

Core Partner



2021-22

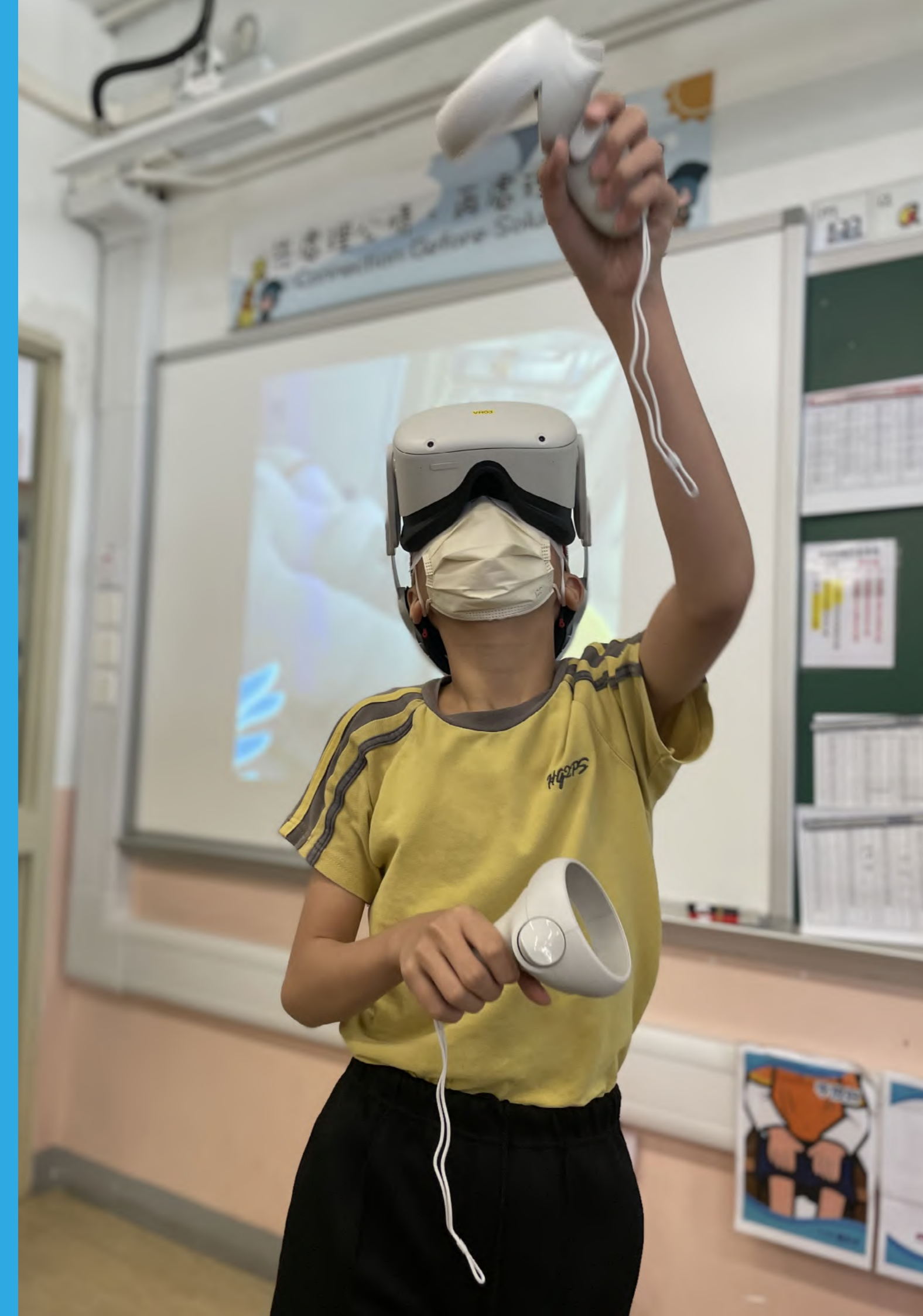
ANNUAL REPORT

Teach For Hong Kong



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01

FOREWORD

Arnold Chan

Founder & Executive Chairman
Teach For Hong Kong

Dear Friends and Supporters,

2021-22 marked our 7th cohort of Fellowship. We have seen more Teaching Alumni, who chose to pursue a career in education, assume leadership roles at schools, and thereby influence their schools' subject curriculum development, life and career guidance, operations and whatnot. Working alongside them are our Fellows, who organized 200+ out-of-classroom activities for underprivileged students this year.

In light of these successes and confronted by the current shortage of teachers, TFHK carries a more significant role in bringing in cross-sector young talents to contribute to local education and nurturing the next bench of leaders for the sector. Hence, TFHK has constantly been developing itself.

In the past year, the Board and the management developed our 3rd Strategic Plan for 2021-25, which signifies our growing emphasis on deepening the organization's impact and developing internal capacity.

Over the years since our founding in 2015, we have laid a solid foundation for our flagship Fellowship Program and our ceaseless strides toward our vision of education equity in Hong Kong. Nevertheless, we acknowledge that inevitably there remain gaps in our operations to be filled. Moreover, with the ever-changing environment, there will be new challenges and opportunities for TFHK.

With this in mind, our Executive Board has decided the best way to review and reflect on the current program is to take a pause in the Fellowship Program for 2022-23, as an ongoing Fellowship Program would preoccupy much of the focus of the leadership and management. It will be a year of consolidation and reflection for TFHK to make us stronger and closer to fulfilling our vision, mission and values for 2023 and beyond.

With the capacity and flexibility opened up following the decision of the one-year pause, we are excited to explore a more comprehensive and impactful Fellowship Program for education equity in Hong Kong.

For our comeback in 2023-24, we are planning to pilot a two-year program model, a long-discussed pivot that echoes the global "Teach for All" model. Through exchanges with other peer organizations in the region, we firmly believe that such a pivot will unlock tremendous impact potential in our program in terms of leadership growth in Fellows and driving entrenching impact at schools. Besides, we are also embarking on a comprehensive review of our leadership development model, which dictates our program operations such as recruitment, training, and in-school support to Fellows, as well as establishing other non-Fellowship initiatives such as the Campus Ambassador Program, Youth Consultant (Online Volunteer Opportunity) and Alumni Development. Short few months into 2022-23, we have already made exciting progress on multiple fronts while preparing for our upcoming recruitment campaigns.

Thank you,



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EXECUTIVE SUMMARY



7

Cohorts



178

Alumni



29

Partner Schools Served



43238

Students Served*



3693

Total Applications

Since 2015, Teach For Hong Kong ("TFHK") has made a substantial impact on education equity in Hong Kong: through our Fellowship Program, we have enlisted 178 talented leaders to teach underprivileged students for a year, understand the challenges they face, and then be inspired to drive systemic change in our education system.

Over the years, we have served over 43,000 underprivileged students* and created a community of over 100 schools, corporations, and organisations all committed to providing quality education for all.

* Student times

Stimulating Fellows' Personal Growth

The unique experience of frontline teaching during the Fellowship and the exposure to education realities accelerate our Fellows' personal growth. They particularly gain key 21st-century competencies. Over 80% of school principals or mentors agreed that Fellows improved interpersonal skills, problem-solving skills, growth mindset, and empathy throughout the Fellowship.

>80%

Fellows have improvements in 21st century competencies

Cultivating Educators and Leaders

Working with different stakeholders in education such as students, principals, and parents, Fellows better grasp the reality of the education sector and identify their own role in it. This one-year experience fosters an extended impact after the Fellowship. Over half of our alumni choose to take on roles in the field of education, as teachers, education psychologists, curriculum designers at private education companies, and more.

>50%

Alumni work in education

Creating Positive Learning Environments For Students

In their time as teachers, our Fellows perform commendably, guiding their students with great effectiveness. Surveys show that over 80% of their students consider lessons conducted by our Fellows "interesting", "interactive" and "attractive". They also build good rapport, with students describing our Fellows as "encouraging" as well as "warm and caring".

>80%

Students agree that Fellows guide them to learn more effectively

Growing a Network Committed to Change

Our Alumni - a total of 178 and counting - work across sectors to bring changes to Hong Kong's education. Whether it is through dedicated teaching inside the classroom, or through championing education in corporate and social sectors, they influence practices and mindsets, in order to expand underprivileged students' access to opportunities.

178

Alumni and counting

Achieving Multiplying Benefits To Our Society

As a leader-nurturing program, our organization creates changes that touch lives beyond 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.

\$1:\$4

Social return on investment on TFHK's work

03

OUR MILESTONES

2013

Jun: Established our founding team

2015

Jun: Awarded as a pilot project from the Social Innovation and Entrepreneurship Fund competition

Aug: Launched the first Fellowship Program with 6 Fellows in 3 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 in 6 partner schools

2017

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

Jul: Launched employer partnerships with 9 companies

Aug: Met with the Secretary for Education to introduce Teach For Hong Kong

Sep: Fellowship Program 2017-18 began with 24 Fellows in 12 partner schools

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

Jun: Co-organized a year-end sharing with the Education Bureau with over 100 teachers participating

Sep: Fellowship Program 2018-19 began with 34 Fellows in 19 partner schools

Oct: Organized TFHK's first Education Symposium with over 400 attendees

2019

Feb: Launched The Jockey Club STEMPower Fellowship Program 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 in 17 partner schools

Nov: Launched the TFHK week: Star Teacher Series

2020

Jul: Welcomed our new executive board onboard

Launched the 10K Public Fundraising Campaign

Launched "Building Compassionate Environment for Children" Program in partnership with Save The Children Hong Kong and JUST FEEL

Aug: Published our Fifth Year Anniversary Book

Sep: Fellowship Program 2020-21 began with 39 Fellows in 16 partner schools

2021

Jul: Embarked on our 3rd Strategic Plan (2021-25) through broad stakeholder inputs that goes up to our 10-year anniversary in 2025

Sep: Fellowship Program 2021-22 began with 38 Fellows from 1,500+ applications, among which over 30% were working professionals before the Fellowship, in 19 partner schools

Launched TrustTomorrow 21st Century Education Fellowship in partnership with Swire 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



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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 at high-need schools as full-time teachers. From creating direct impact in the classroom to advocating for and making changes in society, they are committed to bringing transformational changes to students' lives.

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

Our Vision

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

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.



Empathy

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



Entrepreneurship

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



Engagement

We are a team. We encourage and empower one another. We proactively seek collaborations across sectors and fight for our shared mission.



Our People



Arnold Chan
Founder &
Executive Chairman



Ruby Yong
Director



Ernest Wong
Director



Karen Chung
Director



Henry Lee
Director



Natalie Leung
Chief Operating
Officer



Justin Lee
Head Of Strategy



Laura Chong
Program Manager



Season Lai
(Fellow 2020-21)
Program Officer



Rachael Chuang
Marketing &
Recruitment Manager



Brian Wong
Recruitment Officer



Kiki Chan
Officer Manager



Our Fellows 2021-22



Abram Har

- English Language Support at Yew Chung College of Early Childhood Education
- Event Support at HKU Communications and Public Affairs Office
- Graduate of English and Geography at The University of Hong Kong



Jade Chiu

- SEN Tutor at Edge Development Centre
- Research Intern at Dr. Kathy Shum's Child and School Psychology Laboratory- HKU
- Graduate of Psychology at The University of Hong Kong



Anna Chan

- Captain of CUHK Chinese Debate Team
- Fintech Marketing Assistant at Eureka Holding Limited (FinMonster)
- Graduate of Sociology at The Chinese University of Hong Kong



Jasmine Chan

- Intern (Community Team) at Social Venture Hong Kong
- Programme Director at Access Hong Kong
- Graduate of Psychology at University of Warwick



Ben Wong

- Teaching Assistant at Coding 101
- Cadet Corporal at Hong Kong Air Cadet Corps
- Graduate of Energy and Environmental Engineering at The Chinese University of Hong Kong



Jason Li

- Clinical Assistant at ChildPsy Assessment and Learning
- Social Hackathon Participant at UCL Volunteering Society
- Graduate of Psychology at University College London



Candice Tam

- English Support Intern at Yew Chung College of Early Childhood Education
- English Editorial Assistant (Summer Intern) at Aristo Educational Press Ltd.
- Graduate of Translation and English Studies at The University of Hong Kong



Jason KY Yeung

- Administrative Service Summer Intern at the HKSAR Government
- President at Warwick Hong Kong Public Affairs and Social Service Society, University of Warwick
- Graduate of Economics at University of Warwick



Cherrie Lee

- SEN Tutor at Edge Development Centre
- Research Assistant at The University of Hong Kong
- Graduate of Psychology at The University of Hong Kong



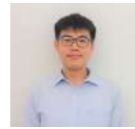
Jeffrie Cheung

- Associate Consultant at Leadingenes Limited
- Talent Acquisition Specialist at BGC Group (HK) Limited
- Graduate of Business Administration at The Chinese University of Hong Kong



Cherry Luk

- Outreach Intern at Hong Kong Arts Festival
- Editorial Intern at HK ARTION
- Graduate of History and Geography at The University of Hong Kong



Jo Li

- Psychiatry Residency at Kwai Chung Hospital and Castle Peak Hospital
- Founding President, Mental Health Ambassador at The University of Hong Kong
- Graduate of Medicine and Surgery at The University of Hong Kong



Christy Chan

- Intern at HKU Speech, Language and Reading Laboratory (SLR Lab)
- Performance Team Director of a short film *Love, Lisa*
- Graduate of English Language and Linguistics at The University of Sheffield



John Yeung

- Co-founder of Town Formation Limited
- Intern at Alibaba Entrepreneur Fund, Taobao China Holding Limited
- Graduate of Social Policy and Administration at The Hong Kong Polytechnic University



Frances Lee

- Concert Production Assistant at Berklee College of Music
- Intern at Emily Arrow Music
- Graduate of Contemporary Writing and Production at Berklee College of Music



Jonathan Law

- Overseas Programme Officer at Boundless
- Gold Award for Volunteer Service awarded by HKSAR
- Graduate of LLB at The London School of Economics and Political Science



Gifty Chan

- Public Art Programme Intern at Hong Kong Arts Centre
- M+ Rover Artist Assistant at West Kowloon Cultural District Authority (WKCD)
- Graduate of Architectural Conservation at The University of Hong Kong



Joyce Ho

- Intern at JUST FEEL
- Intern at RED DOOR Counselling
- Graduate of Psychology at The Chinese University of Hong Kong



Kasva Leung

- Engineering trainee at Luen Fung Commercial Holdings Limited
- Intern at BJ Automove (HK) Limited, Defond Holding (HK) Co. Ltd.
- Graduate of Mechanical Engineering at Hong Kong University of Science and Technology



Kayla Chow

- Learning Facilitator at Hong Kong Disneyland
- Part-time English Tutor at Christian Alliance College
- Graduate of English Studies for the Professions at The Hong Kong Polytechnic University



Kelvin Li

- Organic Laboratory assistant at LNE Asia
- Graduate of Chemistry at The University of Hong Kong



Kenny Lam

- Business Analyst at McKinsey & Company
- Co-Founder of Boundless
- Graduate of International Business and Global Management at The University of Hong Kong



Megan Lo

- SEN tutor at EDGE Development Centre
- Summer intern of Corporate Social Responsibility Team at Public Bank
- Graduate of Psychology and Counselling at The University of Hong Kong



Michelle Mo

- Human Resources Coordinator (Talent Development) at Alibaba Group
- English WeCan 2020 Tutor
- Graduate of Translation at The University of Hong Kong



Natalie Fung

- Mentor of "To be Fruitful for Youths", Child Development Fund
- STEM Winter Intern at SPES Tech Limited
- Graduate of Biochemistry and Cell Biology at Hong Kong University of Science and Technology



Priscilla Kung

- Behavioural therapist at Autism Circle
- International Officer at Student Minds Cambridge
- Graduate of Education with Psychology and Learning at University of Cambridge



Ryan Li

- Research Intern at HKU Slash Lab
- Editorial Assistant of Robin Moyer's Photobook Project
- Graduate of Journalism and Psychology at The University of Hong Kong



Sabrina Chan

- GIS Trainee Intern at ESRI China Hong Kong
- Nature Education Assistant at Kadoorie Farm and Botanic Garden
- Graduate of Social Science (Geography & Resource Management) at The Chinese University of Hong Kong



Sally Chen

- Analyst, Regional Business Management/COO Office at Wells Fargo Bank
- Editor at Bloomberg Businessweek
- Graduate of Arts (English) at The Chinese University of Hong Kong



Samanwita Sen

- President of TEDxOxford 2021
- The D.H. Chen Foundation Oxford Scholar
- Graduate of English Language and Literature at University of Oxford



Tania Woo

- Fundraising and Strategy Intern at Teach For Hong Kong
- Cross-Border Department Intern at Dah Sing Bank
- Graduate of Accounting & Finance at University of Exeter



Terri Kong

- Assistant Charities Manager at The Hong Kong Jockey Club
- Mini-pupil, Baskerville Chamber
- Graduate of Social Science (Government & Laws) and LLB at The University of Hong Kong



Wing Yan Wong

- Credit Controller Assistant at AIR Studios (Lyndhurst) Ltd
- Junior Analyst Internship in Fixed Income at JP Morgan Asset Management
- Graduate of Economics at University College London



Zanna Lo

- Research Assistant at The Chinese University of Hong Kong
- Volunteer Helper at Healing Arts
- Graduate of Early Childhood Education at The Chinese University of Hong Kong

Our Alumni

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

Featured Alumni



Teaching and School Leadership

Janet Fu (Fellow 2018-19)

Panel Teacher, Delia Memorial School (Glee Path)

Before joining the Fellowship, I have never imagined that I would **become a leader in promoting change**. The one-year experience gave a starting novice like me the time and resources to **understand the needs and challenges of the school and the students**.



Education-Related Professionals

Ernest Wong (Fellow 2016-17)

Clinical Psychologist, The Hong Kong Federation of Youth Groups

My year as a TFHK Fellow gave me a clear direction as to what impact I want to make as a clinical psychologist. Through the interactions with my students, I was constantly reminded to stay grounded and to always go understand their needs from their perspectives instead of only through theories or assumptions. **Moreover, the exposure and leadership training TFHK provided inspired me to break through the traditional definitions of my professional role and to always push for systemic changes.**



Business and Law

Jonathan Kwok (Fellow 2018-19)

Pupil Barrister, Denis Chang's Chambers

My Fellowship experience taught me that everyone wants to be listened to and understood. I got to know many people who **inspired me to contribute more to children's welfare and social justice**.



Nonprofit/Social Innovation

Frank Ng (Fellow 2020-21)

Assistant Program Manager, CoCoon Foundation

My year as a TFHK Fellow gave me a multi-sector perspective on education and connected me with people from different backgrounds. **It made me realize the possibility and potential of cross-sector collaboration in the education field.** The experience inspired me not only to become a specialist in a sector but also a cross-sector leader in gathering resources from different parties and contributing to the education field for the future generation.



Social Entrepreneurship

Matthew Kwok (Fellow 2017-18)

Co-founder, JUST FEEL (a registered charity)

Since the end of the Fellowship, Raymond (Fellow 2017-18) and I have been committing to transforming Hong Kong communication culture at schools through JUST FEEL, a registered Charitable Organisation. **We are striving to enhance the emotional well-being of children through embracing compassionate communication, and with a focus on prevention and systemic change.**



Philanthropy

Isabel Kwan (Fellow 2018-19)

Assistant Project Manager, Charities, The Hong Kong Jockey Club

Working as a Teaching Fellow enabled me to observe and identify the most deep-rooted and hidden constraints faced by frontline teachers and underprivileged students. These experiences are converted into valuable insight which assists me in planning and developing various charity projects, especially those related to youth and education.



STEM

Fei Cheung (Fellow 2016-17)

Graduate - Master of Science (Machine Learning), University College London

After Fellowship, I entered the technology field. In that company, I was involved in the design and implementation of several education-related products with a combination of digital content and augmented reality (AR). **Experience from TFHK not only helped me understand schools, teachers and students, but also turned me into an active learner, a supervisor, and a leader.** Upon completion of my Master in Machine Learning, I will carry on enhancing students' learning experience using AI technology.



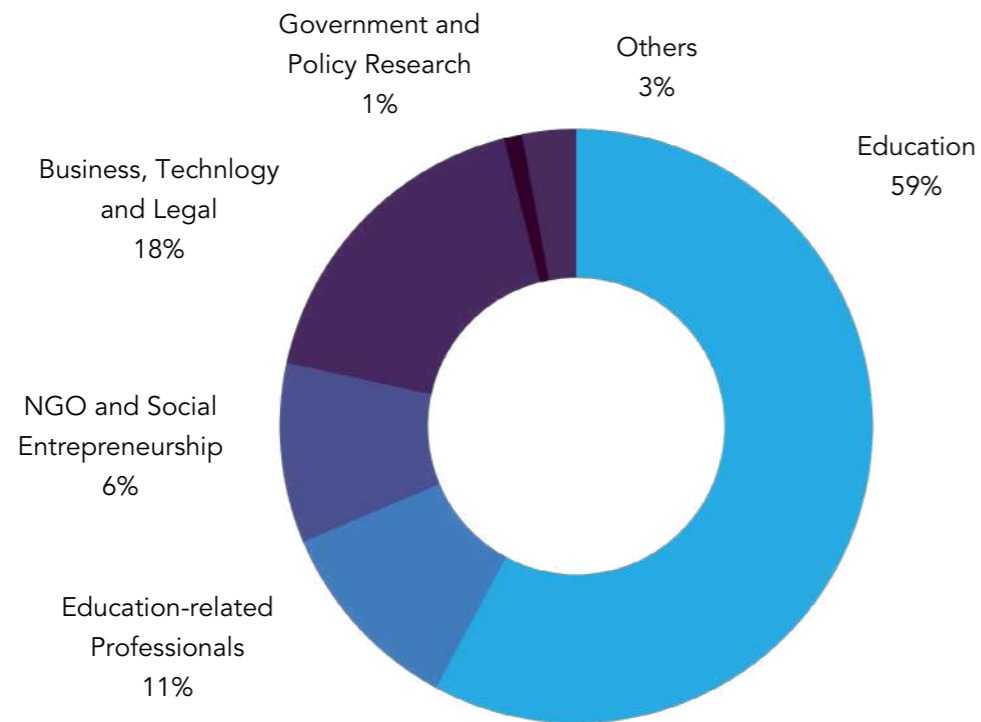
Policy and Research

Jennifer Lee (Fellow 2017-18)

Graduate - Master of Education, Harvard Graduate School of Education

Inspired by my Fellowship experience, I'm now on a mission to empower nurturers - those who support children to the maturity in character and the fulfilment of their potential. I envision an education system with no soul unseen, no talent untapped. I'm exploring the relational dimension of education and the inner journey of nurturers using qualitative research methods.

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.

Alumni Association

The TFHK Alumni Association continues to bring together the diverse talents and experiences of our Alumni to maximize our impact on education equity.

To foster exchange of ideas and resources, the Association held 7 alumni community building activities, such as Book Club, Journaling Workshop for alumni and Fellows spanning over 7 cohorts. On top of that, the Association also strove to nurture our alumni continuously via regular training opportunities on latest topics in education, such as Life and Death Education, Positive Education, Mental Wellness, etc.

We are excited to have Belle Tam (Fellow 2019-20), Chloe Wan (Fellow 2020-21), Edgar Lai (Fellow 2020-21), Season Lai (Fellow 2020-21), Jasmine Chan (Fellow 2021-22) and Kasva Leung (Fellow 2021-22) taking up the torch in the coming year as the Association committee members. Carrying a focus to build a stronger community and facilitate the growth of our alumni, the Association aims to launch new platforms to capture and leverage on collective wisdom and resources. With that, we can create more synergy and alumni engagement to drive the movement of TFHK forward.



05

HOW TFHK WORKS

The Challenges

Students' socioeconomic background is a significant factor in 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:

3.7x less likely to be admitted to universities

1. Less Likely to Reach Higher Education Attainment

Underprivileged students are 3.7x less likely to be admitted to a four-year university.¹ 35% of grassroots students are expected to pursue a university education, as compared to 85% of well-off students.²

3 years below in academic ability

2. 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. 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, nor how the education opportunities they are getting can promise breakthroughs.³

85% families have financial difficulties in affording learning resources

3. Often Deprived of Resources to Pursue Alternative Pathways

84.8% of underprivileged families face financial difficulties in affording extracurricular activities⁴, hence limiting the potential pathways their children can pursue.

Consequently, the current education system hinders the upward social mobility of those underserved who cannot excel in exams. This not only creates a long-term impact 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: Disparity in Higher Education Attainment is Widening between Rich and Poor (2013), Chou Ke-lee, HKIED
 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: 貧窮兒童調查系列二十九 – 綜援兒童生活狀況 問卷調查報告(2019), 香港社區組織協會兒童權利關注會

Our Solutions

The sad fact is that socioeconomic status strongly influences students' performance. It is possible, however, to create education systems that mitigate this inequality⁵. To create a more equitable system, we need leaders in all sectors who deeply empathize with the underprivileged and can develop innovative solutions. Collectively, they have the potential to make a sustained impact on our society.

To build a community of future leaders in all sectors who are driving change, we have developed 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. They start by teaching underprivileged students for a year as our Fellows. The teaching experience cultivates a life-long commitment to drive 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 of 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.

TRANSFORMING
 OUR EDUCATION
 SUSTAINABLY

Our Program

Teach For Hong Kong (“TFHK”) Fellowship Program is a one-year program to find and empower promising young talents by serving 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.



Pre-Fellowship Training

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.

Quality School Improvement Project (QSIP) of CUHK

QSIP provides training to equip Fellows with essential teaching skills, including lesson planning, classroom management, assignment and worksheet design, etc.

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 on various industries to make changes.

Teaching Placement

Our Fellows’ teaching journeys start after the Summer Institute. 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.

Teach Classes

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

Lead Extracurricular Activities

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

Become a Life Mentor

By building strong relationships with students, Fellows can understand each student’s interests, skills, and struggles and tailor support to their needs.

Ongoing Training & Support

Professional Development Friday

During the Fellowship, Fellows will attend workshops and events as part of their leadership and pedagogical development every Friday. It 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 from 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 to launch 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.

CREATING YOUR OWN DREAM COMMUNITY NOW!

06

OUR ACHIEVEMENTS



Our Fellows' Profile

A majority of our Fellows graduated from local universities, while a number of our Fellows hailed from overseas universities across USA, the UK and Singapore.

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

In addition, over 30% of our Fellows have working experience prior to joining our Fellowship Program. Their professional backgrounds cover diverse industries, such as business (McKinsey & Co.), finance (Wells Fargo), philanthropy (The Hong Kong Jockey Club Charities Trust), entrepreneurship and others.

Fellows Come From Major Local and Overseas Universities



68%

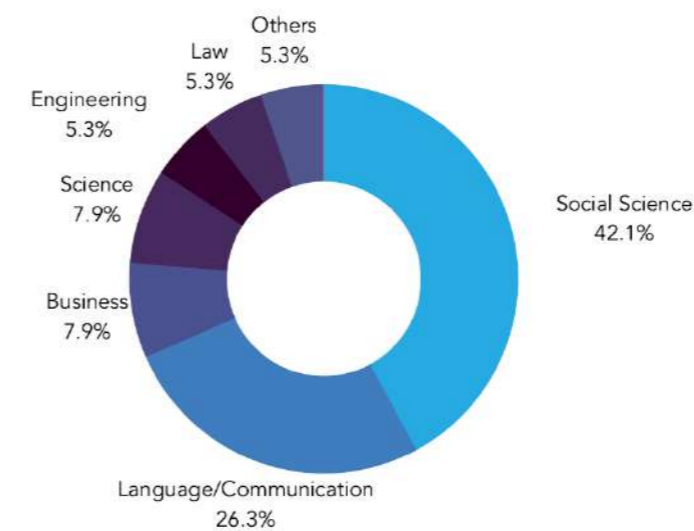
Fellows come from local universities

32%

Fellows come from overseas universities

32%

Fellows have working experience



Recruitment Process

“Challenging” is a common description of our Fellowship selection process. It is structured this way in order 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 2.5%. We drew best practices from corporates’ recruitment and selection mechanisms to recruit Fellows of the highest caliber.

Assessing Candidates’ Core Leadership Skills

Vision

Envision and dedicate to achieving long-term social changes and education equity

Growth Mindset

Embrace new ideas with open-mindedness and tackle challenges with proactiveness

Interpersonal Savvy

Empower the entire community to work collectively towards our vision

Problem-solving

Identify root causes and act on possible solutions with/from different sectors

Assessment Process

Each prospective Fellow undergoes three rounds of selection - online application, video assessment, and Assessment Day. Throughout the process, they are assessed based on their vision of education equity, competencies of growth mindset and interpersonal and problem-solving skills. These elements are all 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 25 of them joined hands with us in the assessment journey, and had brought in insights, from their experience in the Fellowship and industries, so as to assess each candidate’s fit for the Fellowship and the capability to lead long-term education changes.



Step 1: Online Application

To understand each candidate’s eligibility and motivation to join TFHK



Step 2: Video Assessment

To understand a candidate’s character and values through their personal experiences



Step 3: Assessment Day

To assess candidates’ interpersonal and communication skills via group-based activities

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



Fellowship Highlights

Fellows provided comprehensive learning experiences to underprivileged children through in-class teaching, extracurricular activities and life and career education.

34

Fellows in 2021-22

19

Partner schools (8 primary schools and 11 secondary schools)

9,807

Students served

* We partner with schools where over 50% of the student population is either (i) receiving government assistance (i.e. 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.

Fellows' Initiatives

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 of realizing their potential.

148

Extracurricular activities organized

Some of Our Corporate Partners



Morgan Stanley



21st Century Education



VR Workshop Series

Incorporating VR technology into education provides students with an active and immersive learning experience while helping them understand complex concepts and knowledge. Leaving the textbooks and educational videos behind, this workshop provides students with an immersive and dynamic experience to learn concepts in General Studies like space exploration and animals in Africa. Other than curriculum learning, VR technology can also play a role in value education as students simulate the life of visually impaired people.

Investment Club

It is not uncommon that underprivileged students in their teens work part-time jobs to support their families and themselves. A group of S4-5 students were taught fundamental knowledge of personal finance, business analysis and investment discipline, and were given a sum of money to invest in the real market. From day to day, the Fellow guided them through company and industry research, which broadens students' worldview, and investment making decisions, cultivating a prudent and informed decision-making mindset in them.

Company	Number of stock	Price of purchase	Current price	Total value	% Change
Tesla	1	889.64	873.28	873.28	-11.78%
Amgen	1	252.88	234.35	234.35	-7.33%
AbbVie	2	160.94	152.18	304.36	-5.44%
craft henz	5	41.41	43.14	215.7	4.18%
			1771.43	1627.69	-8.12%

Character Building



Growth Mindset Program

Challenges and failures are inevitable in learning. Sally and Terri wish to nourish a growth mindset in students so that they could persist in facing challenges and be resilient. Tapping into their innate capacity for growth, students thereby become able to learn proactively, and strive for mastery of knowledge and skill. Then they would take ownership of their learning and see every setback as an learning opportunity.

Empathy Education

Developing empathy in children starts with cultivating awareness toward others' needs. One activity led by Tania was a simulation for her students to experience the daily challenges faced by the visually impaired. To transform empathy into the compassion and an ability to support others, students were guided to develop a multi-functional cane from sketch-drawing through to manufacturing. Other activities were also organized to develop students' awareness to a broader range of social issues around them.



Social Emotional Learning



Emotions Detector - in collaboration with JUST FEEL and Save The Children Hong Kong

Social emotional skills determine a student's ability to enjoy learning at school and foster supportive interpersonal relationships with peers and teachers. The series of 10 workshops helps students express and manage their feelings: "Expressing Feelings" teaches them to distinguish and communicate their own emotions, while "Listening to Different Ideas" cultivates respect and appreciation toward different opinions and perspectives.

Parents SEL Workshops

In fact, social-emotional development should not be exclusive to students. Students' newly acquired social-emotional skills need to be reinforced both at school and at home. Parents play an essential role in nurturing these skills. The workshops educate parents on how to adopt compassionate communication techniques when interacting with their children. By reflecting on their communication style and making appropriate adjustments, parents can foster the trust and reciprocal care that significantly affects their children's life outcomes.



Career Education



Grosvenor x TFHK Inter-school Case Competition

In collaboration with our corporate partner Grosvenor, students from 3 TFHK partner schools gained industry exposure and brainstormed enhancement solutions to a local social project - Neighborhood Kitchen. Guided by Grosvenor mentors, who gave them feedback on their work, the students gained valuable insights into professional work. The experience served to develop the students' business analysis and presentation skills, as well as the solution-driven mindset of a professional.

Credit Suisse Mentorship Program

Secondary education is essential in preparing students with the skills, knowledge, and encouragement they need to get the most out of their career path. Students attended 5-6 mentoring sessions run by Credit-Suisse professionals on topics ranging from industry sharing to interview skills and CV workshops. Students not only learned from others' mistakes on CVs and mock interviews, but also discovered their personal interests, strengths, and weaknesses.



Global Vision



Zoom Around The World

To enhance students' cultural sensitivity and stimulate their interest in learning English, Gifthy introduced a virtual cultural exchange project that expose them to diverse countries around the globe, including Hungary, Mexico, Thailand, Indonesia, Germany, Austria, Korea, and Canada. In each cultural exchange session, students got the opportunity to learn from the guest, as well as to teach them our local culture.

Creativity & Arts

Tyres Upcycling Project

Students' creativity and possibilities are limitless, but they rarely get the chance to express their voices and ideas. In this project, students were allowed to design school facilities, such as chairs, rubbish bins and book drops, via repurposing an old tyre. They had to become adept at model design, hands-on processing, and experiential adjustment. The project posed numerous difficulties, which challenged them to be more perseverant, self-believing and resilient in achieving their goals.



你有什麼感受? 你會從活動帶走甚麼? (可以文字/圖畫形式表達)
Tell us how you feel about the experience and share with us your takeaway. (You may answer in the form of paragraphs / bullet points / illustrations)



Special Vacation Under Covid-19

64

Activities

Throughout the special holiday arrangement this year, our Fellows made sure students still had the chance to learn and connect.

Fellows organized horizon-broadening Life and Career Education activities for students, as well as mental wellbeing sessions with students.

218

Sessions

After the Education Bureau announced the special holiday arrangement in March 2022, our Fellows organized 64 activities for their students, amounting to 218 sessions in total. These activities provided the much-needed space for students to gather and seek emotional support from peers and adults in such a trying time. Each activity's learning objectives were customized to students' needs and covered a variety of themes, such as art and culture, career exposure, global exposure, and STEM. Fellows also took the initiative to co-organize some events with like-minded organizations.

We are thrilled to receive enormously positive feedback from the involved schools and parents on these initiatives. They told us how these activities have deeply enriched the students' exposure and strengthened their connections with people around them.

Kudos to our Fellows for their continuous effort in realizing these multi-faceted learning experiences, which certainly meant a lot to the students.



Art & Culture

- Parents-children Art Workshop & Virtual Art Museum Tour
- M+ Art Workshop



Career Exposure

- TFHK x Credit Suisse Mentorship Session
- TFHK x Grosvenor Young Businessman Case Competition
- Investment Club: Money Making Activity



Global Exposure

- Human Library - Story of 1 in 7 millions: From Homeless to CEO



Emotional Support

- Detective Game
- Journaling Session



STEM

- Experiment: Testing the Strength of Paper

Ongoing Professional Development and Support

We see collaboration across sectors as vital to providing Fellows with experiences and insights on strategically using diverse resources to scale impact. We are committed to accelerating Fellows' growth in teaching skills, leadership, and personal and career development.

Pre-Fellowship Training (Summer Institute)

198

Total training hours

4

Training partners

7

Leaders sharings

Ongoing Trainings

36

Total training sessions

16

Organizations collaborated

We invited leaders from different sectors, including but not limited to Business, Education, Technology, Social Impact and Innovation, Philanthropy, and Government, to share their experiences and insights with our Fellows. Below are some of our Guest Speakers:



Ms. Ada Wong
Supervisor at
HKICC Lee Shau Kee
School of Creativity



Ms. Angel Ng
Head of Asia at
Citi Global Wealth



Mr. Ivan Wong
Industry Lead,
Education at
Microsoft



Mr. Franky Poon
Principal at HKRSS Tai
Po Secondary School

Group Mentorship

Our group mentorship program aims at supporting Fellows and Alumni's career development and personal growth through advice, insights and network generously brought in by the mentors. The groups also are the venues where mentees with similar career aspirations foster one another's learning.

Our Fellow Mentors:

- Ms. Ada Yip: Chief Empowerment Officer, Urban Spring
- Ms. Catherine Wong: Chief Development Officer, Chorev Consulting Int'l
- Ms. Florence Kui: Managing Director, Goldman Sachs
- Mr. Eric Lin: Chief Marketing & Business Development Office, Livibank
- Ms. Jenny Chiu: General Manager at Phase Scientific International
- Mr. Peter Poon: Chief Program Officer, The D.H. Chen Foundation
- Ms. Rebecca Yung: Co-founder, Education for Good
- Mr. Trevor Tam: Partner and Founder, ZSoluTion Ltd.
- Ms. Vania Chu: Managing Director, Goldman Sachs
- Mr. Warren Luk: Chief Executive Officer, Good Lab

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 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 to everyday life

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

Measurable Impact On Students

8%
Improvement

Valuing a specific subject

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

School Feedback

8.7/10

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 teacher-student relationships with commitment and enthusiasm, and show a strong sense of belonging to the school as they actively participate in the school's operations. **This program provides a hands-on experience for young leaders to experience the education field in the frontline.**

Principal Chan, The Salvation Army Lam Butt Chung Memorial School

In addition to their teaching duties, TFHK Fellows organize a series of activities to nourish growth mindset in students. This not only allows the students to study in a comfortable and safe atmosphere, but also strengthens the teacher-student relationship.

Principal Lee, St. Bonaventure Catholic Primary School

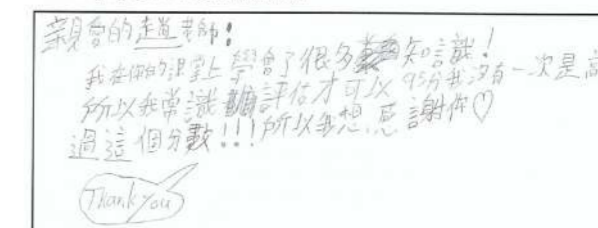
This is a wonderful programme for Fellows to experience being full-time teachers. With a lesser workload, Fellows enjoy more time for devoting themselves to growing together with students and, most importantly, more time for their own reflection.

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

你對老師的課堂有什麼感受？或有什麼話想對老師說？（可以文字／圖畫形式表達）
What thoughts do you have about this class? Is there anything you want to tell the teacher? (You may answer in the form of paragraphs / bullet points / illustrations)



你對老師的課堂有什麼感受？或有什麼話想對老師說？（可以文字／圖畫形式表達）
What thoughts do you have about this class? Is there anything you want to tell the teacher? (You may answer in the form of paragraphs / bullet points / illustrations)





07

OUR STORIES

TFHK Fellow Story

- Kenny Lam
- Zanna Lo
- Terri Kong

TFHK Alumni Story

- Sabrina Cheng
- Ken So

Sharing from Corporate Volunteer

- Lorraine Wong from Credit Suisse



TFHK Fellow Story

Changing the Convention of Education

Interview with: Kenny Lam (Fellow 2021-22)

Written by: Anson Lai

Connecting Learning to Students' Interests and Life

Coming from an underprivileged background, many of Kenny's students have a strong sense of financial pressure, and of the expectation to help alleviate financial difficulties of their families. Many take part-time jobs after school, working at fast food chains and in food delivery. It was first surprising, and then frustrating, to Kenny that these students see themselves working in the same positions after graduation and do not have further imagination of their future career. These constraints of exposure and career imagination naturally hinder his students from understanding the importance and application of school knowledge, demotivating their learning in class.

Yet, Kenny knew that he had to approach life and career planning quite differently. His students' attention were undoubtedly captured by the real cash they were earning and spending. Compared to peers who do not have part-time jobs, this group of students are less likely to stay engaged in conventional school career planning activities, like company visits and industry sharing, which do not lead to immediate rewards.

Kenny initiated an Investment Club, or the Money Making Club as how he promoted to the students, covering topics ranging from personal finance to stock investment. He let his students manage a small but real stock portfolio, and guided them to conduct company research. Through these, students built habits of independently searching for knowledge, learned about a variety of companies and industries and business operations topics, and applied subject knowledge from Maths, Economics and Accounting. Ultimately, he hopes to build students' mindset of responsible and informed decision-making, and, more importantly, stimulate their interest to the world.

Nurturing Student's Potentials

There was a particular boy who had to take part-time jobs to sustain himself as he was living alone in Hong Kong while his parents were both abroad. The remittance was simply insufficient. Despite all these unfavourables, he still studied diligently and had an indisputable talent in languages.

Through casual interaction on campus, Kenny learned that the boy had to spend his after-school time working, which forced him to give up his hobby of reading. Appalled to see his talent go to waste, Kenny asked the school principal if the school could nominate the student for the Harvard Book Prize Scholarship. It is a prize that most students and teachers would not normally think of.

So the goal was now set. Yet, there was a lot of catching up to do as the student, like many of his schoolmates, had never planned for his future nor expressed his thoughts to an audience. To help him sort out the application, in the following months, Kenny provided him with ample personal coaching and training. Beyond everyone's expectations, except perhaps Kenny's, the boy received the scholarship and was selected as the top 5. All students have their own potential, and what they need is a scout who spots possibilities and creates resources for them to further tap into that.

Leadership is the Capacity to Translate Vision into Reality

Ms Tse, the school principal, shared, "In his first year of teaching, Kenny already thinks like an education leader. He cares not only about the immediate needs of students but thinks beyond the horizon of students' life-long development." Empowering students is just as important as skills acquisition. An educator ought to transform students' vision and character for their long-term development.

Kenny believes that secondary school is the perfect time for students to explore the world. By broadening students' exposure to include things beyond their everyday communities and providing them with the right stimulation, all students can become self-motivated to explore.

About Kenny

Kenny is a graduate of International Business and Global Management at The University of Hong Kong. Prior to his Fellowship experience, Kenny was a Business Analyst at McKinsey & Company.

Kenny spent his Fellowship journey at Delia Memorial School (Hip Wo No.2 College), teaching English and Music, as well as leading extracurriculars.

He is now pursuing his Master of Education at Harvard Graduate School of Education.



TFHK Fellow Story

Set Up Students for Success Through Play-Based Learning

Interview with: Zanna Lo (Fellow 2021-22)

Written by: Althes Keung

"Tyres?!" Zanna recalls how shocked the principal was when she first proposed the Car Tyres Upcycling Project to the principal. How could 15 old tyres be relevant to students' learning?

"Children's voices are rarely allowed to be expressed at schools due to a compact curriculum characterized with unified assessment standards." Zanna's previous experience as a kindergarten teacher has given her practical experience constructing a playful environment where students can develop intrinsic motivation and other developmental needs. Play in education is about building curiosity to knowledge and courage to accept challenge.

She initiated the Car Tyres Upcycling Project at school, where students designed and built a recreational space on campus over the span of one school year. In this process, students demonstrated virtues of perseverance, curiosity, and collaboration, mastering both their minds and hands.

Unleashing Limitless Potential

When Zanna first engaged her students in this project, they found it daunting and challenging - a mindset stemming from a lack of confidence in their ability to face unknowns. Zanna encouraged them to be bold, think creatively and connect back to the needs of recreational space of other schoolmates. With Zanna's support, the students came up with brilliant ideas: establishing book drop carts, chairs, and swings. "I want my students to know there are endless possibilities in front of creativity. It is up to them to imagine and define - even with just some old tyres."

Zanna hopes that adults and even the children themselves can recognize children's potential. It is time to remove labels on children and let them have a voice and influence change resolutely. When given the resources and trust, they can paint new colors and meanings in their lives.

Nurturing Dreamers with Resilience

Zanna vividly recalls a short conversation with a student. It was a hot summer day when the whole group gathered on the campus rooftop, painting the tyres.

"I am tired. How much longer does it take?" One student asked.

"Ten minutes more. Do you need a chair?" Zanna said with concern.

"No, thanks. It's just 10 minutes. I can make it."

It was rewarding to witness how they transformed from feeling insufficient to being assertive, expressive and persevering. As a child growing up, being influenced by the saying that hard work always pays off, many of us tend to misconnect effort with hard work. Zanna wants her students to realize that perseverance is of utmost importance. "I want my students to be dreamers with resilience." Consistent effort, no matter ups and downs, unknowns and familiars.

Just as the students brought the tyres back to life, Zanna marked her first pro-child project a success. Zanna will continue exploring the possibility of introducing play-based learning in Hong Kong education. Inspired by these precious lessons, Zanna was delighted to continue contributing to the education sector through various programs in The D.H. Chen Foundation, where she currently works.

About Zanna

Zanna is a graduate of Early Childhood Education at The Chinese University of Hong Kong.

She spent her Fellowship journey at Ma On Shan St. Joseph's Primary School, teaching General Studies and Computer, as well as leading extracurriculars.

She is now working as Program Executive at The D.H. Chen Foundation.



TFHK Fellow Story

Nurture Growth Mindset in Students

Interview with: Terri Kong (Fellow 2021-22)

Written by: Althes Keung

Our Fellow Terri Kong once asked her class, “Do you think you are a Math person?” Negative was the answer of many of her students because they don’t believe they can be good at Math.

“Mistakes are good because they help our brain muscles grow!”, said Terri, “Your brain muscles can be trained even when mistakes are made!”. Students gazed up at her, half amusement half disbelief, waiting for her elaboration on how brain muscles can be trained in their day-to-day learning.

True educators magnify learning outcomes in students, and more so, help them realize their full potential. The key barrier is that oftentimes students have learned at home and at school that talents are in-born. They have accustomed to omitting their own potential to grow. Terri then decided to teach Maths using a growth mindset approach.

Activating Growth Mindset in Students

“Growth mindset” was first coined by Stanford psychologist Dr. Carol Dweck. A person with a growth mindset believes that one’s intelligence can be improved by effort, perseverance, adopting different strategies, making mistakes, and embracing feedback.

Terri and her Fellowship partner Sally share the conviction that the thirst for growth and the ability to bounce back from failures are the most important factors that help students thrive in the 21st century. Having read papers on growth mindset, they learned that growth mindset could be taught explicitly to children. In addition, it can be cultivated through the aggregation of small day-to-day experiences, of which teachers’ language takes a great share.

The Details That Matter Most

Anyone flipping through the Math homework already marked by Terri would be surprised by the amount of handwriting and drawings by her. Next to every cross, keywords are highlighted and guiding questions and tips are written. All of these help students find the solutions independently despite making mistakes at first attempts. Words of encouragement can also be found, appreciating students’ effort made in the calculation steps, the strategies, and even the marks of erased reckonings at the borders.

“Unless it is a summative assessment, I review and write down comments and hints on everyday homework; but I do not grade or score them. Each homework should be a learning process, and I want my students to see it the same way.”

On the other side of being a feedback giver, Terri also invites feedback from students and sees that as a key way to build trust with students and others. She would frequently ask her students what they hope she could do more and do less. “A few students suggested using more variety of tones and sounds in my delivery. Only then I realized I was mostly speaking in class with a monotone voice. Changing that not only made my lessons more interesting to students, and brought me closer to them.”

During her Maths lessons, Terri can now see students raising their hands to answer questions more often, despite the risks of making mistakes. Furthermore, her effort has influenced not only the students but also the parents.

“A parent of a child with special educational needs told me that my effort, every word I wrote in her child’s workbooks and worksheets, had influenced their ways of parenting. She shared that they became more patient, and now resort much less to punishment and scolding with the child. I never thought of my effort on students would extend their impact on their families. What moves me most, though, is that the child became more motivated in learning Maths now.”

Education is way more than teaching and disciplining. It is about forming trusting relationships and influencing lives one at a time. Reflecting on her Fellowship year, Terri has grown along with her students. She also set her own growth plan, and she is now pursuing the Master of Expressive Arts Therapy at The University of Hong Kong.

About Terri

Terri is a graduate of Social Science (Government & Laws) at The University of Hong Kong. Prior to her Fellowship, Terri was an Assistant Charities Manager at The Hong Kong Jockey Club.

Terri spent her Fellowship journey at St. Bonaventure Catholic Primary School, teaching Mathematics and General Studies, as well as leading extracurriculars.

She is now working as Program Manager at Habitat for Humanity Hong Kong and pursuing the Master of Expressive Arts Therapy at The University of Hong Kong.



TFHK Alumni Story

Revolving Door for Young Leaders' Career Development

Interview with: Sabrina Cheng (Fellow 2019-20)

Written by: Anson Lai

Graduated from law school, Sabrina once felt lost about her career pursuit, "Should I settle in a stable, promising career? What exactly is the role I am looking for?"

Sabrina was first introduced to the TFHK Fellowship Program through her professor. The idea of developing herself while making an impact on society appealed to her. "This was to me a chance of aligning my work with my values." Despite the apparent opportunity cost, such as salary and professional experience in the legal field, Sabrina took a leap of faith to join the Fellowship. This turned out to set her on a whole new career direction.

Advocating for Equity Beyond Classrooms

"Inequity is intertwined with way more than what I originally thought. Students' growth and well-being are closely affected by everyone and everything around them." The Fellowship experience emboldened Sabrina to look into the root causes of education inequity.

Sabrina found it fascinating to catalyze change in one student and one class at a time. "On some days, I patrolled around the school after school, to see if there are any students loitering around." Apart from that, Sabrina also spent extra time after school to chat with many of the students, understand their personal lives and mentor them on their current struggles.

Not only do families have a major influence on students' achievement in school and through life, the community also plays an important role in nurturing the students. It is after understanding the complexity of education equity that Sabrina thinks she could contribute differently and more, by serving away from frontline teaching.

Leading with Impact

The Fellowship experience directed Sabrina to a career path that is meaningful to herself and the society. She devotes herself to her aspiration of shaping the community through influencing the policy structure.

After working in the field of education policy research and public sector consulting, Sabrina is now a Senior Associate at Global Development Incubator. She has advised major foundations and philanthropies on their strategies. Although she is no longer serving underprivileged students directly, she still empowers for-purpose organizations and the sector as a whole. She hopes to shape a favourable environment for students to learn and grow.

"I get asked a lot about why I decided to join the Fellowship despite having a degree in Law. The Fellowship opened a door of possibilities for me to reconsider the role that I was trying to find." The frontline observations that Fellowship gave Sabrina are invaluable. This allows her to eventually go to the place where she feels most confident to apply her skills and knowledge to create more long-lasting, systemic impact.

About Sabrina

Sabrina is a graduate of Law at The University of Hong Kong. She also holds a master degree in English Language and Literature.

Armed with the first-hand understanding of education realities, Sabrina continues to strive for education equity as Research Assistant at Hong Kong Policy Research Institute and Senior Associate at PwC Mainland China and Hong Kong.

She is now working as Senior Associate at The Global Development Incubator.



TFHK Alumni Story

Empowering Students to Thrive in a Variety of Futures

Interview with: Ken So (Fellow 2020-21)

Written by: Rachael Chuang

“There is no way my students can shine under the reality of our academically-focused system.” Many of the students Ken interacts with show little or no imagination when thinking about their future. Not only are they confined by their family background, but the education system also restricts them.

Ken can see the potential in his students in non-academic areas. Yet, success is typically measured by academic achievement, test results, and university entrance. “‘Fruitless’ is the word many of my students use to describe themselves,” he says. Students who are not academically talented tend to regard themselves as a failure.

“Career and Life Planning are Life-span Issues.”

Ken believes that career and life planning is not just about facilitating students’ applications for universities or jobs. The ultimate goal is to provide students with the crucial opportunity to explore their interests and abilities. “You may not be able to see immediate results in the percentage of students getting into university or certain job fields. But the influence is long-standing.” Experiences and exposure gained during secondary school are essential assets for students that help them make career decisions later in their lives.

As the Coordinator of Career and Life Planning Committee in the school he serves, Ken aims at strengthening students’ mindset on life and career planning and broadening their horizons on their career and life prospects. He is also responsible for fostering cross-subject collaboration to enrich the learning experience. “There is indeed a lot to manage. It is even more challenging than developing a year-long lesson plan. I enjoy the process as education should be empowering students to be future-ready rather than purely transferring knowledge.”

“Fellowship Laid a Solid Foundation for Me to Rethink School-based Career and Life Planning.”

Our Fellowship Program adopts a school-based approach where Fellows serve the same group of students for one year full-time – this allows our Fellows to connect with the students they serve and understand their most pressing needs. Ken finds it essential to encourage intentional self-discovery. “Students should learn to acknowledge their unique strengths and needs before making their career plans.” While many believe that career and life planning should be implemented only in the senior form, Ken thinks otherwise. “The earlier students are in touch with career and life planning, the more confident they will be in deciding their next steps after college.”

On top of that, Ken also observed how students respond to school career and life planning activities. “Conventional activities such as career talks may not be the best choice. Students are easily bored, and they need an experiential learning approach.” Interactivity is the number one rule to keep the students engaged.

With this in mind, Ken organized a series of mentorship programs and field visits to enhance students’ industry exposure. He vividly remembers the fruitful interaction between his students and the mentors from the Electrical and Mechanical Services Department. “I was surprised by how proactive they are in asking questions. It also shocked me to see them enthusiastically leading the school tour for the mentors.”

Other than interactivity, relevance is also key. Around 60% of the students in his school are non-Chinese students. It is generally more difficult to arouse their interest in different career options. Many non-Chinese students see themselves working at fast food chains and in food delivery after graduation. “Rather than saying they do not have a bold imagination of their future career, it is more accurate to say that they lack the resources even to imagine.” Most of the students have low self-esteem due to their family backgrounds. They tend to downplay their positive qualities while judging themselves as inferior to their peers.

Furthermore, they lack shining examples to refer to in their community. Ken actively seeks ethnic minorities working in various sectors to share their stories with the students. This way, he hopes to encourage them to break the boundaries they had set for themselves in imagining and achieving their goals.

“We Should View Career and Life Planning Education Differently.”

Many teachers often find Life and Career Education implementation challenging as there are limited resources and guidance for schools. Thus, many students’ needs in career and life planning go unfulfilled. “The key question is whether the students’ needs are considered.” Ken reflected that the heavy workload of teachers in teaching and administration could be a barrier to developing customized Career and Life Planning Education in each school.

“I am always grateful for the flexibility Fellowship provided in my early teaching career. The one-year experience gave a starting novice like me the time and resources to understand the needs and challenges of the school and the students.” The Fellowship experience enabled Ken to stay ahead and connect with the students they serve and understand their most pressing needs, and he is now more confident and prepared to launch his career as Coordinator of Career and Life Planning Committee. Carrying forward the mission of empowering students to thrive in a variety of futures, Ken will continue to advance the Career and Life Planning in hand with stakeholders from different sectors.

About Ken

Ken holds a master degree in Economics at The Chinese University of Hong Kong.

With a mission to create sustainable impact to the school and students he served. He is now working as Coordinator of Career and Life Planning Committee at Delia Memorial School (Hip Wo No.2 College).



Sharing from Corporate Volunteer

Meaningful Possibilities through Corporate Volunteering

Interview with: Lorraine Wong (Vice President at Credit Suisse)

Written by: Rachael Chuang

Lorraine Wong, Vice President at Credit Suisse, is a long believer in collective leadership. She is also passionate about educational equity. She began her engagement with Teach For Hong Kong (TFHK) as a volunteer, having discovered that the program offers exciting and rewarding experiences for young talents to teaching and come up with innovative solutions for pressing issues in education.

Just as our work resonates with Lorraine's desire to serve underprivileged students, she too believes in the importance of ongoing and consistent volunteering. This is where the Credit Suisse x TFHK Mentorship Program caught her attention. "Over the span of 6 weeks, the mentorship program allowed me to build meaningful relationships with the students and Fellows and leave a greater impact on my student mentees," she said. She has participated in the program for two consecutive years.

"Breaking the ice is the first step to establishing a mentor-mentee relationship."

Having left school and spending the last decade in the banking industry, Lorraine found her first interaction with TFHK's students both refreshing and challenging. Her mentees were mostly shy and hesitant to express themselves. She learned that it takes an entirely different approach to communicate with students than with colleagues, share similar experiences, knowledge, and goals. The constraints of virtual meetings also meant extra effort had to be invested by Lorraine to break the ice and encourage her mentees to open up.

The beginning is always the hardest and the most critical. One tip Lorraine shared is to list down three characteristics of each student during their self-introductions, and then relate the course content to their experiences to create a personal touch. Her efforts bore fruit: "It might be hard at the beginning as most students would neither turn on their camera nor answer any questions, but you'd be surprised by their ideas and ambitions once they open up and share."

"Over-emphasis on academic performance has been one of the pain points in Hong Kong's education system."

Another thing that touched Lorraine the most was her direct encounter with the problems in our education system. Lorraine vividly recalls the moment of silence when students were asked to share their dream jobs. Most students were fearful of exploring their talents and interests. The education system has not created an environment for them to imagine the possibilities they could achieve.

"Most underprivileged students lack resources and familial support. Without access to a level playing field that allows them to explore the plethora of career options available to them, students are reluctant to imagine possibilities beyond their families' socioeconomic statuses." Lorraine believes that all students, regardless of their background, should be given the opportunity to explore different pathways before deciding what best suits them best.

"Professionals from different sectors can contribute to providing a level playing field for educational equity."

The biggest disadvantage of underprivileged students lies in their lack of access to experiences and exposures. Lorraine believes that different sectors can help disadvantaged students access opportunities typically available to resourced students. For example, corporations can partner with nonprofits and local schools to organize company visits and mentoring sessions to enhance students' industry exposure. Cross-sector collaboration sows the seed for amplified impact beyond campus.

08

FINANCES

Income Statement

Item	Percentage	Amount
Government Grant	0.59%	\$64,000.00
Individual Contributions	0.02%	\$2,329.00
School Participation Fee	52.93%	\$5,728,000.00
Organizational Contributions	45.87%	\$4,964,085.19
Other Income	0.58%	\$62,488.45
Total Income:		\$10,820,902.64

Expenses Statement

Items	Percentage	Amount
Fellowship Program Expense		
Program Fellows Recruiting	2.42%	\$248,902.08
Program Fellows Training	2.42%	\$249,817.01
Program Fellows Stipend	55.58%	\$5,728,000.00
Program Management	26.31%	\$2,711,258.57
Program Alumni Development	0.42%	\$43,381.97
Program Technology Infrastructure	0.58%	\$59,762.92
Program Impact Measurement	1.72%	\$176,934.68
Specialty Program of Save the Children x Just Feel Program	1.10%	\$113,391.00
Specialty Program of HKJC STEMpower Programme	1.04%	\$106,861.30
Specialty Program of Swire TrustTomorrow Fellowship	0.36%	\$37,500.00
Program Partner Reimbursement	2.48%	\$256,000.00
Sub-total:	94.43%	\$9,731,809.53
Operation Expense		
Marketing and Fundraising	0.04%	\$3,944.00
Legal and Administration	5.53%	\$569,847.06
Sub-total:	5.57%	\$573,791.06
Total Expenses		\$10,305,600.59
Total Expenses Per Fellow*		\$257,680.22

* Excluded Expenses from Save the Children x Just Feel, HKJC STEMpower Programme, Swire TrustTomorrow Fellowship, and Program Partner Reimbursement
 Note: This Financial Report is unaudited.



09

STRATEGIC
PLAN
PROGRESS

Growing Our Movement

After the development of our strategic plan 2021-2025 and scoring quick-wins in its first year, we continue to move forward 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**. We formed a Program Committee that brings in experts from different sectors to advise regularly on enhancements in the Fellowship Program. We welcomed Natalie Leung to be our Chief Operating Officer. She has 12-year experience in non-profit management, such as with HKJC and HKU where she ran various leadership development programmes, such as the HKU AsiaGlobal Fellows Program. Apart from upscaling the team's capacity, we continued to enhance our data management system to boost our day-to-day operational efficiency.



Second, we strive to **boost all sectors' recognition of our Fellowship Program as the top leadership program**. We aim to recruit the best talents to join the Fellowship Program through optimizing our marketing channels. We launched the campus ambassador program to strengthen our offline presence. Our online volunteer experience - Youth Consultant also engaged more than 300 youths to generate exposure activity ideas for underprivileged students. At the same time, we have also explored and intend to develop a pilot two-year Fellowship Program in addition to the current one-year program, to better develop talents and serve schools and students' needs. We are excitedly preparing for the piloting of two-year program in 2023-24 school year.



Lastly, we will **accelerate our Alumni's leadership and impact-making**. We now have more than 170 alumni in our Alumni Association, which was formed in 2019. This year we focused on strengthening the community across 7 cohorts and collaborating with the Alumni Association to drive alumni development strategy. Ideation workshops have been organized to facilitate exchange of individuals' vision of the TFHK Alumni community. We will continue to support each and every TFHK Alumni in bringing about education equity individually and collectively from their current positions.

10 SUPPORT US

Why Support TFHK

Every child is talented. Unfortunately, not all of them dare to dream and realise 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 cheque that is properly crossed and 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 kindly provide us your personal contact (i.e. your full name, email/ mailing address). Donation receipt will be issued and sent to you after payment confirmation.

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/>



Scan to 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 to open the eyes of our next generation and for your staff to engage the community.



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.

Other Collaborations

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 get in touch with us!

Phone: 2652 5995

Email: team@tfhk.org



11

MEDIA COVERAGE



Hong Kong NGO using 'social-emotional learning' to help students improve mental health gets funding boost

1 Nov 2021 - SCMP

A Hong Kong NGO's project to help improve the mental health of 500 students – by equipping them with skills to better manage their emotions and interpersonal relationships – has received a funding boost from a local leadership programme.

Teach for Hong Kong will also provide 200 parents and 100 teachers from participating schools with training on "social-emotional learning", so they can help students better use those skills in their daily lives.



商學協作 擴闊學生視野和機遇

29 Jul 2021 - 灼見名家

對比資源及人脈充足的家庭和學校，基層學生最缺乏的是視野和軟實力。

留意到這一點，TFHK為基層學生擴闊視野及帶來種種學習機遇，為基層學生提供參觀跨國企業、與員工交流、與英語母語者交流等活動。致力於幫助學生發掘興趣、擴闊眼界，並鼓勵他們盡早發掘自己的目標及進行生涯規劃，為基層學生創造更平等的學習發展機會。

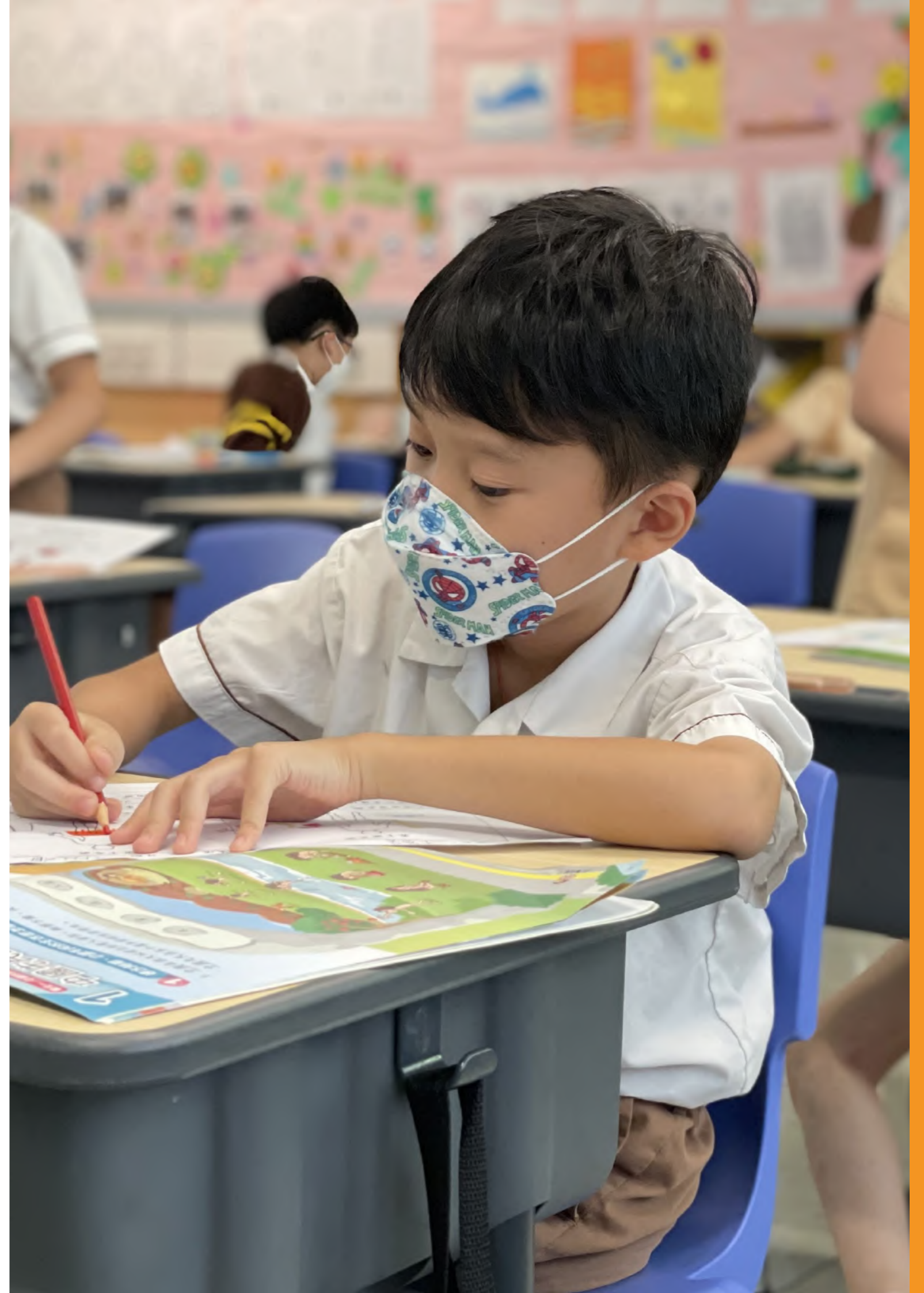


踏入職場的第一份工作，讓我反思一路而來接受的教育

1 Jul 2021 - 灼見名家

回顧3年在高盛，是我一生中非常寶貴的經驗，也令我這個從小到大接受港式教育的「香港仔」，上了難能寶貴的一課，從而反思我在教育制度裏的得着。

營運了Teach For Hong Kong近7年，我深信，教育問題需要不同持分者，尤其是商界的投入，才培訓為下一代迎接新世代的挑戰。



All media outlets that have covered us:



12

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 has helped our young talents nurture 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

Core Partner



TrustTomorrow 21st Century Education Fellowship Is Funded By



Career Exposure Fellowship Program Is Funded By

Drs. Richard Charles and Esther Yewpick Lee Charitable Foundation

Dr. Lo Kwee Seong IB Educator Incubator Fellowship Program Is Funded By



Global Vision Fellowship Program Is Funded By



Incubated by



Other Fellowship Sponsors



Advisors

Business Leaders

Ms. Angel Ng	Head of Asia at Citi Global Wealth
Mr. Chee-Lung Tham	Managing Director, Transitions Asia
Ms. Christina Gaw	Managing Principal and Head of Capital Markets, Gaw Capital
Ms. Christine Ip	CEO, UOB (Hong Kong)
Ms. Diana David	Regional Director, Financial Times (HK)
Ms. Elizabeth Thomson	Founder, ICS Trust (Asia)
Ms. Esther Ma	CEO, Prestique
Mr. Frank Wong	President, Scholastic Asia
Mr. Jimmy Tao	CEO, Vitargent
Mr. Joe Ngai	Director and Managing Partner, McKinsey & Co.
Ms. Lousia Wong	Executive Chairman of Bo Le Association
Mr. Nelson Yuen	Independent Non-Executive Director, Hang Lung Properties
Ms. Poman Lo	CEO & Founder, Century Innovative Technology
Mr. Stephen Wong	Adjunct Lecturer, CUHK
Ms. Winnie Chiu, JP	President & Executive Director, Dorsett Hospitality International

Education Leaders

Prof. Alvin S.M. Leung	Dean of Education, CUHK
Mr. Arnett Edwards	Principal, Li Po Chun United World College of Hong Kong
Prof. Cecilia Chun	Director of Centre for Learning Enhancement And Research, CUHK
Prof. Cheng Kai Ming	Professor Emeritus of Education, HKU
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Dr. H.S. Chui, JP	President, Gratia Christian College
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Mr. Kenneth Chen Wei On	Secretary General of the Secretariat of the Legislative Council of Hong Kong
Prof. Patrick Lau	Associate Dean of Education, CUHK
Mr. Peter Chiu Wing Tak	Former Vice Principal, La Salle College
Dr. Ray Cheung	Director, CltyU App Labs
Mr. Tai Hay Lap	Vice Chairman of Tin Ka Ping Foundation

Social/Community Leaders

Ms. Ada Yip	Chief Empowerment Officer, Urban Spring
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Mr. Tse KK	Co-founder, Dialogue Experience (Hong Kong)
Mr. Ming Wai Lau	Vice-Chairman, Youth Development Commission
Ms. Rebecca Yung	Co-founder, Education for Good

Honorary Legal Advisor

Ms. Mary Ho	Partner, Nixon Peabody CWL
-------------	----------------------------

Training Partner/Pro Bono Service Provider 2021-22

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 Mrs. Christine Ip
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 Mr. Ivan Wong
 Mr. Jimmy Tao
 Mr. Nick Lo
 Mr. Raymond Yang
 Ms. Ruby Yong
 Ms. Sharon Lam
 Mr. Stephen Wong
 Mr. Steven To
 Mr. Steven Tsoi
 Mr. Tai Hay Lap
 Mr. Yiu Man Kei

Organizations

CLAP for Youth@JC
 Edge Development Centre
 High Tech High
 JUST FEEL
 Oh My Kids
 OnGrad
 The Apollo School
 The Hong Kong Committee on Children's Rights

Fellow Mentors

Ms. Ada Yip	Chief Empowerment Officer, Urban Spring
Ms. Catherine Wong	Chief Development Officer, Chorev Consulting Int'l
Ms. Florence Kui	Managing Director, Goldman Sachs
Mr. Eric Lin	Chief Marketing & Business Development Office, Livibank
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Ms. Rebecca Yung	Co-founder, Education for Good
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Ms. Vania Chu	Managing Director, Goldman Sachs
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