

Second parallel – 2:15-3:15pm

Room: N-1/F-01 (EMI)

Thematic Focus: School Leadership, Teacher Practice and Well-Being

When Is Teaching Practice Ambidexterity Professionally Rewarding? The Moderating Role of School Leadership

Ms. Sumin KO, Yonsei University, South Korea

Abstract

Recent educational reforms emphasizing student-centered instruction require teachers to combine structured instruction with exploratory approaches. Drawing on the concept of ambidexterity, this study conceptualizes practices that organize and deliver structured content as exploitative teaching practices, and practices that promote students' critical thinking and active engagement as exploratory teaching practices. Teaching practice ambidexterity refers to teachers' coordination of potentially competing forms of teaching practice.

Using TALIS 2024 Shanghai data, this study identified four teaching practice profiles through latent profile analysis: Limited, Bounded Balanced, Exploitative-oriented, and High Ambidextrous. The study then estimated multilevel models to examine whether these profiles were associated with teachers' job satisfaction with the profession and whether school leadership strengthened this association. Because instructional and relational leadership are closely related but conceptually distinct, they were modeled separately.

The results show that High Ambidextrous teachers reported higher job satisfaction than those in the Bounded Balanced reference profile when school leadership was at the Shanghai average level. This pattern was marginal in the instructional leadership models and significant in the relational leadership models. Both forms of school leadership amplified this association: the interactions with the High Ambidextrous profile were positive and significant for both leadership models. Simple slope tests showed that school leadership had the strongest positive association with job satisfaction among High Ambidextrous teachers, for both instructional leadership and relational leadership.

These findings suggest that teaching practice ambidexterity can be professionally rewarding when supported by school leadership. For school leaders, the results highlight the importance of providing instructional direction and relational support so that teachers can turn complex teaching demands into positive professional experiences.

Second parallel – 2:15-3:15pm

Room: N-1/F-01 (EMI)

Thematic Focus: School Leadership, Teacher Practice and Well-Being

Beyond Job Demands: How Ambidextrous Digital Leadership Enhances Teacher Well-being through Job Resources – A Large-Scale Study from Chinese Mainland

Ms. CHEN Yongyi Rayna, Dr Tsang Kwok Kuen, The Education University of Hong Kong

Abstract

This study examines how ambidextrous digital leadership – extending from transformational leadership theory into the digital context by integrating opening and closing aspects that affects teacher well-being (TWB) in K 12 digital transformation. Based on the Job Demands Resources (JD R) model, we tested the parallel mediating roles of job resources (JR) and job demands (JD), as well as the moderating role of school stage (kindergarten, primary, middle school).

Based on the Job Demands Resources (JD R) model, we tested the parallel mediating roles of job resources (JR) and job demands (JD), as well as the moderating role of school stage. A cross sectional survey was conducted with 1,855 teachers from kindergartens, primary and middle schools across 14 provinces in Mainland China, using established instruments (PANAS, SWLS and adapted JD R scales).

Structural equation modelling revealed that ambidextrous digital leadership positively predicted TWB (emotional balance $\beta = 0.376$; life satisfaction $\beta = 0.599$). JR fully mediated this relationship (indirect effect = $0.161-0.204$, $p < .001$), explaining 30.5% of the total effect, while JD showed no significant mediation ($p = .899$) despite its direct negative effect on TWB. This core “resource gain” pathway remained stable across all school stages.

Our findings suggest that school leaders should prioritise providing job resources over attempting to directly reduce job demands, and that macro level policies are essential for alleviating structural non-teaching burdens. This study offers empirical evidence for digital leadership development and practical implications for teacher well-being in the Greater Bay Area’s educational internationalisation process.

Second parallel – 2:15-3:15pm

Room: N-1/F-01 (EMI)

Thematic Focus: School Leadership, Teacher Practice and Well-Being

Creating a new grammar of schooling: Leadership as institutional work in a Chinese public school

Dr. Xin GUO, University of Macau

Abstract

This article examines how a public-school principal in China leads the creation of a new grammar of schooling in an ‘involutionary’ system dominated by state accountability and market competition. Drawing on institutional logics and institutional work, and philosophically grounded in non-affirmative education theory, we conceptualise the principal’s leadership as creating, maintaining and disrupting institutional arrangements to sustain a new grammar of schooling. The study is based on an in-depth qualitative case of an experimental nine-year school, using interviews with teachers and middle leaders, observations and documentary analysis. The findings show that deep change relies not on heroic disruption, but on labour-intensive practices of cognitive creation and enabling maintenance. While successful in empowering teachers, this process also generates unintended consequences, including experiences of ‘professional guilt’. We argue that in high-stakes systems, effective leadership functions as a mediating force that protects the pedagogical core from external instrumentalism.

Second parallel – 2:15-3:15pm

Room: N-2/F-17 (CMI/PMI)

Thematic Focus: 教育领导与变革：组织、实践与发展

AI时代大湾区民办学校管理者“驾驭矛盾”领导力模型建构——基于一项真实组织变革项目的实践反思与升级

黄小红女士 卓越教育集团

吴妮妮女士 卓越大学

摘要

为应对AI时代大湾区民办学校面临的“效率与人文”、“短期与长期”及“标准化与个性化”等深层冲突，本研究旨在为学校管理者建构“驾驭矛盾”的胜任力模型。研究以“悖论领导力”与本土“矛盾管理”为核心理论框架，打破传统线性管理思维，探索复杂教育生态下的动态平衡机制。作为基于设计的研究（DBR）的先导需求分析，本研究采用质性研究范式，对参与过前期数字化领导力干预项目的5-10位资深民办学校管理者进行深度访谈。运用扎根理论对管理实务中的“悖论”素材进行编码分析，确保数据扎根于真实的组织变革实战。研究提炼了管理者面临的核心矛盾图谱，并从认知复杂性、行为弹性和情感张力三维度建构了特质模型。该模型填补了本土化领导力理论空白，不仅直接指导下一个组织培训体系的迭代，更为研发“驾驭矛盾”领导力高保真模拟培训系统提供了坚实的理论原型与需求输入。

Second parallel – 2:15-3:15pm

Room: N-2/F-17 (CMI/PMI)

Thematic Focus: 教育领导与变革：组织、实践与发展

基于模拟的培训对学校领导力学习长期转移的影响

汤少冰博士 陆佳芳博士 香港教育大學

摘要

传统学校领导力专业发展培训常因知识传授方式被动、实践迁移能力薄弱、知识遗忘速度快而受到诟病。本研究采用质性研究方法，旨在探究参训校长完成基于模拟游戏的培训（SBT）5至10年后，该培训对学校领导者专业发展产生的长期迁移效果，同时对比领导者对基于模拟游戏培训与传统培训模式的认知差异。研究选取来自香港及内地参与过同一模拟培训项目的在职校长与学校行政管理者开展半结构化访谈，并采用主题分析法对访谈数据进行解读。研究结果表明，基于模拟游戏培训能够带来持久性较强的体验式学习效果；依托沉浸式、反复迭代的模拟演练，参训者可长期留存特定场景下的决策技能、利益相关者管理策略以及资源调配意识。本研究证实存在显著的长期认知与行为迁移效应：模拟培训助力领导者从被动应对问题转向主动预判系统性风险，提升其危机管理与学校变革治理的实操能力，并显著增强专业自我效能感。此外，受访者普遍认为，相较于传统讲授式培训，基于模拟游戏的培训具备教学层面优势，能够实现沉浸式角色代入、实时反馈，提供无风险试错机会，并带来真实的情感学习体验。本研究证实基于模拟游戏培训能够有效弥补传统校长培训的短板，推动理论与实践深度融合，培养具备应变能力的学校领导力。研究启示可将沉浸式模拟教学纳入正式的学校领导力培训体系，提升学习的长期迁移效果，增强校长的实务治理能力。

关键词：模拟培训；学校领导力；专业发展；长期学习迁移

Second parallel – 2:15-3:15pm

Room: N-2/F-17 (CMI/PMI)

Thematic Focus: 教育领导与变革：组织、实践与发展

从“中间”驱动教育变革：实践要素、路径探索与作用机制

吕霁月博士 华南师范大学

摘要

从“中间”驱动教育变革是指将“市—区—校”三级工作网络内的各级变革力量进行整合，驱动系统内部变革意愿与行动，从而提升系统运作效率和可持续性。本研究以上海教育系统为例探索系统如何激活不同层级行动者的变革能动性，通过半结构化访谈的方式挖掘教研员、科研员、师训员、名校校长/名师工作室主持人等中层领导如何在与市级教育部门、区级教育机构和学校进行协作的过程中构建“中间层”，以此强化系统内上下各部分之间的联系。研究发现，中间层内的行动者依托课题等工具载体，生成多重话语转化的“行话”，通过识别和协调张力的行动，构建共享变革愿景的工作网络，从而强化“从中间引领”的变革驱动力。基于行话、行动和关系等实践要素，中层领导动态调整赋权支持、共情信任、专业指导和方向指引四种策略，以发挥行政领导与专业引领相结合的驱动作用，促进“中间层”内行动者朝向变革能动者发展，最终构建教育系统持续变革的有机生态。

Second parallel – 2:15-3:15pm

Room: N-2/F-18 (EMI)

Thematic Focus: Cross-Border Student Experiences and Identities

Challenges and experiences in China–U.S. cross-border doctoral education in Greater Bay Area

Dr. XIE Xiujuan, The University of Hong Kong

Abstract

This study explored the challenges associated with transnational doctoral programs between China and the U.S., as well as how doctoral students and academics perceive these challenges in the Greater Bay Area. Although scholars have extensively discussed the development of transnational education, there has been limited empirical research on the challenges faced specifically at the doctoral level. In addition, despite China's notable progress in doctoral education in terms of both quantity and quality, few international studies have specifically focused on Chinese transnational doctoral education. To address this gap, this study analyzed empirical interview data from doctoral students and academics enrolled in a transnational doctoral program, adopting integrated threat theory as an analytical framework. The findings highlighted several threats and concerns, including unsupportive relationships with peers and supervisors, insufficient administrative support, and difficulties related to intercultural learning environments. These findings have implications for the advancement of doctoral education in transnational higher education institutions, inspiring and informing strategies to address related concerns.

Second parallel – 2:15-3:15pm

Room: N-2/F-18 (EMI)

Thematic Focus: Cross-Border Student Experiences and Identities

Crossing Educational and Linguistic Borders: Mainland Chinese Students' English Journeys into Hong Kong Higher Education

Ms. ZUO Suiling, The University of Hong Kong

Abstract

As Hong Kong develops as an international education hub within the Greater Bay Area (GBA), English-medium instruction (EMI) has become central to educational internationalisation. Yet little is known about how cross-border students experience the linguistic demands, opportunities and inequalities across different systems. This study therefore examines how Mainland Chinese undergraduates navigate English-related lived experiences from Mainland schooling to Hong Kong EMI universities, and what this reveals about cross-border educational integration in GBA.

Drawing on critical perspectives on the global spread of English, language ideology and linguistic capital, the study treats English as a gatekeeper to academic legitimacy, mobility and future opportunities. A qualitative narrative inquiry was conducted using 83 narrative-frame surveys and 22 semi-structured interviews with Mainland Chinese undergraduates at Hong Kong public universities, with data analysed through complementary narrative and thematic approaches.

Findings show that participants' earliest encounters with English in Mainland were often remembered as playful and "foreign", but English gradually became an examination subject and an internalised requirement for educational advancement. Upon entering Hong Kong's universities, participants encountered mismatches between prior English preparation and the linguistic and academic demands of EMI higher education, including unfamiliar assessment criteria, discipline-specific vocabulary, diverse accents, and communication in a multilingual environment. Through ongoing agentive effort, participants gradually recalibrated their standards for English, shifting focus from grammatical correctness and native-like norms to fluency, intelligibility and effective communication in multilingual settings. In their imagined futures, however, English remained closely tied to credentials, employability and mobility.

The study argues that GBA educational internationalisation should not be reduced to Englishisation. Institutional leaders should provide transition support, legitimise students' multilingual resources, and evaluate internationalisation through students' access, participation and academic inclusion.

Second parallel – 2:15-3:15pm

Room: N-2/F-18 (EMI)

Thematic Focus: Cross-Border Student Experiences and Identities

Investigating Hong Kong cross-border undergraduate students' experience and national identity in the Chinese mainland university

Ms. LI Yu Ting, The Education University of Hong Kong

Abstract

Hong Kong students' sense of national identity has always been a focus of the government. The government hopes that Hong Kong students can integrate into the motherland and strengthen their sense of national identity; nearly 30,000 Hong Kong students are studying at universities in the Chinese mainland. Many scholars have focused on their lived experiences and sense of belonging, but whether and how their national identity is constructed remains underexplored. This study aims to investigate the experiences of Hong Kong cross-border undergraduate students and their national identity in the Chinese mainland universities, by answering three main research questions: (1) How does the university cultivate the national identity of Hong Kong cross-border undergraduate students? (2) How do students' lived experiences on the mainland shape the construction of their national identity? (3) What are the factors that will influence students' national identity? To address these questions, the study first analyzes policy documents from the selected universities and then combines them with semi-structured interviews with 18 key actors from three universities in the north, east, and south of mainland China. Next, it uses photo elicitation and semi-structured interviews to explore 36 students' understanding of national identity. Finally, combining the interview data from key actors and students, it will use a cross-case comparative approach to extract recurring and divergent influencing factors across the three regional sites. This study hopes to provide insights into enhancing the national identity of Hong Kong students by exploring their experiences, thereby contributing to the sustainable implementation of university and government policies on national identity integration.

Second parallel – 2:15-3:15pm

Room: N-3/F-01 (EMI)

Thematic Focus: Health, Well-Being and Inclusive School Communities

Policy Enactment Mechanisms of Healthy School Construction in China: Concepts, Practices, and Structural Constraints

Dr. Jing YANG, University of Queensland/East China Normal University

Abstract

This presentation is based on a publication co-authored with Xiaoxin Du of Fudan University and Chao Qiu of East China Normal University. Health-promoting schools constitute an important policy initiative through which the “health first” principle is translated into practice within the broader agendas of Healthy China. Although health-promoting schools have gained increasing prominence in policy discourse, limited research has examined how they are enacted in schools and what factors constrain their development. Drawing on policy enactment theory, this study examines the implementation of healthy school policy in a nine-year compulsory school in Shanghai. Using in-depth interviews with school leaders, the study explores the dynamic interactions among policy interpretation, organisational coordination, and policy translation. The findings indicate that the development of health-promoting schools is not a linear process of translating policy intentions into practice; rather, it is shaped by the interaction between institutional conditions and organisational practices. Specifically, schools face structural constraints in four dimensions. First, at the external level, the examination-oriented accountability system remains the fundamental institutional constraint, limiting schools’ capacity to prioritise health-related objectives. Second, at the situational level, a gap exists between principals’ understanding of health as an educational value and middle managers’ strategic interpretation of policy requirements. Third, within the professional culture, bureaucratic routines, superficial curriculum integration, and limited teacher expertise constrain collaboration across disciplines. Fourth, at the material level, indicator-based evaluation, unequal resource distribution, and risk-averse approaches to campus governance reinforce existing barriers to innovation. Within these overlapping constraints, school leaders exercise a form of “constrained agency,” as they negotiate policy aspirations within existing institutional arrangements. By moving beyond a linear view of policy implementation, this study advances understanding of how health-promoting school policies are enacted and highlights the institutional conditions that shape their realisation in Chinese schools.

Keywords: Health-promoting schools; policy enactment; institutional constraints

Second parallel – 2:15-3:15pm

Room: N-3/F-01 (EMI)

Thematic Focus: Health, Well-Being and Inclusive School Communities

Crossing Boundaries to Address System's Achilles' Heel: Experiences from a School Wellness Network in Hong Kong

Ms. CHAU Wai Chu Maggie, The Education University of Hong Kong

Abstract

Research Purpose/Objectives: Against the backdrop of growing concerns about student wellness worldwide, an increasing number of students are experiencing mental health challenges within Hong Kong's high-stakes and academically driven education system. The current wellness initiatives often remain fragmented, short-term, and peripheral to core school priorities. These concerns are evident across schools of different performance levels, suggesting that student wellbeing is not confined to particular school contexts but represents a broader systemic challenge. This presentation conceptualises student wellness as an issue that transcends individual schools and requires coordinated action across educational communities. The study explores how leadership, community engagement, and cross-sector collaboration can contribute to more sustainable and systemic approaches to student wellbeing.

Theoretical Perspective/Analytical Framework: The presentation is primarily informed by systems leadership and Compassionate Systems Framework perspectives. It also integrates concepts of social-emotional learning (SEL), community of practice, and future-oriented school leadership.

Research Methods and Inquiry Approaches: A documentary and qualitative inquiry approach is adopted to document the community's 7-year journey from personal advocacy to network endeavours in promoting student wellness. The study combines reflective analysis with practitioner-researcher perspectives on boundary-crossing leadership for wellbeing.

Data Sources and Evidence Framework: This study draws on a multi-layered qualitative dataset. Primary data comprises archival records of programme events, post-event feedback forms, and school-based wellness initiatives. Process data is captured through reflective notes kept by several critical boundary-crossing leaders, who act as key mobilisers of expertise, resources and reach to more schools. The analysis is further triangulated by discussions surrounding SEL implementation in multiple Hong Kong schools and school reports. This multi-perspectival data structure traces not only what resources are mobilised, but how relational and systemic barriers are negotiated in practice.

Key Findings, Conclusions and Practical/Academic Implications: While schools increasingly recognise the importance of wellbeing, sustainable progress requires stronger leadership capacity, evidence-informed decision-making, and collaboration among schools, community partners, and professional scholarship. The presentation highlights both the challenges and possibilities of building a wellness-oriented educational ecosystem and argues that student wellbeing should be viewed as a systemic priority rather than an isolated intervention. The study offers practical insights for educational leaders and contributes to ongoing discussions on school leadership, and systemic approaches to advancing student wellness in Hong Kong society and elsewhere.

Second parallel – 2:15-3:15pm

Room: N-3/F-01 (EMI)

Thematic Focus: Health, Well-Being and Inclusive School Communities

Parent Involvement, PSOC, Parent Stress and Developmental Outcomes of Chinese Children with ASD in Kindergarten and Primary Schools

Dr. David SHI, ElimStar Science and Technology Co.

Abstract

The primary objective of this study is to investigate the interrelationships among parent involvement, parenting sense of competence (PSOC), parent stress, and developmental outcomes in Chinese children with autism spectrum disorder (ASD) enrolled in kindergarten and elementary school.

The study focuses on children with ASD aged 3-12 who are currently receiving or have previously received intervention at School-E (a specialized autism rehabilitation institution) and its affiliated partner institutions. Using a cross-sectional questionnaire survey design, data were collected from 519 parents or primary caregivers, yielding a final sample of 519 valid responses. The majority of participants reside in China's eastern coastal provinces, predominantly Zhejiang, Jiangsu, and Shandong.

Statistical analyses included independent-samples t-tests, one-way analysis of variance (ANOVA), multiple regression analysis, and stepwise hierarchical regression analysis.

The key findings of the study are summarized as follows:

Significant differences in PSOC emerged across levels of ASD symptom severity. Specifically, groups with higher levels of ASD symptom severity exhibited lower levels of PSOC. Similarly, parent stress varied significantly across both levels of ASD symptom severity and family socioeconomic status (SES) groups. In detail, groups with higher levels of ASD symptom severity or lower levels of family SES reported higher levels of parent stress. No significant differences in levels of parent involvement appeared across different background variables such as severity of ASD symptom and family SES.

Regression analyses revealed a significant positive association between PSOC and parent involvement. In addition, it showed that parent stress demonstrated a significant negative association with PSOC. Finally, stepwise regression analysis indicated that higher levels of parent involvement were significantly associated with more favorable developmental outcomes in children with ASD.

Based on the statistical findings, several evidence-based suggestions for parent involvement, PSOC and parenting stress were proposed for parents, autism rehabilitation institutions, governmental organizations and future research.

Second parallel – 2:15-3:15pm

Room: N-4/F-01 (CMI/PMI)

Thematic Focus: 大学与社会：发展、参与与传播

追寻失落的场所精神：中国现代大学的空间脱嵌与再嵌

陈卓君博士 华南师范大学

摘要

在数字化浪潮重塑教育场景的当下，教育与知识生产面临“去物质化”与“去空间化”的双重挑战。教育空间作为承载教育实践的重要载体，其构建逻辑亟需从技术导向的抽象设计中解放出来，回归对教育本体价值的深层回应。教育活动的生成不仅依赖认知机制，更深植于具体的空间结构与历史情境之中，体现出强烈的地理实践性与空间建构性。科学历史地理学与知识社会学的相关理论揭示，教育空间的建构能力正源于其对现实情境的回应能力。从“场所精神”(Genius Loci) 视角出发，教育空间的价值应在感知、存在、认知、实用与抽象等多重维度中得以重构。知识生产并非脱域的技术过程，而是嵌入社会文化语境的实践行为，需要教育空间提供情境化的支撑和精神归属。在当代中国高校校园的现实语境中，标准化、功能主义与形式符号化的空间建构逻辑削弱了教育空间的情境深度与生成能力，进而影响教育活动的真实性与教育主体的存在状态。教育空间生产的能动性亟需重新激活，必须回归对实践性、情境性、完整性与交互性的价值追求。

Second parallel – 2:15-3:15pm

Room: N-4/F-01 (CMI/PMI)

Thematic Focus: 大学与社会：发展、参与与传播

香港高校在內地主流社交媒體的敘事體系、形象構建與傳播策略—以香港教育大學為例

何俞燕女士 香港教育大學

摘要

本研究旨在梳理港校內地自媒體傳播邏輯，為香港各大高校面向內地生源與公眾的品牌宣傳提供實證案例參考。

研究以框架理論+擬劇理論+議程設置理論作為三重分析框架，採用內容分析法，選取香港教育大學官方微信公眾號、小紅書全體原創發布內容作為研究樣本，從敘事話題、文本架構、視覺呈現三維拆解傳播樣態。

研究發現：香港教育大學內地平台側重師資資源、入學資訊、灣區教研三大敘事模塊，建構師範特色化院校形象，但存在兩平台內容同質化、本土化互動不足等短板。

結論據此提出分平台精細化運營優化方案；學術層面補充港澳高校內地社媒形象研究實證，實務層面為在港院校跨域傳播提供落地參考。

Second parallel – 2:15-3:15pm

Room: N-4/F-01 (CMI/PMI)

Thematic Focus: 大学与社会：发展、参与与传播

Evaluating the Impact of Social Entrepreneurship Education on Secondary School Students in Hong Kong

Dr. Kwun-hang LAU, CCC Tam Lee Lai Fun Memorial Secondary School, Hong Kong

Abstract

This study evaluates the impact of Social Entrepreneurship Education (SEE) on the holistic development of secondary school students in Hong Kong, with a particular focus on community-based learning and student engagement. The research aimed to examine how participation intensity within SEE programs influences students' personal, social, and future-oriented competencies in an academically intensive educational context.

The study was guided by experiential learning theory and holistic education perspectives, emphasizing the integration of civic engagement, entrepreneurial thinking, and reflective learning. A convergent parallel mixed-methods design was adopted. The participants included 78 Secondary 4 students involved in a school-based SEE program. Among them, 20 students were classified as Active Participants who received mentorship opportunities and deeper involvement in project design, while 58 students mainly participated in core workshops and learning activities.

Quantitative data were collected through structured questionnaires examining six developmental domains: learning and cognitive development, personal growth and self-awareness, collaboration and communication, community awareness and civic engagement, entrepreneurial mindset, and future planning. Qualitative data were gathered through reflective responses and participant feedback to explore students' lived experiences and perceptions.

The findings revealed that Active Participants consistently reported higher mean scores across all developmental domains, although the differences were not statistically significant. Pearson correlation analysis demonstrated strong interrelationships among the six domains, suggesting an integrated construct of student competence. Qualitative findings further highlighted improvements in resilience, empathy, collaboration, civic responsibility, and reflective thinking. The study suggests that community-engaged SEE can effectively support holistic student development and strengthen students' social awareness and future readiness within secondary education in Hong Kong.