

Section 5 : 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.

(1) Teachers' Professional Development

Progress

- Following the issue of the document on *The Teacher Competencies Framework and the Continuing Professional Development of Teachers* in November 2003, and the setting up of a Steering Committee on Teachers' Continuing Professional Development (CPD) in March 2004, the Advisory Committee on Teacher Education and Qualifications (ACTEQ) conducted a comprehensive study in 2005 and issued *The Interim Report on Teachers' Continuing Professional Development* in April 2006. In the report, the ACTEQ reported a more thriving CPD culture where teachers and schools have been actively participating in all kinds of CPD activities and such activities are largely contributing to the betterment of student learning in schools. The ACTEQ also put forward interim recommendations to further enhance teachers' professional development.
- The ACTEQ has continued with its review of teacher preparation and conducted a study on the changing needs in schools. The Task Force on Initial Teacher Education has been set up to further look into the issue and to propose initial recommendations to the ACTEQ. The Task Force has conducted a series

of meetings to gather views and build consensus with various stakeholders, including teacher education institutions, principals and teachers.

- A Steering Committee on Internship was set up in November 2005 following the recommendations from an ACTEQ's joint Task Force on Internship. With the aid of a Tool Kit, a pilot school-based Induction Support Programme for Beginning Teachers was drawn up for field-testing by a total of six schools in the 2005/06 school year (Phase 1). Based on the research findings of the programme, the Steering Committee has refined the implementation strategies and the Tool Kit which will be tried out in 19 primary and secondary schools in the 2006/07 school year (Phase 2). In support of the internship proposal, the EMB has collaborated with teacher education institutions to train more than 1 100 mentor teachers for about 400 primary and 300 secondary schools to lend induction support to beginning teachers.
- 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.
- To encourage serving teachers to further upgrade their academic qualifications, the EMB has procured additional training places for each of the 2005, 2006 and 2007 intakes of a three-year part-time in-service Certificate in Early Childhood Education course through open tendering.

Tasks Ahead

- The Steering Committee on Teachers' Continuing Professional Development will continue to 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. The ACTEQ and the Steering Committee will keep track of the development of the three-year try-out period (from the 2003/04 to the 2005/06 school year or

from the 2004/05 to the 2006/07 school year) of the teachers' CPD framework so as to provide further recommendations in taking forward teachers' CPD.

- With reference to the views gathered from different stakeholders on ways to improve initial teacher education, the ACTEQ and the Task Force on Initial Teacher Education will continue to collaborate with teacher education institutions to enhance the professional quality of new teachers.
- Based on the review of Phase 1 of the pilot Induction Support Programme for Beginning Teachers in the 2005/06 school year, the Second Edition of the Tool Kit comprising some refined professional reference to facilitate beginning teachers' reflective learning was published in September 2006. It will be tried out in Phase 2 in the 2006/07 school year. A consultant will be hired to conduct a research study on Phase 2 of the pilot programme involving 19 primary and secondary schools. Based on the review of the use of the Second Edition of the Tool Kit, the implementation process of the programme and other identifiable success factors, the Induction Support Programme for Beginning Teachers will be further refined and will be promoted to a greater number of schools.
- The institutes of early childhood teacher education will continue to provide teacher training courses, including Certificate in Early Childhood Education and Bachelor of Early Childhood Education.
- The EMB has proposed to provide training subsidies to all teachers of local kindergartens for professional upgrading and expects that within five years all kindergarten teachers will have obtained a Diploma in Early Childhood Education.

(2) Principals' Professional Development

Progress

- The Certification for Principalship has been implemented.
- The EMB has continued to provide professional development programmes and support to newly appointed principals as well as serving principals, such as thematic seminars and workshops by renowned Mainland and overseas experts, networking 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 EMB has continued to provide the principalship training courses for serving/aspiring kindergarten principals and child care supervisors.

Tasks Ahead

- The EMB will continue to review the CPD framework and professional development programmes for principals in line with the latest development in education.
- The EMB will continue to provide professional development programmes and support to newly appointed principals as well as serving principals to enhance their leadership skills, particularly in the areas of instructional leadership and teaching/learning effectiveness.
- The EMB has proposed to provide training subsidies to all principals of local kindergartens for professional upgrading and encourage them to pursue further studies and obtain a degree by 2011/12.