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I believe that someone who joins the teaching profession needs to have the teaching passion, fire, commitment and the strength of iron-will to constantly prepare, upgrade and improve him / her to meet lifelong challenges and expectations. However, I consider that the possession of the above attributes describes only the fundamental basis for being a professional teacher. I strongly believe a teacher of excellence and a genuine professional, in addition, needs to be proactive in taking up leadership roles and possesses the courage to try innovative practices in both teaching and curriculum design. In my words, this is to get myself out of the comfort zone and explore into new ground.

My belief has reflected my educational philosophy and my conception of what it means to be a Teacher of Excellence as a: *Curriculum Leader, Pedagogical Innovator, Collegial Partner, Professional Mentor, Reflective Role Model and Lifelong Learner.*

I would like to emphasise that there is never a perfect and ideal environment or condition to make one-self become a Teacher of Excellence. But in my view it is an obligation for all teachers to strive to be the best that they can be, once they are committed. Very often, people complain about the difficulties they face which stop them from doing something positive or different. However, it has been my optimistic attitude to teach to achieve the 'best' under all conditions, favourable or unfavourable. I hope this attitude might allow my colleagues and students to still see the 'fire' inside me despite committing to the challenging tertiary teaching profession for well over 30 years.

I have enacted my teaching philosophy through multi-levels of excellence demonstrated in the classroom, in the Programme, in the Faculty and the wider community to bring about quality learning to all the students and teachers I have taught. I consider the most important element inside me is the willingness to keep learning and making improvement to allow positive change in me which can then influence other people. The multiplier effect allows greater learning impacts reaching out as 'bridges' to all the different levels in teacher education.

