

**Task Force on
Professional Development of
Teachers**

Consultation Document

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Task Force on Professional Development of Teachers

Purpose

Views are invited on the preliminary recommendations put forward by the Task Force on Professional Development of Teachers.

Background

2. Nurturing talents is the key to maintaining the competitive edge of Hong Kong and sustaining its advancement. As our society is changing rapidly, the teaching profession must keep pace with the times and strive for continuous development so that we could better prepare our students for the challenges and opportunities of the 21st century. An effective and strategic approach to supporting and promoting teachers' continuing professional development is thus of paramount importance.

3. The Chief Executive announced in her Policy Address in 2017 the setting up of a task force to review the enhancement of professional development of teachers. The Task Force on Professional Development of Teachers (the Task Force) was subsequently set up in November 2017 to study:

- i. feasible options for establishing a professional ladder for teachers;
- ii. the ranking arrangement of the school management in primary, secondary and special schools; and
- iii. the timetable for an all-graduate teaching force.

4. The aims of the Task Force are to put forward recommendations from different perspectives to further promote the culture of continuing professional development among the teaching profession; accord due recognition to, and raise the professional status of teachers; retain and attract talents into the profession; and ultimately enhance the professional standards of teachers and the quality of learning and teaching. The 19

members of the Task Force include representatives from primary, secondary and special schools, school sponsoring bodies, universities, teacher groups, as well as human resource expert and a representative from the Education Bureau. The terms of reference and membership of the Task Force are at Appendices 1 and 2.

5. The Task Force has since convened a series of meetings and studied measures adopted by different regions in promoting professional development among teachers and establishing professional ladders for the teaching profession. It has also reviewed the current state of play in Hong Kong, including the long-term strategies and related programmes on the professional development of teachers and principals in Hong Kong, formulated by the Committee on Professional Development of Teachers and Principals (COTAP), a standing body established by the Government to advise on policies related to the professional development of teachers. The Task Force has also organised focus group meetings with the sector, the views of which have been of very useful reference for its study and deliberation.

6. The Task Force has observed that the Education Bureau attaches great importance to teachers' professional development and is strongly committed to promoting the continuing professional growth of teachers and principals. The Task Force acknowledges that its objectives and direction are aligned with those of the Government and COTAP, while the Task Force focuses on the issues specifically included in its terms of reference, which are of major concern in the education sector.

7. The Task Force considers that the three specific areas of its work are strongly inter-related, the cornerstone of which will be the establishment of a professional ladder for our teaching profession. The other two areas including the review of the ranking arrangements of school management and the timetable for an all-graduate teaching force, on the other hand, will be effective measures to support and promote such a professional ladder. Thus, these three areas should be considered holistically and pursued in an integrated manner.

Professional Ladder for Teachers

8. The Task Force is of the view that, first and foremost, we should have a clear understanding of the underpinning essence of the teaching profession and the principles and meaning of its professional ladder.

9. The **essence** of a profession embraces the knowledge, skills, values and attitudes of its members. The Task Force firmly trusts that our teachers share in common the vision of their professional goals and beliefs, and appreciates that our society holds high expectations of our teaching profession. A student-centred teaching profession should thus strive for continuous self-improvement to have themselves well equipped with subject knowledge, pedagogical skills, professional values and attitudes, so as to rise to the challenges that come with the rapid changes in society, education developments, as well as students' learning and developmental needs. The Task Force looks forward to supporting and promoting a vibrant professional teaching force in Hong Kong that will, through their values and attitudes, vigorously pursue continual advancement of their professional knowledge and competencies.

10. Having undertaken literature reviews, and taken into account the experiences in other regions, as well as the preliminary views of stakeholders collected in the communication processes, the Task Force has reached the view that the Professional Ladder for Teachers should achieve two **objectives**:

- i. enhancing teachers' **professional growth**; and
- ii. raising teachers' **professional status**.

The fundamental meaning of the Professional Ladder for Teachers is manifested in how our teachers are encouraged and aspired to the pursuit of excellence of the teaching profession through their continual efforts in enhancing professional growth and conduct. The Professional Ladder for Teachers could help members of the profession, including teaching staff and school leaders, to set clear direction and plan for their personal professional development, which could also be useful for career development planning. On the other hand, through the Professional Ladder for Teachers, our society could gain a deeper understanding of the

competencies and conduct of the teaching profession, which would in turn help reinforce societal recognition of the teaching profession.

11. The Professional Ladder for Teachers sets out **the substance and pathways of teachers' professional growth**. The Task Force considers that these should include:

- i. the **core elements** of teachers' professional growth; and
- ii. the **professional leadership competencies** required in realising career aspiration in the education sector.

There are three core elements in teachers' professional growth, with which teachers should be equipped:

- i. professional **competencies**;
- ii. professional **values** and **conduct**; and
- iii. **aspiration** for self-advancement through **self-reflection**.

These three elements apply to all the career stages in the teachers' professional growth, including pre-service, novice, experienced, or their various career development stages, including promotions to higher ranks, or deployment to different work positions, etc. Irrespective of which career stage the teachers belong to, they could anchor on these core elements, evaluate their personal goals and needs as relevant to the specific career stage and map out clear professional development blueprints for themselves with reference to the Professional Ladder. The Task Force believes that the professional growth of our teachers will enhance the professional quality of the entire teaching profession and as a result, the quality of education. Ultimately, students' learning and growth will benefit.

12. Other than facilitating the planning of professional development at the individual's level, the Professional Ladder for Teachers could also be useful for review and formulation of policies and strategies at the system and school levels. At the system level, the Government could make reference to the Professional Ladder in deciding on strategies, measures and resources allocations that cater for the professional development needs of teachers at their various stages of growth. At the school level, schools could similarly make reference to the Professional

Ladder to devise their school-based policies and arrangements to suit their specific school objectives and contexts.

13. The Task Force has carefully reviewed the current state of play in Hong Kong and considered options for establishing a Professional Ladder for Teachers with the objectives to **(I) enhancing teachers’ professional growth**; and **(II) raising teachers’ professional status**. The current state of play, the Task Force’s consideration and its preliminary recommendations are set out in the paragraphs below.

(I) Enhancing Teachers’ Professional Growth

Current Teachers’ Professional Development

14. Teachers’ professional development can be generally categorised into three key stages: initial education, continuing professional development and school leadership training. To be eligible for promotion to a higher rank in a grade, teachers in aided schools must have completed specified training courses¹ listed in the Code of Aid, or recognised training as approved by the Incorporated Management Committee or the Permanent Secretary.

15. In 2003, the former Advisory Committee on Teacher Education and Qualification (ACTEQ) published its policy paper entitled “Towards a Learning Profession: The Teacher Competencies Framework and the Continuing Professional Development of Teachers”. It proposed the engagement of all teachers in professional development activities of 150 Continuing Professional Development (CPD) hours as a “soft” target in a three-year cycle. This has since been implemented and teachers have generally acknowledged the importance of continuing professional development and actively participated in various school-based teacher

¹ The specified training courses include refresher and management training organised by the Education Bureau or teacher education universities. Contents of refresher training include learning and teaching, and strategies and modes for students support to help teachers carry out school duties more effectively. Themes of management training are mainly on the study of various management or education administration issues to equip teachers with school management skills and competencies. Details are available on the Education Bureau’s website ([Training Requirements – Promotion of Teachers in Aided Schools](#)).

professional development days and related activities, as well as other professional development activities which have become progressively more diversified. Teachers are provided with adequate and extensive opportunities to participate in professional development activities in different modes, resulting in the establishment of school-based and professional learning communities across schools. ACTEQ also developed and published the “Principals’ CPD framework” and “Teacher Competencies Framework”².

16. In 2013, the Education Bureau reconstituted ACTEQ into COTAP to advise the Government on the professional development of the teaching profession at various stages of growth. In 2015, COTAP published its first progress report³ which explained its vision, recommended strategies and work commitments including an over-arching “T-excel@hk” project, turning a new page in the promotion of teachers’ professional development in Hong Kong.

17. There are eight key areas of work under the “T-excel@hk” project (at [Appendix 3](#)), among which is “T-standard⁺” (at [Appendix 4](#)), a tool for planning personal professional growth. “T-standard⁺”⁴ describes the vision and mission of teachers’ and principals’ professional growth at their different stages of growth; and taking a student-centred approach, illustrates their professional roles. The three professional roles of teachers are:

- Caring Cultivators;
- Inspirational Co-constructors; and
- Committed Role Models.

² Education Department. 2002. [Guidelines for Principals’ Continuing Professional Development](#); and Advisory Committee on Teacher Education and Qualification. 2003. [Towards a Learning Profession: The Teacher Competencies Framework and the Continuing Professional Development of Teachers](#). The two frameworks describe the professional competencies of teachers and principals in the major working domain in each professional stage to provide teachers, principals and schools with references for planning continuing professional development activities. Course providers can design appropriate programmes to cater teachers and principals’ needs and nurture their professional competencies.

³ Committee on Professional Development of Teachers and Principals. 2015. [Odyssey to Excellence...A Learning Profession of Vibrancy, A Teaching Profession of Excellence—Progress Report](#).

⁴ Committee on Professional Development of Teachers and Principals. 2018. [T-standard⁺](#)

The three professional roles of principals are:

- Ethical Enablers;
- Versatile Architects; and
- Visionary Edupreneurs.

The development of the “T-standard⁺” has been undertaken in collaboration with, and with strong inputs from the teaching profession. Its aims are to support professional growth and its designs are developmental, providing a tool of flexibility for teachers and principals to plan their individual professional development.

The Task Force’s Consideration and Preliminary Recommendations

18. The Task Force is of the view that, in order to achieve the objectives of promoting the professional growth of teachers, the Professional Ladder for Teachers should be clear and easy to understand; and able to cater for the needs of teachers at their various stages of professional growth, in different positions and ranks. The Task Force **recommends** using the present foundation to help establish a Professional Ladder for Teachers, which could be extensively applicable to the entire teaching profession. The Task Force notes that in recent years, COTAP has spearheaded related strategies and measures, including the “T-excel@hk” project and the tool for supporting individual professional growth under the “T-standard⁺” initiative discussed in paragraphs 17 above. From a student-centred perspective, “T-standard⁺” describes the professional roles of teachers and principals, and their expected performance at different stages of professional development. The Task Force finds that “T-standard⁺” shares the same vision and objectives as the Professional Ladder for Teachers and it embodies the three core elements of professional growth identified in the professional ladder conceptual model. The Task Force **recommends** integration of the two in the further development of the Professional Ladder for Teachers to make it easier for teachers and principals to comprehend and master, and to provide members of the profession with valuable references for effectively planning for their developmental needs at different stages of growth and in different positions.

19. The Task Force acknowledges that under its recommendation, “T-standard⁺” will mainly describe the professional roles of teachers and principals, and the Professional Ladder for Teachers could focus more on the required professional competencies of the teaching profession in different work positions and at different stages of growth.

20. The Task Force is of the view that the provision of training and development courses should be aligned with the promotion of the Professional Ladder for Teachers. Whilst currently teachers enjoy ample opportunities for professional development programmes of diversity, there are concerns over seeking more time and space for teachers to pursue their professional development. The Task Force supports the existing arrangements where promotion eligibility includes specific training requirements, as this could better prepare teachers for duties in their new positions. Regarding experienced and promoted teachers, the Task Force is of the view that requirements for refresher courses to renew professional knowledge could be considered. Regarding novice teachers, strengthening of mentorship programmes could be considered to better support them in adapting to various teaching tasks and help them take up challenges progressively.

21. The Task Force thus **recommends** that a review should be undertaken on the holistic planning and contents of the existing initial teacher education, continuing professional development and school leadership training with a view to enhancing their effectiveness. They should be aligned with the vision and objectives of the Professional Ladder for Teachers. The connections among the courses at various levels should also be strengthened, with due emphasis accorded to professional values and conduct; as well as the element of self-reflection. The Task Force notes that the “T-excel@hk” project under COTAP is currently initiating a number of professional development programmes⁵ aiming at achieving similar objectives. The Task Force looks forward to

⁵ “T-excel@hk” project is developing a number of initiatives. T-surf^{24/7}, offers a one-stop portal for sharing latest course information with teachers to facilitate professional development planning. Under T-craft³, professional study tours to the Mainland are organised for new teachers to broaden their horizons through visits to schools, enterprises and cultural units; induction programme for new teachers are being planned to support new teachers to adapt to teaching environment. T-train^b develops a pilot fee reimbursement scheme for self-paced e-Learning course that encourages teachers to set progress in e-Learning and benefit from diversified mode of professional learning.

a robust collaboration among related bodies which will join hands together in promoting the Professional Ladder for Teachers.

22. The Task Force **recommends** that the Professional Ladder for Teachers should be promoted at all levels:

- At teachers' level: promoting it to enhance teachers' professional growth through individual developmental plans, and to achieve self-actualisation through life-long learning;
- At school level: promoting it to nurture a professional teaching force of excellence through holistic planning and management of human resources, offering opportunities and suitable modes of professional development for teachers at different stages of growth; and
- At system level: promoting it to support and improve policies and strategies on teachers' professional development through Government's systematic review and enhancements; and through the planning and offering of relevant quality programmes by the course providers, undertaken with reference to the Professional Ladder for Teachers.

23. The Task Force appreciates that the proposed Professional Ladder for Teachers is currently only a framework. This will need more detailed planning and implementational efforts to help sustain the enhancement of the quality of teachers' professional development. To ensure that the vision of the Professional Ladder for Teachers will come to fruition, it will be important that a standing organisation with relevant experience and expertise be charged with the responsibilities for planning, execution and monitoring of the tasks. The Task Force notes that COTAP is responsible for advising the Government on the holistic direction of, and long-term strategies for the professional development of teachers and principals; and it has recently been granted non-recurrent public funding for implementing various initiatives under the "T-excel@hk" project in the next ten years. The Task Force is of the view that synergy could be maximised if COTAP could simultaneously lead the implementation and continuous enhancement of the Professional Ladder for Teachers. It could also leverage on the strength of the newly acquired resources to launch from various perspectives more programmes

for professional growth, in realisation of the objectives of the Professional Ladder, such as strengthening mentorship, creating more space for professional development, encouraging more school professional learning circles, etc. The Task Force thus **recommends** that COTAP be invited to take on the responsibilities for the further development, promotion and implementation of the Professional Ladder for Teachers.

(II) Raising Teachers' Professional Status

24. Along with encouraging teachers' continuous professional growth, strategically enhancing teachers' professional status is also very important to retain and attract talents into the teaching profession. The Task Force considers that recognition of teachers' contributions and professional status could be achieved through various measures such as commendations on outstanding teachers, advancement of teachers' career prospects, rationalisation and, where appropriate, improvements of the school management ranking and deployment arrangements, as well as full implementation of the all-graduate teaching force policy.

Current State of Play

A. Commendation on Outstanding Teachers

25. In recognition of teachers' contributions and to enhance their professional status, the Education Bureau organises from time to time large scale events to commend on outstanding teachers and nurture the culture for pursuits of teaching excellence. For instance, the Committee on Respect Our Teachers Campaign organises annual Teachers' Day and Commendation Certificate Presentation Ceremony; the Education Bureau presents annually The Chief Executive's Award for Teaching Excellence (CEATE) in recognition of accomplished teachers who demonstrate exemplary teaching practices in different domains. Furthermore, COTAP has also launched the "T-applause" initiative under "T-excel@hk" to celebrate the achievements of outstanding teachers.

B. Career Ladder for Teachers and School Management Ranking Arrangements

26. It is common practice in schools that teachers of outstanding performance are given due recognition by way of promotions. The career ladder for teachers in the public sector schools mainly includes:

- Teachers in basic rank
- Teachers in promotion ranks (including senior teachers and vice-principals)
- Principals

Currently, the ranking and salaries of principals, as well as the number of teachers in promotion ranks are determined by a number of factors including the scale of the schools (generally based on the number of classes), the functional needs for management and coordination duties in schools, as well as the principals' leadership responsibilities, etc.

C. All-graduate Teaching Force

27. It is Government's long-term target to fully implement the all-graduate teaching force policy to attract talents to join the teaching profession. Following the increase in the ratio of graduate teacher posts in the public sector primary schools from 50% to 55% and 60% in the 2015/16 and 2016/17 school years respectively, the Government has further enhanced the ratio to 65% in the 2017/18 school year. As for the public sector secondary schools, the ratio of graduate teacher posts has been increased to 85% from the 2009/10 school year.

The Task Force's Consideration and Preliminary Recommendations

A. Commendation on Outstanding Teachers

28. The Task Force has studied overseas experiences in enhancing the professional image and social status of teachers, for examples, the

Chartered Teacher in the United Kingdom⁶, Highly Accomplished and Lead Teacher in Australia⁷, Master Teacher in Singapore⁸ and Master Teacher in Mainland China⁹. Generally speaking, apart from academic qualification, teachers could acquire other professionally and publicly recognised qualifications through studying courses, participating in professional development activities, teaching performance evaluation or sharing of teaching research experiences. Professional qualifications attained in these ways also help promote teachers' professional image. The Task Force finds that these mechanisms in honouring teachers serve very useful reference for Hong Kong.

29. The Task Force **recommends** that we should build on the foundation of the “T-applause” initiative to organise systematic, multilevel and diversified commendation schemes in recognition of the outstanding achievements of teachers and principals in different domains, such as active participation in continuing professional development, teaching excellence or exemplary teaching practices, distinguished achievement in education, etc. These commendation schemes could help inform the teaching profession and the public the diversity of excellence among our outstanding teachers. At the same time, teachers and principals would be encouraged to strive for excellence in their respective stages of professional growth and development.

30. The Task Force also **recommends** that large-scale commendation schemes for teachers should be established, which should be widely and publicly recognised, such as awarding outstanding teachers with respectable honours.

⁶ Chartered Teacher: <https://chartered.college/chartered-teacher>

⁷ Certification of Highly Accomplished and Lead Teachers in Australia: <https://www.aitsl.edu.au/tools-resources/resource/guide-to-the-certification-of-highly-accomplished-and-lead-teachers-in-australia>

⁸ Master Teacher: <https://www.moe.gov.sg/careers/teach/career-information>

⁹ 特級教師: http://www.moe.gov.cn/srcsite/A02/s5911/moe_621/199301/t19930110_81916.html

B. Advancing the Career Prospects of Teachers, Enhancing the School Management Ranking and Deployment Arrangements

(i) Manpower arrangements for senior teachers

31. The Task Force considers that senior teachers are key personnel in leading curriculum implementation and student supports in schools. Appointing teachers with specific expertise, abilities and outstanding performance to senior teacher positions will be an effective way to give due recognition to their contributions. It also gives them a better platform to further realise their potential.

32. Regarding the manpower of senior teachers in primary schools, the Task Force notes that the number of senior teachers therein has had only relatively small increases in the past. The Task Force is of the view that the situation should be reviewed. Except for the provision of additional senior teacher posts for specific purposes (such as additional senior teacher post of English and the additional post for Primary School Curriculum Leader) as well as the enhanced provision for whole-day primary schooling, the provision of senior teacher posts in primary schools has remained largely unchanged since the 1990s. However, the implementation of various new education initiatives over the past decades has brought on many challenges to the senior teachers and the schools. Due to limited manpower, it is common practice for schools to arrange for Assistant Primary School Masters/Mistresses (APSMs) to take up the roles of subject panel heads, while the senior teachers are assigned to head various functional groups. The Task Force considers that such arrangements reflect that the current provision of senior teachers cannot adequately meet the current and long-term development needs of the schools. There is a case to consider increasing the provision of senior teacher posts in primary schools so as to strengthen middle-management leadership and coordination.

33. In view of the above consideration, the Task Force **recommends** that the manpower at the middle-management level should be improved in primary schools to better support the coordination and implementation of various education initiatives and to meet the long-term development

needs of schools. This would also provide more promotion opportunities for capable teachers in recognition of their outstanding performance, which could in turn help retain and attract talents.

34. The Task Force has also reviewed the manpower situation of senior teachers in secondary schools. The Task Force notes that, over the years, the number of senior teachers in secondary schools has increased correspondingly with the increases in the total number of teachers. An exception was with the increase in the teacher-to-class (T/C) ratio for the public sector primary and secondary schools by 0.1 as from the 2017/18 school year, when the additional teaching posts so generated were not yet counted towards the calculation of the number of promotion posts so as to allow the Education Bureau to follow up after reviewing issues relating to the professional development of teachers, including the establishment of a Professional Ladder for Teachers.

35. The Task Force thus **recommends** that additional teaching posts generated from the 0.1 increase in T/C ratio be counted towards the calculation of promotion posts in accordance with the prevailing formula. This would ensure that additional manpower will be available to take forward various education initiatives in school, both at the basic rank and middle-management levels. This could also give schools some latitude in rolling out suitable deployment arrangements for their long-term planning and development.

36. In parallel, the Task Force **recommends** that schools should seize the opportunities of an enhanced provision of senior teachers to review and rearrange the functions and roles of senior teachers, in order to support the schools' development and long-term planning, strengthen the professional capacity of the teaching force, accord due recognition to teacher' expertise in learning and teaching or student support, and encourage teachers to acquire relevant knowledge and skills to meet students' needs. For instance, teachers with excellent teaching performance could be promoted to senior teacher positions that lead and coordinate the professional development of teachers in schools, conducting educational researches in a focused manner, as well as sharing teaching experience. Another example is the promotion of teachers

responsible for leading and coordinating teaching Chinese as a second language and STEM¹⁰ education, etc.

(ii) *Ranking arrangements for principals and vice-principals*

37. The Task Force notes that the loading and complexity of the work of principals and vice-principals have increased significantly with the implementation of numerous new education initiatives, and the responsibilities they shoulder have become much heavier. Our society now also demands more sophisticated professional leadership competencies of them.

38. For primary schools, the Task Force notes that the implementation of whole-day primary schooling and various new education initiatives have brought on significant changes to the school operations and development. The longer school days, resulting in more diversified student learning activities, as well as stakeholders' greater expectation on the schools' development and accountability have significantly increased the workload for principals and also the complexity of their school leadership and management. Furthermore, with the creation of the Primary School Master/ Mistress grade in the 1994/95 school year, improvement of teacher-to-class ratio and the gradual increase in the ratio of graduate teacher posts, the size of the teaching force in primary schools has grown and their professional qualification enhanced. These developments have increased the complexity of manpower management, resources deployment and school development, and demand more sophisticated professional leadership competencies of the principals.

39. The Task Force notes that while there have been significant changes to the school development, the salaries of principals in primary schools were set based on the arrangements for half-day primary schooling, which in turn impact on the salary levels for vice-principals. The Task Force also notes that the current salary scale for Senior Primary School Master/Mistress (the rank of vice-principal or principal of primary schools of smaller scale) comprises only two incremental points. There are views that the current situation could not properly reflect the responsibilities shouldered in this rank, and the incremental credit in

¹⁰ STEM stands for Science, Technology, Engineering and Mathematics.

recognition of experience is inadequate, rendering it difficult to maintain the attractiveness of the rank. The situation is considered unsatisfactory and calls for rationalisation. Having carefully considered the significant changes to the school operations brought on by whole-day primary schooling and its related developments, and the need to rationalise the salary-related situation as discussed above, the Task Force **recommends** that the salaries for the principals and vice-principals in primary schools be reviewed and improved, taking into account the internal relativity and overlapping pay scales for different ranks.

40. For secondary schools, the current ranking of headship is set according to the number of classes, and the demarcation mechanism was primarily based on the class structure in the past (schools typically adopted asymmetrical class structures, viz. the numbers of classes in Secondary 4 to 5 were fewer than those at junior secondary level, and the numbers of classes at matriculation level were smaller than that those in Secondary 4 and 5). With the implementation of the New Senior Secondary academic structure, in principle symmetrical class structures (viz. the numbers of classes are the same at all levels) are now adopted in most schools. It could be said that the basis for demarcation of headship rankings is no longer relevant to the current situation. The Task Force **recommends** that the demarcation arrangements for headship rankings in the secondary schools be reviewed, taking into account the current symmetrical class structures in secondary schools and the latest situation of school operation.

41. For vice-principals in the primary and secondary sectors, they need to take up managerial and coordinating duties in both functional and curriculum areas. With the implementation of school-based management, schools need to deploy financial and human resources with greater flexibility and autonomy. These, together with the implementation of various new education initiatives, have over the years increased the workload of vice-principals in planning, coordinating and leading various school tasks. The vice principals' work complexity and workload have increased more significantly especially in schools of larger scale. The Task Force **recommends**, therefore, that the manpower arrangements for the vice-principals in the primary and secondary schools of larger scale be reviewed.

(iii) Training requirements for promotion

42. The Task Force considers that schools should proactively maximise the benefits of the proposed enhanced ranking and deployment arrangements through effective management. The Task Force **recommends** that the Education Bureau and schools could collaborate in reviewing the training requirements for members of the teaching profession at different stages of development, and providing them with sufficient support and updated professional development programmes, to ensure that they fulfill relevant training requirements before promotion.

(iv) Special schools

43. Regarding special schools that operate classes at primary and secondary levels, the Task Force notes that the ranking arrangements for their school management are different in their context. The Task Force **recommends** that corresponding measures be considered for enhancing the ranking arrangements for, and the deployment of school management in the special schools to cater for their different situation.

C. All-graduate Teaching Force

44. The Task Force is fully aware of the views in the sector seeking full implementation of the all-graduate teaching force policy as soon as possible. However, it is necessary to consider whether the pace of implementation could match the professional development of teachers and the readiness of schools. The Task Force **recommends** that the policy on an all-graduate teaching force should be implemented as soon as practicable so as to achieve the goals of raising teachers' professional status, retaining and attracting talents, and enhancing the quality of education. The Task Force **recommends** that schools could make use of the opportunity of implementing the all-graduate teaching force policy to further enhance the professional roles and functions of teachers, and foster the culture of professional development.

45. For secondary schools, the Task Force **recommends** that consideration be given to increase, in one go, the ratio of graduate teacher posts to 100% as schools are considered ready for the change. For primary schools, it is noted that it is common in schools that APSMs and Certificated Masters/Mistresses (CMs) are assigned different duties. The Task Force **recommends** that consideration be given to implement the policy of an all-graduate teaching force in primary schools by phases, so as to dovetail with the proposed improvement in the provision of manpower at the middle-management level. This would allow sufficient time for primary schools to rearrange duties and enhance the professional roles and functions of teachers, ensuring a smooth transition.

Summary of Preliminary Recommendations

46. After careful consideration, the Task Force proposes certain directions on how various issues of concern under its terms of reference could be taken forward. Summarised below are its preliminary recommendations :

Establishing a Professional Ladder for Teachers

(1) The objectives of the Professional Ladder for Teachers are to include:

- i. enhancing teachers' professional growth; and
- ii. raising teachers' professional status.

(Para. 10)

(2) The Professional Ladder for Teachers is to set out the substance and pathway of teachers' professional growth, which include:

- i. core elements of teachers' professional growth; and
- ii. professional leadership competencies required in realising career aspiration in the education sector.

(Para. 11)

(3) The three core elements in teachers' professional growth, with which teachers should equip themselves, are to include :

- i. professional competencies;
- ii. professional values and conduct; and
- iii. aspiration for self-advancement through self-reflection.

(Para. 11)

Enhancing Teachers' Professional Growth

- (4) Build on the present foundation, integrate the core elements of teachers' professional growth and "T-standard⁺" to establish a Professional Ladder for Teachers, which could be extensively applicable to the entire teaching profession. Undertake further study on the professional competencies required of the teaching profession, at different stages of growth and in different career positions, so as to provide them with useful reference for proper planning and development of their professional growth.

(Paras. 18 and 19)

- (5) Review the holistic planning and contents of existing initial teacher education, continuing professional development and school leadership training to align with the vision and objectives of the Professional Ladder for Teachers.

(Para. 21)

- (6) Promote the Professional Ladder for Teachers at all levels including the individual, school and system levels.

(Para. 22)

- (7) Invite COTAP to take up the responsibilities to plan, implement and monitor the further development of the Professional Ladder for Teachers, to ensure that the vision of the Professional Ladder is realised and the quality of teacher's professional development is enhanced.

(Para. 23)

Raising Teachers' Professional Status

A. Commendation on Outstanding Teachers

- (8) Build on the foundation of “T-applause” to establish systematic, multilevel and diversified commendation schemes in recognition of the outstanding achievements of teachers and principals in different domains.

(Para. 29)

- (9) With reference to overseas experience, establish large-scale and publicly recognised commendation schemes for teachers, such as awarding outstanding teachers with respectable honours.

(Para. 30)

B. Advancing the Career Prospects of Teachers, Enhancing the School Management Ranking and Deployment Arrangements

- (10) Improve the manpower at the middle-management level in primary schools to coordinate the implementation of various education initiatives and meet the schools' long-term developmental needs.

(Para. 33)

- (11) Count the additional teaching posts generated from the 0.1 increase in teacher-to-class ratio towards the calculation of promotion posts in secondary schools in accordance with the prevailing formula.

(Para. 35)

- (12) Schools should make use of the opportunities of an enhanced provision of senior teachers to review and rearrange the functions and roles of senior teachers, so as to support the schools' development and long-term planning, strengthen the professional capacity of the teaching force, accord due recognition to teacher' expertise, and encourage teachers to acquire relevant knowledge and skills to meet students' needs.

(Para. 36)

(13) Review and improve the salaries for principals and vice-principals in primary schools.

(Para. 39)

(14) Review the demarcation arrangements for headship rankings in secondary schools, taking into account their current symmetrical class structures and the latest situation of their operation.

(Para. 40)

(15) Review the manpower arrangements for vice-principals in primary and secondary schools of larger scale.

(Para. 41)

(16) The Education Bureau and schools to collaborate to review the training requirements for the teaching profession at different stages, and support them with sufficient and updated professional development programmes to ensure that relevant training requirements are fulfilled before promotion.

(Para. 42)

(17) Consider corresponding measures for enhancing the ranking and deployment arrangements for the school management in special schools that operate classes at primary and secondary levels.

(Para. 43)

C. All-graduate Teaching Force

(18) Implement the policy on an all-graduate teaching force as soon as practicable to raise the professional status of teachers and enhance the quality of education.

(Para. 44)

(19) The timetable for implementation of the all-graduate teaching force policy should be practical, taking into account the current situation of school operations, and dovetailing with the proposed

improvement in the manpower provision at the middle-management level in primary schools.

(Para. 45)

(20) School could make use of the opportunity of implementing the all-graduate teaching force policy to further enhance the professional roles and functions of teachers, and foster the culture of professional development.

(Para. 44)

Invitation of Views

47. The Task Force attaches great importance to the views of stakeholders. Views on the preliminary recommendations are warmly welcomed, which will serve as valuable reference for the Task Force's formulation of specific detailed recommendations:

- i. What are your views and specific suggestions on the proposed directions and preliminary recommendations listed in paragraph 46?
- ii. A number of the proposed directions and preliminary recommendations (especially on enhancing the ranking arrangements for school management and the all-graduate teaching force policy) would involve substantial additional resources. In your view, how should they be weighed and prioritised?

48. You are kindly requested to send your views to the Task Force by post, e-mail or fax **on or before 7 September 2018 (Friday)**:

Mailing Address: Professional Development and Training Division
Education Bureau
Rm. 1110, 11/F, Wu Chung House
213 Queen's Road East, Wan Chai, Hong Kong

E-mail address: tftpd@edb.gov.hk

Fax number: (852) 3798 0105

Way forward

49. The Task Force will hold briefing cum consultation sessions in July to listen to stakeholders' views and have an interactive exchange with the education sector. The Task Force plans to submit its report and specific recommendations to the Government in early 2019.

Task Force on Professional Development of Teachers July 2018

Task Force on Professional Development of Teachers

Terms of Reference

To establish a platform to discuss and gauge professional views on enhancing and promoting professional development of teachers, and to make recommendations to the Secretary for Education on related issues; the following areas will also be covered:

- (1) feasible options of establishing a professional ladder for teachers, which includes recognition of teachers' expertise in various areas of teaching and learning (such as in specific subjects, guidance, teaching Chinese as a second language and supporting students with special educational needs, etc.);
- (2) ranking arrangement of school management of primary, secondary and special schools; and
- (3) timetable for an all-graduate teaching force.

Task Force on Professional Development of Teachers

Membership List

Chairperson

Dr Carrie WILLIS

Non-official members

Mr CHAU Hau-fung

Ms CHEUNG Wai-yee, Addy

Mr CHEUNG Yui-fai

Mr CHOI Siu-chow, Tony

Ms KWAN Wai-fong

Mr LAI Kam-tong

Ms LAM Pik-chu

Mr LAU Chi-yuen

Professor LEE Chi-kin, John

Ms LEUNG Kin-yi

Professor LEUNG Seung-ming, Alvin

Ms NG Tan, Denise

Mr PANG Cheong-kau, Morry

Mr SO Ping-fai

Sr WONG Yeuk-han, Cecilia

Ms YAN Kin-foon, Alice

Mr YU Chi-yin

Official member

Mrs WONG YAU Wai-ching, Michelle

Eight Areas of Work in T-excel@hk

Areas of Work	Description
T-standard ⁺	A unified set of standards for the teaching profession to provide clear reference for teacher preparation, CPD and school leadership development, targeting a positive impact on student learning and growth
T-dataset ^{PD}	Dataset built on territory-wide system survey to inform policies and strategies for the professional development of teachers and school leaders at different career stages, effecting a feedback loop at system and school levels to drive informed decision-making supported by evidence
T-train ^B	New types and modes of training to be explored to meet the changing professional development needs of teachers and school leaders, enhancing the quality and relevance of the programmes, and allowing for diversity
T-surf ^{24/7}	A one-stop portal for sharing of information and resources, and for self-paced professional development anytime, anywhere, facilitating professional learning and development
T-craft ³	A three-tier mentorship scheme to provide quality on-site support for practitioners transitioning into new career stages (student and novice teachers, middle leaders and newly appointed principals)
T-share	Reinforcement of professional learning communities for networking, sharing, interactive exchange and collaboration within the teaching profession, so as to build a vibrant learning profession to drive robust school leadership, and promote innovations and improvement in pedagogy and student development
T-applause	Promotional and contribution schemes to celebrate achievements of high-performing practitioners, in

	recognition, and for promotion, of the professionalism and status of the teaching profession, to help attract and retain talent
T-bridge	Bridging the theory-practice gap through feasibility studies on how best to improve the design and delivery of teacher preparation programmes, e.g. clinical model, to help novice teachers better meet the challenges in schools

“T-standard⁺”: A Tool for Planning Personal Professional Growth

Objective

T-standard⁺, which comprises the Professional Standards for Teachers of Hong Kong (**PST**) and the Professional Standards for Principals of Hong Kong (**PSP**), is a coherent set of standards for teachers and principals that has been developed by COTAP in collaboration with members of the teaching profession. Students’ education needs is in the centre of the T-standard⁺ with the aims to nurture three essential attributes of students, namely, Whole-person Wellness, Key Competences for Adulthood, and Change Agility for Tomorrow. In line with this, the T-standard⁺ portrays the vision and mission of teachers and principals of Hong Kong at different stages of their professional journey, aims to promote self-reflection and professional development of the teaching profession, and ultimately benefits student learning and growth.

Professional Roles of Teachers and Principals underpinning the “T-Standard⁺”

Professional roles of teachers underpinning the T-standard⁺	Professional roles of principals underpinning the T-standard⁺
<p style="text-align: center;">Caring Cultivators of All-round Growth <i>– to nurture students holistically and act as chaperons in the journey of students’ growth, enabling them to advance their potential</i></p>	<p style="text-align: center;">Ethical Enablers of All-round Growth and Balanced Advancement <i>– to exemplify ethical understanding and actualise educational values and beliefs to enable growth and balanced advancement of teachers and students</i></p>

Professional roles of teachers underpinning the T-standard⁺	Professional roles of principals underpinning the T-standard⁺
<p>Inspirational Co-constructors of Knowledge <i>– to develop students’ generic skills, ensure their mastery of key competences and engage them in deep learning through inspiring them to construct knowledge</i></p>	<p>Versatile Architects of Vibrant Learning Organisations <i>– to institute an enlightening and inspirational organisational culture that fosters multiple talents and future leaders</i></p>
<p>Committed Role Models of Professionalism <i>– to exemplify the pursuit for professionalism through CPD in order to enhance readiness for change and develop students’ change agility, contributing to the sustainable development and transformation of school and society</i></p>	<p>Visionary Edupreneurs of Educational Transformation and Continuous School Improvement <i>– to embody a global mindset, envision the future and embrace transformational changes with entrepreneurial spirit when promoting continuous school improvement for the future development of Hong Kong</i></p>

The stage descriptors under each role portrays what teachers/principals believe in and act at different stages of their professional growth. Stages are described as “Threshold”, “Competent” and “Distinguished” for teachers and “Competent”, “Accomplished” and “Distinguished” for principals. Details of Stage Descriptors can refer to <https://www.cotap.hk/index.php/en/t-standard>

Application

T-standard⁺ is a set of expectation and goals. It serves as a reference tool for the teaching profession and its supporting partners. The T-standard⁺ presents the professional image of the teaching profession and their contribution, which helps to attract and retain talent,

sustaining a high-quality teaching profession. Teachers and principals can use the T-standard⁺ to reflect on their professional roles and as a tool for their professional development planning. The T-standard⁺ serves as a direction for initial teacher education and CPD of serving teachers and school leaders.