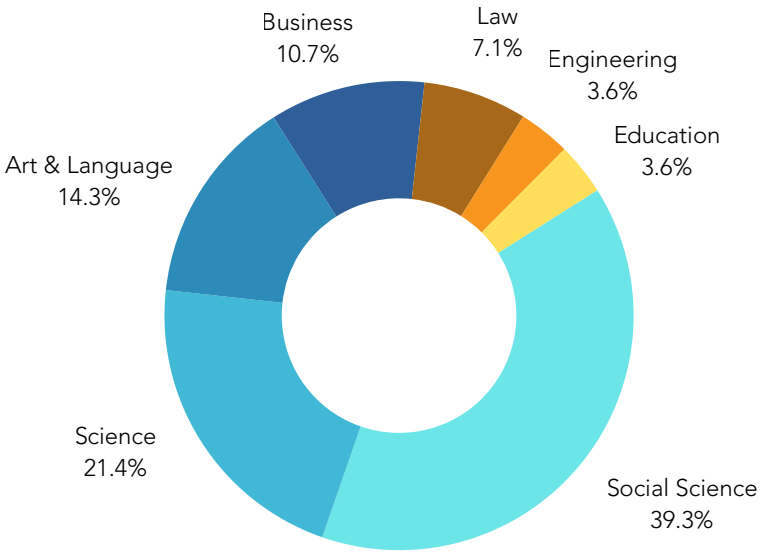
The majority of our Fellows graduated from local universities, while a number of them hailed from overseas universities in the UK and Canada.

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

香 港 大 學
THE UNIVERSITY OF HONG KONG

香港科技大學
THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

香港中文大學
The Chinese University of Hong Kong

McGill

UNIVERSITY OF LEEDS

University of Southampton

THE UNIVERSITY OF BRITISH COLUMBIA

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. 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	Committment 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 35 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.

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.

975

Extracurricular activities organized from 2015 to 2023

Some of Our Partners

WEDO GLOBAL 愛同行 · FITZROY FOUNDATION · SONY · CATHAY · JUST FEEL · EAST 東隅 · THE SWIRE INSTITUTE OF MARINE SCIENCE, THE UNIVERSITY OF HONG KONG · HSBC

MENTAL WELLBEING

Art Therapy and Social Emotional Learning

Witnessing her primary school students' reluctance and challenges in expressing emotions, Kristen Leung (Fellow 2023-2024) incorporated art therapy with social-emotional learning concepts into several workshops, guiding students to express themselves through the arts. Through engaging mediums like sand art and face masks, students were offered a unique opportunity to reflect on themselves and unleash their creativity non-verbally. Students not only learned more about themselves but also experienced emotional growth through artistic exploration, developing essential values at a young age.





DIVERSITY AND INCLUSION





Integration through Language and Culture

Ethnic minority (EM) students often face barriers such as language challenges and poor self-perception, hindering their integration into mainstream society. Noticing low self-esteem and diminished learning motivation among her students, Seren Lam and Serena Wong (Fellows 2023-24) led a series of activities aimed at empowering the EM students. To boost their confidence in speaking Chinese, they prepared their students for a Chinese speaking competition by breaking down the language into manageable parts and providing practice sessions. They also organized a multicultural cooking competition, allowing students to showcase their unique cultures by preparing traditional recipes. This encouraged students to take pride in their heritage and fostered a sense of community through culinary experience.

Cultural Exchange with Vienna Boys' Choir (VBC)

Understanding different cultures is essential for fostering empathy and broadening perspectives in today's interconnected world. Simon Shiu, Loreen Leung (Fellows 2023-24), along with Frances Lee (Alumni 2021-22) at HKSKH Bishop Hall Secondary School and Gigi Ng, Kristen Leung, Tia Wong (Fellows 2023-24) and Cindy Leung (Alumni 2018-19) Buddhist Chi King Primary School, organized a cross-cultural exchange day with the Vienna Boys' Choir at Lei Yue Mun. Older students took up leadership roles to guide the younger boys through a coding activity to design a Hong Kong-themed game. Through interactive games and dialogues, the students shared about their lives in Hong Kong and gained exposure to European culture. This experience allowed students to develop an openness towards people from different cultures.





LIFE AND CAREER EDUCATION

CATHAY

Insights into the Aviation Industry





Underprivileged students often lack career imagination and confidence in pursuing their dreams in the fields they are interested in. With the support of Swire Trust, Amy Chan and Nicole Tam (Fellows 2023-24) collaborated with Cathay Pacific City (CX) to bring Tourism and Hospitality Studies students to CX and learn about the aviation industry through an immersive experience. Students heard from cabin crew, customer service officers, and flight attendants, as well as toured around CX allowed students to understand the day-to-day duties of the different aviation professionals. The visit and encouragement from the professionals ignited students' passion to pursue their dreams in the aviation industry.



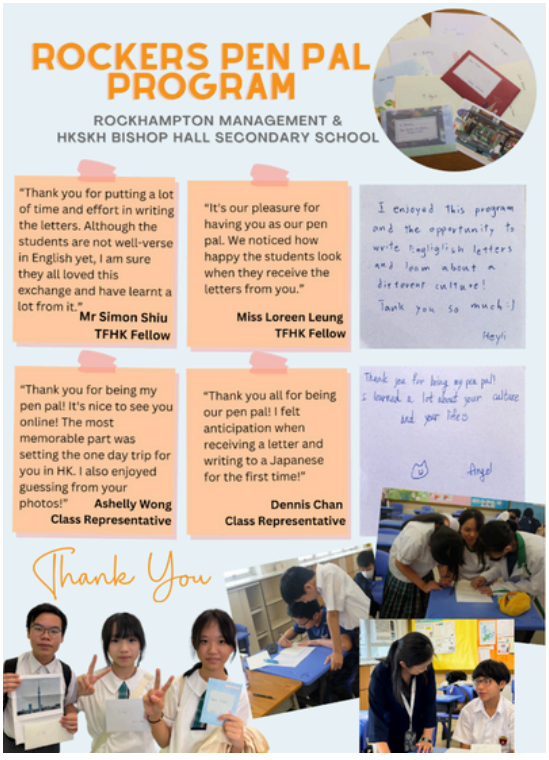


EAST 東隅

Exploring the Hospitality Industry

Exploring textbook knowledge beyond the classroom enables students to grasp the real-life context of various career industries. That's what Fellows Danielle Palmer, Amy Chan, and Nicole Tam (Fellows 2023-24) did to enhance students' awareness about the hospitality industry. They organized visits to The Upper House and EAST Hong Kong, supported by Swire Trust. During these visits, students delved into the intricacies of the hospitality industry by engaging in activities like a detective room game to understand the work of housekeeping and touring around the hotels to learn about their values and culture. Students also heard from different departments and their functions. The eye-opening experiences ignited the passion for many students, with some expressing their eagerness to join the industry in the future.

GLOBAL VISION AND ENGLISH LEARNING



FITZROY FOUNDATION

Rockers Pen Pal Program

With Rockhampton Management's continued support, Loreen Leung and Simon Shiu (Fellows 2023-24) organized the Rockers Pen Pal Program, providing their students with valuable opportunities to practice English communication. Through this program, students wrote letters to Rockhampton volunteers, introducing them to Hong Kong and crafting vacation itineraries for their pen pals. In return, they received letters that exposed them to diverse cultures, enriching their understanding of the world and enhancing their language skills in a meaningful way. Students virtually met their pen pals through an engaging meeting where they chatted about the different cultures and daily lives. Students became more confident and interested in speaking English through this experience.

21ST CENTURY EDUCATION

SONY

STEM and Sustainability

To ignite his students' passion for STEM education and understand the importance of sustainability, Gordon Sham (Fellow 2023-24) brought into his school an exciting program - Sony Corporation's "Upcycling and CurioStep Program." In this innovative program, students were guided to transform Sony's electronic product waste into new functional creations. This hands-on experience not only expanded students' curiosity and learning about the STEM field and sparked their creativity, it also empowered them to learn the importance of waste reduction for environmental sustainability.



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.

8.7/10

Fellows make the classroom more interesting and engaging

8/10

Fellows lessons allow me to understand how school knowledge is related to everyday life

Extracurricular Activities

To broaden students' horizon and equip them with growth mindset

8.3/10

Fellows' activities make me more curious and eager to explore outside world

7.6/10

Fellows' activities make me better understand myself, my interests and strengths

School Feedback

8.4/10

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

8.2/10

Fellows bring in new ideas and innovations to the teaching team

8.7/10

Fellows' performance is better than average entry-level teachers

8.5/10

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

OUR STORIES



TFHK Fellow Story

Empathy in Action: Empowering Students and Teachers

Interview with: Linda Wong (Fellow 2023-24)
Written by: Aiman Nadeem, Anna Yao

> ***When I first started teaching, I used to think that I was helping the students, but looking back now, I realize I was helping myself all along.***

Reflected Linda Wong (Fellow 2023-24) on her experience during the Teach For Hong Kong ("TFHK") Fellowship Program.



Linda started her career journey far from a classroom setting. She worked as an HR manager at P&G Hong Kong before discovering her true calling as an impact-maker in the education sector. In her previous role, Linda realized she enjoyed connecting with individuals and uplifting those in need. Her knack for coaching and guiding others, honed through conversations with friends and colleagues, aligned with her desire to nurture individuals. It was during this period of self-discovery that she came across Teach For Hong Kong's ("TFHK") Fellowship Program and decided to become an educator. As a Fellow, Linda served at SEMPLE Memorial Secondary School ("SEMPLE") as an English teacher.

Entering the classroom, she observed diverse challenges that underprivileged students faced. The majority of students were new Mainland arrivals, and English was not their strongest language. As an English teacher, she navigated ways to support her students to learn English. Students were often disengaged or relied merely on translation apps for their English assignments.

Linda's approach to teaching centered on building trust through meaningful interaction with the students. At the start of the school year, she conducted 30-minute one-on-one conversations with students to understand their English abilities and personal challenges.

"There was a female student with strong overall academic performance but average English skills, easily unnoticed by the schoolteachers who often focus on those excelling or struggling significantly. I encouraged her to find me if there were any problems and that I could help her improve," Linda shared, recalling a student story.

This simple gesture touched the girl as she rarely received such personalized support from teachers and parents. She felt truly seen for the first time and began engaging more actively in Linda's classes, and her confidence in English grew gradually.

Linda's own childhood experiences - being bullied and ignored in secondary school - shaped her empathetic approach. Reflecting on this, she respected their boundaries while maintaining care, acting as a companion to the students. Simple acts, like playing UNO during lunch breaks, helped her connect with students, revealing their personalities and building mutual trust. Through student interactions, Linda's students felt her care and efforts in communicating with them, making them more concentrated in her classes.

Coming from a similar background as her students, Linda understood how a lack of exposure opportunities affects students' sense of possibilities, leaving them uncertain and doubtful about their futures. To address this, Linda organized a Mentorship Program, collaborating with HSBC, aimed at enhancing students' English confidence through interaction with foreign mentors and bringing diverse life and career exposure to students.

Initially, challenges arose, including obtaining school buy-in, student recruitment, and managing the expectations of different stakeholders. With TFHK's support and guidance from Leadership Development Officer ("LDOs"), Linda grasped stakeholder management skills, the importance of adaptability, and effective school communication.

Student mentees initially hesitated to communicate with their HSBC mentors in English. Over time, with Linda's preparation support, students began to proactively seek personal and career advice from mentors without relying on a script.





Grace Davis, Regional ASP Lead, B2B MarTech at HSBC - worked closely with Linda in mobilizing HSBC volunteers to participate as mentors. She believes the program exemplified the importance of cross-sector collaboration to address education inequity, allowing cross-sector volunteers to understand firsthand the context of education inequity in Hong Kong and develop empathy towards underprivileged students.

Coming out of the program, the students learned to introduce themselves in English, gained practical interview skills and personal advice from their mentors, and gained self-confidence. Some students opened up, and others approached their learning with seriousness. One of the mentors also kept in touch with his student mentees after the program to provide guidance as a life coach.

Linda's journey as a Fellow exemplified the value of leadership. She was not only a teacher but an evolving leader with her capacity for perspective-taking, empathizing with students and teachers, navigating in-school and cross-sector dynamics, and adapting to the ever-changing needs of students and the school. The TFHK Fellowship Program nurtures young leaders through a transformative leadership experience that shifts perspectives and fosters deep commitment to serving underprivileged students.

During this leadership experience, Linda discovered a profound shift from nurturing students to nurturing teachers.

"Before the Fellowship, I judged teachers for not doing more for their students or seeming unmotivated," Linda admitted. "But as a Fellow, I understood their struggles firsthand - grappling with a heavy workload, spending most of the time handling students' issues rather than teaching - it is not uncommon for teachers to lose motivation while being under immense stress."

After her Fellowship, Linda joined the TFHK team as a Program Manager, where she champions teachers' well-being and empowers Fellows with practical strategies to reconnect with their values and passions. At TFHK, she coaches Fellows, guiding them to navigate personal and professional challenges and designs impactful training programs to equip Fellows with knowledge and skills to thrive as young leaders.

Linda's guiding principle, "To inspire students to thrive, it is crucial to first nurture teachers to sustain," drives her mission to nurture young leaders.



Linda is hosting the HSBC Mentorship event.


Students from SEMPLE are having HSBC company tour to understand HSBC history and office culture.

About Linda

Linda completed her Bachelor's Degree of Science in Economics and Finance at the Hong Kong University of Science and Technology. She is now the Program Manager at Teach For Hong Kong.

TFHK Fellow Story

Cross-Sector Collaboration to Enhance Underprivileged Students' 21st Century Skills

Interview with: Alisha Kwan (Fellow 2023-24)
Written by: Aiman Nadeem, Hayley Lam



Bringing students to gently cradle sea urchins at a research facility on the shores of Hong Kong's only marine reserve isn't something you would typically see on a teacher's agenda. For Alisha Kwan (Fellow 2023-24), her background in marine science inspired her to blend experiential learning in her teaching to equip her students with the essential skills needed to thrive in the 21st century.

After graduating from HKUST with a degree in Ocean Science, Alisha wished to share her passion for the marine world with high school students. Her earlier experience as an intern with Teach For Hong Kong ("TFHK") during university fueled this desire, motivating her to become a TFHK Fellow to inspire students to explore science. Alisha taught Integrated Science at Delia Memorial School (Hip Wo No. 2 College) ("DMSHW2"), a local secondary school primarily with ethnic minority students.

Observing her students' challenges in accessing diverse learning resources and often being disengaged in class, Alisha leveraged her passion for marine science and TFHK's partnership with the Swire Trust to curate learning experiences for students where they can "learning by doing".

A key aspect of implementing "learning by doing" was lining up a field trip to the Swire Institute of Marine Science (SWIMS). Alisha, working alongside Serena Wong (Fellow 2023-24), led a group of Form 4 and 5 Biology students to the research facility. During the tour of the Swire Coastal Outreach Hub, students had the opportunity to explore the laboratory and aquarium, where they particularly enjoyed interacting with small sea creatures such as fish, crustaceans, and echinoderms. This hands-on experience not only allowed them to apply textbook concepts such as biological classification, transect sampling, etc., in an authentic research setting, but also sparked their curiosity towards marine biology.

"There are relatively fewer trips to such institutions for students due to curriculum and resource restrictions. Bringing them there (SWIMS) increased their exposure and gave them a broader scope of what Biology includes, helping them to plan their futures better."Alisha shared.

Other than experiential learning, Alisha values learning from others' experiences equally essential.

"My students are very interested in the business field; whenever I ask them about their future aspirations, they often express a desire to become businessmen and make money. To support their dreams, I wanted to arrange activities where they could meet and learn from professionals," she mentioned.

Coordinating with TFHK and the Swire Trust, Alisha invited Mr. Mark Harper, Group Head of Sustainability at John Swire & Sons, to be a 'Star Teacher' and co-teach a Science lesson, sharing his journey with the students.

Mr. Harper shared his educational journey and experiences in corporate sustainability, captivating students with his story. They were inspired to learn that someone as accomplished as he faced setbacks in school and took alternative paths to achieve his current success. His story highlighted that success is rarely a straight line, resonating deeply with students. For many students from low socioeconomic backgrounds who feel uncertain about their futures, Mr. Harper's journey offered a source of hope and inspiration.

Alisha's innovative approach to teaching by tapping into cross-sector resources to curate valuable opportunities for her students bridged the gap between classroom learning and real-world careers and possibilities. Underprivileged students often lack access and guidance to explore diverse opportunities. With TFHK and the Swire Trust's support, Alisha created meaningful engagements, enabling her students to envision their futures with greater clarity and confidence.

Alisha's Fellowship journey was not without hardships as she navigated classroom management and pondered ways to enhance learning engagement for her students. With the supportive network of other Fellows and Alumni at her school and coaching support from TFHK, Alisha was able to navigate the challenges and embrace the mindset of understanding students with empathy.

She shared her learning, "It is important to listen, to try and understand what they have been through, to recognize they could be going through something that led to behavioral changes or them causing trouble at school. Once you do, students really enjoy talking to you and are willing to open up about themselves."

The TFHK Fellowship Program empowers Fellows from diverse backgrounds to leverage their unique expertise and cross-sector resources to create a significant impact on underprivileged students. Alisha exemplifies this mission at DMSHW2, where she continues to nurture her students' 21st-century skills and broaden their horizons through a variety of enriching learning opportunities.



Students from HW2 are having a field trip to SWIMS .

About Alisha

Alisha completed her Bachelor's Degree in Ocean Science and Technology at the Hong Kong University of Science and Technology. She is now a teacher at Delia Memorial School, Hip Wo No. 2 College.

TFHK Fellow Story

Embracing the Role of an Educator Beyond Teaching

Interview with: Gigi Ng, Tia Wong, Kristen Leung (Fellows 2023-2024)
Written by: Aiman Nadeem, Hayley Lam

School equips students with skills for future success, and teachers play a part by guiding students through academic disciplines.

> ***But is teaching just about delivering lessons and helping students excel academically?***



This is a question that Gigi Ng, Kristen Leung, and Tia Wong (Fellows 2023-24) asked themselves during their Fellowship journey while they were teaching at Buddhist Chi King Primary School ("BCKPS"). Thoughtfully structured, the Teach For Hong Kong ("TFHK") Fellowship Program is designed to encourage Fellows to look beyond classroom instructions and reflect deeply on the true essence of being an educator.

Like all beginners, the three Fellows faced challenges in teaching. Despite prior education-related experiences, they doubted their abilities to connect with children, especially those with special education needs (SEN). To support them, curated training sessions from TFHK, including insights from seasoned teachers and opportunities to practice and observe teaching skills, provided them with practical tips to engage and teach students. Sharing from experienced education practitioners equipped them with strategies to cater to SEN students' needs.

Upon kick-starting their teaching roles, it was natural for Fellows to focus on improving students' academic performance. But as the year went on, they realized that they had to change their approach and guide their efforts to create more nurturing learning opportunities for their students.

"I began the program thinking my job was to boost my students' grades. But as time passed, I realized that their well-being was just as critical," Gigi shared her perspective, "I started asking myself, 'How can I make sure my students have a great day at school and go home feeling happy?'"

With this in mind, the three Fellows concerted their efforts in designing a curriculum beyond academics - "Explore Our Little World" (童遊世界). This eleven-session program incorporated activities related to intercultural exchange and exposure, preparing students to thrive as global citizens. Students went through different activities such as learning to prepare for an overseas trip, guessing landmarks around the world with GeoGuessr, watching videos of foreigners sharing about their lives abroad, learning about different currencies, and much more.

Aware of students' fear and intimidation of speaking English, the Fellows invited their friends from abroad to record Cantonese videos. Students were engaged when watching the videos as they realized how tough Cantonese was for non-natives, mirroring their own experiences learning English. Instead of pushing English oral practice, the Fellows fostered cultural acceptance and facilitated students' mindset to conquer their fears. Quiet students began to shine as they took part in the challenges and class activities, letting their personalities sparkle.

To foster positive mindsets and build connections between local and newly arrived students, Kristen revamped the traditional material-based reward system, introducing engaging classroom privileges. Using a set of cards, students worked collaboratively to compete for the opportunity to select rewards like choosing an ETV video or song, acting as a "little teacher" helper, or praising a peer.The most beloved option, the "friend card," allowed students to keep a toy bear or doll by their side for the entire lesson.

This creative system boosted student engagement, reduced classroom behavioral issues, and, most importantly, cultivated mutual appreciation and a sense of responsibility among the young learners, subtly nurturing their inclusive mindsets.

"This system was better than material rewards like candies," Kristen explained. "Students eagerly shared their joy with peers when picking their desired card, and it inspired them to make thoughtful choices in class."



WEDO Global representatives conduct a cultural exchange workshop with BCKPS students.

The Fellows were tasked with student behavior challenges. Tia was tasked with supporting SEN students and often faced behavioral management challenges. She initially doubted her ability to manage the challenges. To navigate this, she sought support from her Leadership Development Officer ("LDO") from TFHK. Using coaching methods, the LDO guided Fellows to share about their challenges and devise actionable steps to change the situation.

"Through coaching, we were encouraged to share about our challenges and were directed to find the solutions ourselves," Tia shared.



The TFHK Fellowship Program gave Gigi, Kristen, and Tia the realization that it is small things that help to enhance students' learning environment and provide the building blocks for them to succeed in non-academic contexts.

Teaching goes beyond imparting knowledge or focusing solely on academic success. The heart of teaching lies in nurturing students' natural curiosity, fostering soft skills, and cultivating a positive attitude.

The TFHK Fellowship Program provides such a platform to Fellows to enrich students' values by introducing innovative initiatives and resources to inspire and engage them. Inspired by this transformative experience, Gigi, Kristen, and Tia continue their roles as educators, where they nurture more young minds beyond academics.

About Gigi, Kristen and Tia

Gigi completed her Bachelor's of Science in Education at the University of Southampton. She now teaches English at a secondary school.

Kristen completed her Master of Arts in Chinese Culture at the Hong Kong University of Science and Technology. She is still a teacher at BCKPS.

Tia completed her Bachelor's of Social Science in Psychology and Counseling at the University of Hong Kong. She is now pursuing a Master of Social Work at the Chinese University of Hong Kong.

TFHK Alumni Story

A Shift in Perspective on Education Equity

Interview with: Sonam Wangchuk (Fellow 2020-2021)
Written by: Nadeem Aiman, Hayley Lam



To Sonam Wangchuk (Fellow 2020-21), education equity meant providing underprivileged students with the same opportunities and resources as those who were more fortunate. It felt straightforward - if a student didn't perform well in school, focus on helping them improve. However, it was only after spending a year as a Teach For Hong Kong ("TFHK") Fellow that he realized the complexity of education equity and became an advocate for student-centric initiatives after his Fellowship journey.

Motivated by the desire to explore the multifaceted career of a teacher, Sonam became a TFHK Fellow at Delia Memorial School (Glee Path) ("DMSGP"), serving ethnic minority students, where he taught English and Business. Growing up in Hong Kong, he saw students' limited exposure beyond their classroom and academics, and aimed to provide diverse career-related experiences to his students as a Fellow.

Starting his journey, he expected the role to be relatively simple and was confident in his familiarity with the material. However, he quickly discovered challenges he had not bargained for. These ranged from addressing individual students' needs outside of class, retaining their in-class engagement, deeply understanding their lives, which were shaped by commitments like part-time jobs and family responsibilities, and limiting their time to attend extracurricular or after-school activities.

Among these complex challenges, Sonam recalls one student's situation, "An ethnic minority student was burdened with caring for his siblings due to his parents' full-time jobs, and had no time to catch up on work. When I offered morning tutoring, he attended. I assured him it was about support, not punishment. Building trust was crucial."

Drawing on his business background, Sonam introduced career-focused initiatives to expose students to opportunities beyond academia. He partnered with companies like EY to organize mentorship sessions, guest sharing, and business case training. These initiatives made Sonam realize how little exposure students had to working professionals.

"I remember working with EY on an initiative where we discussed working as an accountant, and students didn't have a clue what an accountant did. They spent so much of their time in school, they naturally gravitated towards working as teachers after graduation because they had limited exposure," Sonam shared.

Other than addressing students' limited career exposure, the mentorship program was particularly transformative for female ethnic minority students, many of whom faced expectations of early marriage. By connecting them with female role models, Sonam helped shift their perspectives. One student mentee was inspired to consult Sonam about her newfound career goal after the program.

Despite organizing cross-sector engagements, challenges persisted, such as students' lack of commitment and students' superficial questions, like, "How much do you earn?". Sonam also soon realized the bureaucratic hurdles he had to navigate when advocating for student-centric initiatives. TFHK's community support and training helped Fellows gather and share strategies on preparing students for engagements to maximize their learning. Guest speakers also shared insights Sonam used for stakeholder collaboration and navigating school dynamics.

"Before I joined the Fellowship, educational equity meant empowering underprivileged students by providing them with the same opportunities as those who were more fortunate. But after the program, I realized it was naive to think it was only "highs and lows," as it is multifactorial," Sonam said, noting that students from diverse backgrounds start at different points.

With this shift in perspective and realization about cross-sector collaboration to enrich education for students, Sonam founded Stargazers Consultancy and Aspire to address the gaps he observed during the Fellowship. Stargazers Consulting is a platform offering career-focused training, like CV workshops and case competitions for university students, and Aspire, a nonprofit providing STEM and leadership programs for secondary school students. Post-fellowship, Sonam channeled his insights and dedicated his career to enhancing youths' employability and access to opportunities.

Though no longer a classroom teacher, Sonam seamlessly integrated the skills honed during the Fellowship into his current work with students and youths.

Sonam's compassion for students from diverse backgrounds, many facing unique challenges, defines his approach. "I've worked with students from over thirty schools," he reflects. "Some excel at presenting, others struggle with English but thrive despite their circumstances. It shows how everyone starts at different points, and we must account for that in education."

This perspective, shaped by the Fellowship program, underscores Sonam's commitment to viewing students holistically, beyond academic and grades. By holding space for students' diverse backgrounds and remaining open-minded, Sonam continues to transform lives.

Sonam's time as a Fellow was not just a year of teaching but a journey that offered him lessons on empathy and resilience, and taught him the power of cross-sector collaboration. He emerged from the program with a nuanced understanding of educational equity and a commitment to unlocking students' potential.

About Sonam:

Sonam is the founder of Stargazers, which provides training for undergraduates and master's students, like CV workshops and case competitions, to increase students' employability. He also founded Aspire, a limited-by-guarantee nonprofit that sometimes works with external funders to focus on secondary school students and offer programs in various fields, like STEM and leadership. He was a TFHK Fellow in 2021-22, teaching English and Business at Delia Memorial School Glee Path.

OUR COMMUNITY



Leading Forward: Teach For Hong Kong Forum for Future Education 2023

TFHK acts as an open platform to connect education with diverse industries

TFHK's mission is rooted in the belief that collaborative efforts are essential in addressing education inequity and empowering students from underprivileged backgrounds.

On 30th September 2023, TFHK hosted the "Leading Forward: Teach For Hong Kong Forum for Future Education 2023" at Soho House, bringing together 100+ respected leaders from education, business, and the nonprofit world to share insights, best practices, and generate innovative solutions to foster positive change among Hong Kong's youth.

We are grateful for the attendees from John Swire & Sons (H.K.) Limited, The D. H. Chen Foundation, HKEX Foundation, J.P. Morgan, Microsoft, HSBC, Gaw Capital, The University of Hong Kong, The Chinese University of Hong Kong, Generation HK, Equal Opportunities Commission,100 Women in Finance, alongside TFHK's fellows, alumni, partner school principals and teachers.

The forum featured two fireside chats: on Teaching as Leadership and Cross-sector Collaboration for Education.



Teaching as a profession brings out the best leadership transformation



As in the title above, Mr. David Day (Chief Executive, Tin Ka Ping Foundation) highlighted leadership aspects in a teaching role during a panel discussion at the forum. One should not ignore that leadership impact is essential for students and teachers.

Alongside David, we were honored to have other esteemed guests highlight the vital value of Teaching as Future Leadership in the session, including Ms. Karen Cheung (Trustee and Strategist, The D. H. Chen Foundation), Principal Li Kin Man (Salesian of Don Bosco Ng Siu Mui Secondary School), and Ms. Linda Wong (Fellow 2023-24). The session was moderated by Mr. Ernest Wong (Board Director of TFHK; former TFHK Fellow; Clinical Psychologist at HKFYG).

Starting with the role of teachers in preparing students for the future, the panelists soon delved into the essence of education in an ever-evolving world: fostering the intrinsic values of students. They believe that nurturing students' intrinsic values is vital as it not only contributes to their personal growth as individuals but also their long-term engagement and contribution to society. Developing students' inner virtues lies in the hands of compassionate and capable teachers who can not only understand the needs of their students but also bring new perspectives to their teaching.

Ms. Cheung stated:
"We employers should not only look at academic accomplishments but employees' personal values, their integrity and their work attitude. We have to look at whether they are good people. Strong character traits are what matter."



Mr. Day underscored:
"When teachers become companions of their students, they are able to bring them hope,… Teaching as a profession brings out the best leadership transformation in both Fellows and students."



For teachers to serve as students' companions, it starts with cultivating self-awareness and empathy. Principal Li and his team are known for creating supportive and inspiring learning conditions for students. He witnessed that education is centered around students, but always starts with teachers. Only with strong self-awareness can teachers gain a profound comprehension of their own motivations, perspectives, and biases and can subsequently extend their understanding to their students, parents, and colleagues.

Principal Li explained:
"Understanding the rationale behind a student's action is important. And teachers can only understand others by practicing understanding themselves through a habit of introspectively asking 'why'."

Teaching is a leadership journey. It takes an effective teacher's self-awareness and empathy to grasp the needs of students and empower them to realize their potential. Linda, a Fellow representative and an HR Manager before joining the Fellowship, stressed this point with her experience teaching for the first month.

"I spent time getting to know each of my students, understanding the reason behind their behaviors and reactions. Only then can I further help them imagine the small steps they will take to grow."

We at Teach For Hong Kong believe that teaching resembles leadership experience beyond self-awareness and empathy. Moreover, nurturing leaders to shape education is the center of TFHK's vision of advancing education equity. In our view, this process is two-fold. We believe that (1) the promotion of education equity requires compassionate and capable leaders in all sectors collaboratively effecting change and (2) exposure to the forefront of education, serving, and connecting with students with an underprivileged background are the best ways to nurture leaders who can drive systemic change.

During the discussion, the speakers also raised the importance of making learning visible to prompt discussions among teachers on improving students' learning experiences. Visualization of students' learning progress is also a reflection of his/her values. Learning visibility not only allows students to understand themselves confidently but also allows room for discussion and reflection on how to bring in new perspectives to education that can benefit students.

Transformation in education requires collective efforts from different sectors

Another fireside chat was hosted to discuss how cross-sector collaboration can be initiated between schools and other sectors and its amplified impact on students.



Joining the panel, we were honored to have Dr. Stanley Ho (Professional Consultant at The Department of Educational Administration and Policy of CUHK), Mr. Lawrence Tsang (Executive Director of Dream2Story), Mr. Frank Ng (Fellow 2020-21; Education Skills Lead of Microsoft), and Ms. Kelsey Jin (Fellow 2023-24). The session was moderated by Ms. Karen Chung (Board Director of TFHK; former TFHK Fellow; Senior Business Development Specialist of Software AG.)

Kelsey and Frank opened with their teaching experiences during the Fellowship. Cross-sector collaboration can be fostered by bringing cross-sector talents into schools and co-creating learning resources for students. Kelsey, a consultant before joining Fellowship, is sitting on the Life and Career Planning group at her school and is already responsible for liaising collaboration opportunities with companies. In her own economics lessons, she constantly integrates real-life relevance.

"I strive to organically incorporate my experiences from other industries and establish connections with my students. By breaking down academic concepts in relation to real-life experiences, students can gain a better understanding. Additionally, by drawing on life experiences, my students and I can resonate with each other."

Frank also recounted his project with Grosvenor, Lawrence's former company, during his Fellowship time. And this collaboration left a mark on him. Now, working at Microsoft, Frank collaborates with teaching associations, government departments, and firms to equip students with essential digital skills.
"It offered students new exposure and perspectives to digest their textbook learning. It also impacted me by helping me find a lot of possibilities between school and businesses. Certainly, it has a part in shaping my career choice."

Shifting to the merits of schools and companies working together, Dr. Ho stressed that an immersive learning experience is very important, and it is crucial to understand that not everything can be taught to students. It is important to let students have real-life experience and give them this opportunity to broaden their horizons.

Lawrence shared his personal experience collaborating with Fellows from outside. In his former corporate leadership role, Lawrence catalyzed a learning project, a business case analysis competition, for students from five TFHK partner schools. He has brought the same model to his newly-founded organization and continues to promote business project learning to schools and mobilize participation from industry professionals.

"It was not normal for staff at a corporate to work with so many school kids on a project and be so focused instead of attending a meeting or work. Most of the staff members said it was an experience where they learned from the kids and they kept wanting more."

While cross-sector collaboration can have a significant impact, initiating collaboration among diverse stakeholders is not without challenges. Very often, objectives and resource plans are not aligned between schools and industries, among teachers and company representatives. The panelists emphasized the importance of effective communication and mutual understanding. Dr. Ho recalled and further elaborated with his vast experience of supporting and revamping local schools.

"One challenge is how we can find the time and space to understand each other before starting any partnership. Therefore, it is important to sit down and communicate about the different skills and strengths each party can offer."

Frank echoed Dr. Ho's point by adding that:
"Cross-sector collaboration is akin to learning a new language. Just as we understand the formulas and grammar of a new language, what truly matters is the ability to apply that language effectively in diverse contexts and scenarios - in this case, schools and NGOs' partnerships."

To summarize with a question by Karen:
"Cross-pollination allows for increasing diversity in the ecosystem as a whole, and it also increases a plant's adaptability in this ever-changing environment. How can we cross-pollinate to increase our impact on our students?"

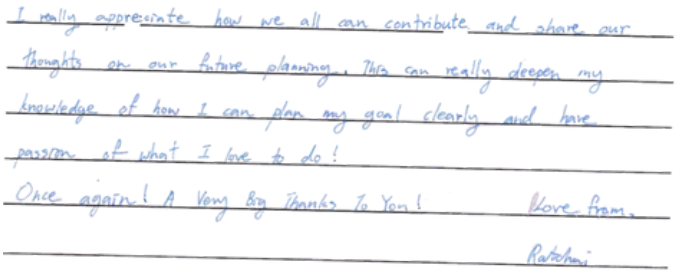
At Teach for Hong Kong, we recruit young talents outside of the education discipline to teach at the frontline for a year. We continuously cultivate our Fellows with a cross-sector mindset and foster partnerships between schools and other stakeholders. When Fellows continue their careers in education and other sectors, they carry their understanding of education and cross-sector collaboration to every corner of society.

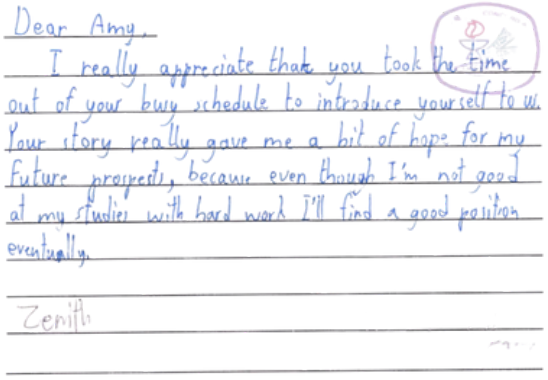
STAR Teacher: Empowering Underprivileged Students, Understanding Education Leadership

"Teach For Hong Kong's STAR Teacher Series" invites cross-sector leaders to co-teach lessons with TFHK Fellows and enrich students' learning experiences at TFHK's local high-need partner schools. STAR Teachers understand the frontline education and students' challenges while demonstrating leadership skills. They inspire and encourage students to set goals and pursue ambitions.

In 2023-2024, we invited C-suite professionals and community leaders to empower students and understand education leadership as STAR Teachers.

We are grateful to have exceptional leaders, including Mrs. Amy Lo, JP, Chairman, UBS Global Wealth Management Asia, Head and Chief Executive, UBS Hong Kong, Mr. Mark Harper, Group Head of Sustainability at John Swire & Sons (H.K.) Limited, Ms. Jessica Cheng, General Manager at Lui Che Woo Prize, and Mr. Leo Chan, Deputy Supervisor of Wofoo Leader's Network.


I really appreciate how we all can contribute and share our thoughts on our future planning. This can really deepen my knowledge of how I can plan my goal clearly and have passion of what I love to do!
Once again! A Very Big Thanks To You! Love from,
Ratchai


Dear Amy,
I really appreciate that you took the time out of your busy schedule to introduce yourself to us. Your story really gave me a bit of hope for my future prospects, because even though I'm not good at my studies with hard work I'll find a good position eventually.
Zenith







Mrs. Amy Lo, joined Mr. Ken So (Alumni 2020-21) at Concordia Lutheran School (North Point) to co-teach a BAFS lesson to a group of ethnic minority students.

During the lesson, students shared about their ideal life and ways to achieve their goals. As students pondered what their ideal life looks like, Amy shared about her journey of setting life goals and overcoming challenges to achieve remarkable success. The students hung on her every word, deeply inspired by her resilience and determination. Amy's sharing and encouragement inspired students to reach for their dreams, reminding them that their destiny is in their own hands.

At TFHK, we harness the transformative power of exposure and inspiration.
Too often, our students lack interaction with the broader world, limiting their exposure. By inviting visionary leaders like Amy to share their journeys with students, we can impact young minds by igniting their passion and opening them up to new possibilities.



Mr. Mark Harper co-delivered a Science lesson at Delia Memorial School (Hip Wo No. 2 College), alongside our Ms. Alisha Kwan (2023-24 Fellow), and shared insights into his career journey with the students.

Leveraging his expertise in sustainability, Mr. Harper captivated the students with practical examples on fossil fuels, gases, and the role industries play in tackling environmental issues. The students engaged eagerly, connecting their textbook knowledge to real-world applications.

Mr. Harper also inspired the students by recounting his educational path and career in corporate sustainability, revealing how he overcame early academic setbacks through alternative routes to achieve his current success. His story highlighted that success is rarely a straight line, resonating deeply with students.

For many underprivileged students from low socioeconomic backgrounds, who often feel uncertain about their futures, Mr. Harper's story provided a powerful source of hope and resilience, encouraging them to pursue higher aspirations.



Mr. Leo Chan joined as a STAR Teacher at Caritas Fanling Chan Chun Ha Secondary School. He captivated a group of BAFS students by sharing insights from his personal and professional journey.

During Ms. Ella Wong's (Alumni 2020-21) BAFS class, Leo, a seasoned serial entrepreneur, offered valuable advice to students aspiring to enter the business world. Engaged and curious, the students posed numerous questions, eager to learn about the essential skills, mindsets, and early preparation needed to succeed in the field.

Leo's insightful and inspiring advice resonated deeply with students, dispelling fears about pursuing entrepreneurship. His words ignited hope, encouraging young minds to aim higher and confidently chase their dreams.



Ms. Jessica Cheng joined Ms. Linda Wong (Fellow 2023-24) at SEMPLE Memorial Secondary School, where she delivered an English lesson and shared her life experiences with students.

During the lesson, Jessica captivated the students with her firsthand experiences of traveling the globe and encountering diverse ecosystems. Through the interactive session, Jessica observed that the students had limited exposure and imagination when it came to envisioning their future paths.

However, she also noted their complex minds and curiosity - all they needed was encouragement to open their minds and break free of self-imposed limitations. Recognizing this, Jessica left the students with an empowering message: "Be brave to take the leap, never be afraid of failure." Her words resonated deeply, inspiring young minds to dream big and embrace the unknown with confidence and resilience.

These students brim with untapped potential, yearning for the right opportunity to unlock their true capabilities. What they need is a guiding light - a chance to peer through the window into the world beyond their immediate circumstances. This is where the STAR Teacher Series steps in, serving as a conduit to expose these young minds to new realm of possibility.

FINANCIAL REPORT

Income

Donation Received: HK$ 3,950,000

Other income: HK$ 81,700



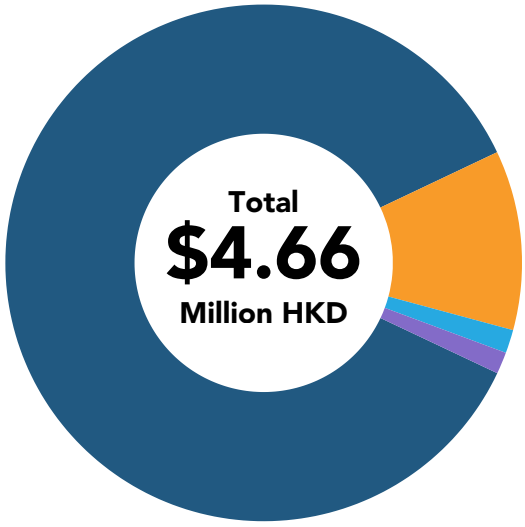
Expenses

Fellowship Program: HK$ 4,000,000

Legal and Administration: HK$ 523,400

Marketing and Fundraising: HK$ 68,300

Technology Infrastructure: HK$ 63,400



* This Financial Report is unaudited.

Contribute to a meaningful cause - Become a STAR Teacher!

TFHK is committed to collaborating with forward-thinking individuals and corporate partners. Whether you or someone you know wants to share personal stories to inspire students or to fundraise/ donate for a meaningful cause, join our STAR Teacher Fundraising Campaign and Monthly Donation Program!

Join Our
Star Teacher Fundraising Campaign

Join Our
Monthly Donation Campaign

Together, we can unlock our students' full potential, guiding them toward a brighter future through meaningful exposure.



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

By supporting us, you will help students realize their potential by empowering our Fellows to create learning, explorative and personal development opportunities in underprivileged schools. 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

OUR SUPPORTERS

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.

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