

## Section 4: Professional Development

### Target

Frontline education practitioners are the key players in implementing the Education Reform. In support of the Education Reform, the Government strives to enhance the quality and professionalism of the teaching force through providing sufficient training and support as well as formulating appropriate professional standards. As school principals play a vital role in realizing the vision of providing quality education, the Government also places emphasis on enhancing the professional preparation and continuing professional development of principals, so that they can lead teachers and students in meeting the changes and challenges of the new millennium as well as in promoting collegial exchange and support.

### Last Year's Progress

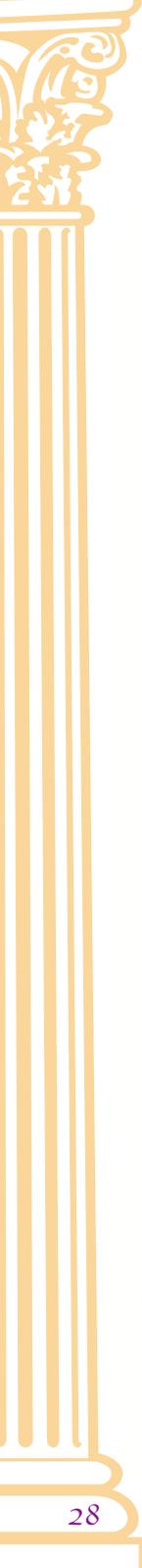
#### (1) Teachers' Professional Development

- A document on *The Teacher Competencies Framework and the Continuing Professional Development of Teachers* was issued by the Advisory Committee on Teacher Education and Qualifications (ACTEQ) in November 2003 to give recognition and to institutionalize the practice of continuing professional development (CPD) of teachers. A Steering Committee on Teachers' CPD was set up in March 2004 to lend professional support to schools in implementing their CPD policy.
- ACTEQ continued with its review on teacher preparation and is now conducting a Study on Teacher Education to look into how prospective teachers could be more effectively prepared to face the challenges arising from the Education Reform.
- ACTEQ has set up two task forces to conduct an in-depth study on the proposal to introduce an internship system for beginning teachers. The task forces will look into the implementation details and formulate the professional requirements. In support of the internship proposal, the Government has collaborated with teacher education institutions to train up more than 1,000 mentor teachers for about 400 primary and 250 secondary schools to lend induction support for beginning teachers.

- To upgrade the quality of teachers, the Education (Miscellaneous Amendments) Ordinance 2004 was introduced to raise the entry qualification requirements of kindergarten, primary and secondary school teachers with effect from 1 October 2004.
- The District Teachers' Network Scheme launched its second Teachers' Experience Sharing Month in March 2004.
- EMB collaborated with the Faculty of Education, the University of Hong Kong and the Hong Kong Teachers' Centre in hosting the International Council on Education for Teaching World Assembly 2004 in July 2004 to facilitate professional exchanges among local teachers and principals and overseas education practitioners.
- Different institutes of early childhood teacher education have been providing a variety of training courses, including Certificate in Early Childhood Education and Bachelor of Early Childhood Education programmes, to enable qualified kindergarten teachers to further their studies and raise their professional competency.

## (2) Principals' Professional Development

- The Certification for Principalship has been implemented.
- EMB continued to provide professional training and support to newly appointed principals as well as serving principals, such as thematic seminars and workshops by renowned Mainland and overseas experts, and provision of analysis for school principals on their needs for professional development in order to facilitate them in planning and carrying out CPD activities.
- The abridged course in Certificate in Early Childhood Education jointly arranged by EMB and Social Welfare Department for serving kindergarten principals and child care supervisors was held as scheduled.



## *Tasks Ahead for the Coming Year*

### (1) Teachers' Professional Development

- The Steering Committee on Teachers' CPD will focus on disseminating good practices and providing support to principals, teachers and the school management in developing their school-based CPD policy. The Steering Committee will lay emphasis on the quality of CPD activities through promoting the teacher competencies framework for the enhancement of teachers' professionalism and students' learning effectiveness. It will keep track of the development of the 3-year try-out period of the teachers' CPD framework so as to provide further recommendations to ACTEQ in taking forward teachers' CPD.
- With reference to the findings of the Study on Teacher Education, ACTEQ will further examine pre-service teacher education in collaboration with teacher education institutions in raising the professional quality of new teachers.
- ACTEQ will finalize the professional requirements and operational details of internship for new teachers for consultation with the education sector.
- EMB will continue with the provision of training programmes for mentor teachers to enhance their knowledge and skills.
- The institutes of early childhood teacher education will continue to provide training courses, including Certificate in Early Childhood Education and Bachelor of Early Childhood Education.

### (2) Principals' Professional Development

- EMB will review the CPD framework and training programmes for principals in line with the latest development in education.
- EMB will continue to provide training and support to newly appointed principals as well as serving principals to enhance their leadership skills, particularly on instructional leadership and teaching/learning effectiveness.
- EMB will continue to provide the principalship training course for kindergarten principals and child care supervisors.