The Call for a Caring School

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One of the key areas of concern for feminist educators is the ethics of care (Noddings, 1984). The care ethics, as a radical approach, contends for a caring environment in school which is beneficial to both teacher and students. The paper argues that school should be a more caring place for the teachers and students. Drawing on life stories and critical incidents of a migrant teacher from China in Hong Kong, the author showed that schools have been failing in fulfilling their ideal as a caring organization for both students and teachers. School climate and administration in general does not facilitate the development of a caring profession. The current of performance audit has drained away trust among practitioners. The practice of quality assurance leaves less and less time for teachers and administrators for reflectively developing the quality of their own practice. Instead, more and more efforts have been taken to promote quality teaching in terms of efficiency of delivery in the classroom and assessing students performance. The teacher’s stories, collected through intensive life history interview, in China showed that there was better collegial and teacher-pupil relationship than in the local schools in Hong Kong. The current effort to reform education in Hong Kong shows minimal concern to encourage and recognize teacher’s dedication. By comparing the experiences she had in China and Hong Kong, administrators can gain insights for making our schools a better working and learning place for our students and our teachers. The paper concludes with the implications of how school could be organized as a caring organization with reference to the current effort of education reform in Hong Kong.