Preparation for Principalship (PFP) Course Framework

The following topics under each module should be covered and the course providers are requested to update the core content from time to time to better address the needs of the aspiring principals.

(A) **Strategic direction and policy environment**

a. Leading schools for the future

   (i) Hong Kong education policy context
   (ii) Changing societal needs and expectations
   (iii) China’s influence on Hong Kong
   (iv) Globalisation
   (v) Sense of direction and purpose
   (vi) Values to be upheld, including students’ right to education, equal education opportunities for all
   (vii) Information technology

b. Leading School-based Management\(^1\) and different styles of leadership including ethical leadership and distributed leadership

c. Strategic planning and thinking

d. Legal obligations and liabilities under various ordinances\(^2\) and regulations

e. Illustration of leadership and strategic planning in response to policy initiatives: integrated education\(^3\), values education, whole school language policy, etc.

(B) **Learning, teaching and curriculum**

a. Fundamental questions/issues about curriculum development: history, perspectives, processes and decisions; and learning and instructional theories

b. Hong Kong curriculum development and design in the 21\(^{st}\) century - the second decade in reform contexts

c. Connection of curriculum development with other education policies/reforms (such as curriculum integration and integrated education)

d. Planning, implementing and evaluating the school-based curriculum

   (i) The role of a principal in the planning of a school-based curriculum: curriculum and instructional leadership/learning-centred leadership
Some key perspectives in school-based curriculum planning:

- Whole-person development
  - provide broad and balanced educational experiences to prepare students to be lifelong learners

- Learner diversity
  - identify and understand the diverse needs of different learners such as non-Chinese speaking (NCS) students, students with special educational needs (SEN) including gifted students with reference to related reports from various professionals
  - adopt appropriate instructional and support strategies to cater for learner diversity

- Cross-curricular issues: education for sustainable development; language across curriculum; moral, civic and national education; information technology in education; promotion of creativity, communication and critical thinking skills; building of an inclusive school environment; and personal growth education in primary schools

- Interfaces at various levels of schooling: school-based adaptation for curriculum continuity at interfaces like kindergarten-primary interface, primary-junior secondary interface and junior secondary-senior secondary interface

(iii) Constructive alignment between curriculum, pedagogy and assessment, including the use of diverse modes of assessment and quality feedback to promote assessment for learning

(iv) School-based curriculum evaluation – models and application in Hong Kong context

e. Curriculum planning for secondary schools with special reference to the implementation of the fine-tuned medium of instruction (MOI) arrangements for secondary schools and the senior secondary curriculum framework

(i) Development of a whole-school language policy for the attainment of biliteracy and trilingualism of students

(ii) Key issues to address as a result of the senior secondary curriculum implementation: 3-year curriculum planning in senior secondary concerning diversity, subject choice changes in senior secondary (including Applied Learning and Adapted Applied Learning courses), career development and career-related experiences (including
pre-service training and job interview skills) to cater for diverse needs of learners with reference to multiple exit pathways

f. Curriculum planning for primary schools in the context of small class teaching with reference to the findings of the “Study on Small Class Teaching” in primary schools in Hong Kong

(C) **Teacher professional growth and development**
   a. Traditional teacher supervision and problems
   b. Policy and practice on teacher development in Hong Kong
      (ii) Teacher Competencies Framework (ACTEQ, 2003)
      (iii) Teacher development leading to changes, e.g. paradigm shift in learning & teaching, cultural change in school settings, conceptual and pedagogical change in curriculum, student support and assessment, teachers’ attitude change toward integrated education
      (iv) Teacher Induction Scheme
   c. Teaching as a learning profession (including the notion of learning community and reflective practitioner)
   d. Education reform, decentralisation and teacher professionalism
   e. Raising teachers’ awareness of the need to change to tie in with the implementation of education initiatives such as small class teaching for primary schools, fine-tuning of MOI for junior secondary levels, preventive programmes and counselling services to tackle youth problems such as drug abuse, truancy and bullying, etc.
   f. Professional conduct in education

(D) **Staff and resources management**
   a. Concept and practice in resource management and development (including information and knowledge management) in schools
   b. Contexts of school finance in Hong Kong: system, rules and guidelines
   c. Practical issues of school finance in Hong Kong including planning, budgeting, accountability, effective deployment of resources, etc.
   d. Latest developments in school finance in Hong Kong
      (i) Corporate governance and financial management in the context of schools operated by Incorporated Management Committees
      (ii) Grants for aided schools
         - spirit of autonomy, basic principles and control mechanism with proper checks and balances in the deployment of funding, in particular,
the block grant, i.e., Operating Expenses Block Grant (OEBG)/Expanded Operating Expenses Block Grant (EOEBG)
- flexible and effective utilisation of resource
- management of existing provision and resources for integrated education
(iii) Government subsidy and non-government funds of schools under Direct Subsidy Scheme (DSS)

e. Human resources management
   (i) General concept of staff (teaching and non-teaching) establishment of schools including both basic and top-up provisions
   (ii) Flexible and effective deployment of human resources with particular reference to small class teaching in primary schools / NSS curriculum (especially for Liberal Studies) in secondary schools and diverse learning needs of students
   (iii) Basic knowledge of personnel matters with particular reference to the Education Ordinance, Education Regulations, Employment Ordinance and Code of Aid
   (iv) Legal matters and other key issues related to staff management:
      - succession planning (including empowerment of middle leaders)
      - performance appraisal system
      - coaching and mentoring
   (v) Building a collaborative and positive school culture

f. Internal control mechanism with proper checks and balances

g. Enhancement of school administration through process re-engineering and streamlining

(E) Quality assurance and accountability
a. The Quality Assurance Mechanism for continuous improvement and accountability to stakeholders (including SMC/IMC, parents, teachers, students, the public and EDB)
b. Strategic school development planning – meaningful use of data and evidence (self-evaluation tools including Performance Indicators for Hong Kong Schools and Key Performance Measures (2008), etc.)
c. Embedding Planning-Implementation-Evaluation into daily school practice including the writing of school plans and reports
d. Internal and external evaluation under the School Development and Accountability Framework

(F) External communication and connection to the outside world
a. The understanding of the important role of the community and the building
of connections between the school and the local, national and global communities

b. An analysis of home-school co-operation, such as structured home-school communication mechanism to enhance support for students, including NCS students and those with SEN

c. Co-operation among stakeholders regarding current student problems, e.g. cyber-bullying, internet addiction, sex-related problems, suicide and drug abuse, and the implementation of the healthy school policy

d. Co-operation and networking with other schools/organisations in supporting NCS students and students with SEN
   (i) co-operation between ordinary schools and special schools in supporting students with SEN
   (ii) support network by means of School Partnership Scheme\textsuperscript{17} or in the form of resources sharing, transfer of information\textsuperscript{18}, assessment and referral mechanism in supporting students with SEN
   (iii) promotion of inclusive culture among stakeholders, including schools, parents, the community and the public
   (iv) cross-disciplinary professional support and close co-ordination with relevant organisations

e. Crisis management
   - leading and preparing the school to manage crisis\textsuperscript{19}

f. Dealing with the media and general public and handling of complaints
Notes:

1 The following objectives of School-based Management should be achieved:
   - To strengthen partnership among key stakeholders through participatory decision-making
   - To enable schools to manage their operation and resources in a flexible, effective and accountable manner according to the actual circumstances of the schools and learning needs of students
   - To ensure continuous school improvement and development through systematic planning, implementing and evaluation processes

2 Schools are required to comply with ordinances and regulations, such as Education Ordinance, Education Regulations, Employment Ordinance, Prevention of Bribery Ordinance, Disability Discrimination Ordinance, Race Discrimination Ordinance, Sex Discrimination Ordinance, Family Status Discrimination Ordinance, Personal Data (Privacy) Ordinance and Buildings Ordinance

3 (a) For the implementation of integrated education, the following points should be noted:
   - Formulation of a school policy on the support for students with special education needs (SEN), based on the five principles of integrated education in Hong Kong, namely, early identification, early intervention, Whole School Approach, home-school co-operation and cross-sector collaboration
   - Roles of special schools and good inclusive education practices including deployment of resources in ordinary schools

   (b) Please refer to the following documents and circulars relating to integrated education for reference:
      - “Catering for Student Differences – Indicators for Inclusion”
        [Link](http://www.edb.gov.hk/attachment/en/edu-system/special/overview/indicators-082008_e.pdf)
      - “Operation Guide on the Whole School Approach to Integrated Education”
      - “Parent Guide on the Whole School Approach to Integrated Education (Chinese version only)”
      - “Code of Practice on Education under the Disability Discrimination Ordinance”
      - Education Bureau Circular (EDBC) No. 8/2012 on “Teacher Professional Development on Catering for Students with Special Educational Needs”
      - EDBC No. 13/2012 on “Learning Support Grant for Secondary Schools”
      - EDBC No. 12/2012 on “Learning Support Grant for Primary Schools”

4 For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. To facilitate their learning of Chinese, the Supplementary Guide to the Chinese Language Curriculum and the Chinese Language Assessment Tool developed for NCS students should be adapted as appropriate.

5 To provide gifted education in support of gifted students, the following aspects should be covered:
   (a) concept and definition of giftedness
   (b) development of school-based gifted education policy
   (c) identification and talent pool development
(d) staff development and programme planning
(e) mode and nature of provisions
(f) resources and networking

6 The following support strategies to cater for learner diversity could be adopted:
- Developing effective mechanism to meet the diverse educational needs of their students, including setting up a team of school personnel responsible for developing a systematic data bank on students with SEN, planning and monitoring the school-based support for these students as well as reviewing the progress and effectiveness of the support measures
- Using a 3-tier intervention model, including Individual Education Plan where appropriate
- Adopting curriculum and instructional strategies to cater for learner diversity including curriculum adaptation; parallel and differentiated instructions; collaborative teaching; cooperative learning and peer support; and implementation of homework/assessment/examination accommodation policy, alternative assessment system and student portfolio

7 Please visit the website on Personal Growth Education for details:

8 Please visit the website on the fine-tuned MOI arrangements for details:

9 Please visit New Academic Structure Web Bulletin for further information on the senior secondary curriculum framework:
http://334.edb.hkedcity.net/EN/index.php

10 Please visit the following website for further information on Teacher Induction Scheme:

11 Examples of grants include Learning Support Grant (LSG) for primary and secondary schools, Substitute Teacher Grant (STG)/Teacher Relief Grant (TRG), Enhanced Speech Therapy Grant (ESTG), Senior Secondary Curriculum Support Grant, Diversity Learning Grant (DLG) and Student Guidance Service Grant in primary schools.

12 Please refer to the following document and circular on the existing resources for integrated education:
School Partnership Scheme (EDBCM No. 106/2013 on “School Partnership Scheme in Supporting Students with Special Educational Needs for the 2013/14 and 2014/15 School Years”)
and the Guide on School-based Speech Therapy Service

13 To achieve flexible and effective utilisation of government subsidy and non-government funds under DSS, the following points should be observed:
- new delineation of accumulated surplus, i.e. an operating reserve and four designated reserves
- reserve ceiling of the operating reserve
- new requirements for investment and purchase of properties
The following related issues should be covered:
- appointment/termination of services, acting appointment, promotion, regrading, leave, provident fund / MPF and severance payment / long-service payment

The following issues related to personnel management should be covered:
- all employment-related rules, regulations and legislation and the consequences/ liabilities on school management arising from non-compliance

For DSS schools, the following internal control mechanism should be implemented:
- completion of self-evaluation checklist
- submission of essential items to SMC/IMC for discussion and decision
- setting up of a governance review sub-committee

Please refer to Education Bureau Circular Memorandum No. 106/2013 on “School Partnership Scheme in Supporting Students with Special Educational Needs for the 2013/14 and 2014/15 School Years”.

Please refer to Education Bureau Circular No. 9/2013 on “Transfer of Information of Students with Special Educational Needs”.


A school crisis management team should be established to assess the impact of crisis on school, identify at risk students and personnel, organise debriefing, answer enquiries from parents and the media as well as organise crisis drills. Please refer to the eBook on School Crisis Management (2005).