

EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 156/2026

From : Secretary for Education

To : Heads of all Primary, Secondary and
Special Schools (Excluding ESF Schools
and International Schools)

Ref. : 1044-2045-8075-9055-00001

Date : 25 August 2026

2026/27 School Year

Holistic Planning of School-based Digital Education and Related Teacher Training

Summary

This circular memorandum aims to inform all primary and secondary schools about the planning and implementation of school-based digital education, as well as the related teacher training arrangements.

Background

2. The Education Bureau (EDB) promulgated the Blueprint for Digital Education Development in Primary and Secondary Schools (the Blueprint) in June 2026, setting out a clear development direction and strategies for the school sector to promote digital education. This includes driving primary and secondary schools to continuously refine their digital education practices through the “Enhanced School Development and Accountability (SDA) framework”. Schools are required to incorporate digital education into their School Development Plan and/or Annual School Plan in the 2026/27 school year, formulate school-based implementation strategies, review the effectiveness in a timely manner, and continuously optimise the overall implementation of digital education.

3. To implement the aforementioned key tasks effectively, strong planning by school leadership and the professional capacity of the teaching force are crucial. The EDB will provide relevant resource support, including training, to assist schools in implementing the strategies outlined in the Blueprint.

Details

School Digital Education Planning “Memo to Principals”

4. To assist principals and school leadership teams in accurately grasping the policy requirements of the Blueprint and leading teachers to initiate digital education planning, the EDB has specially prepared the “Principal's Memo” (**Annex 1**) for the holistic planning of school digital education. It sets out the specific actions and recommended directions for the new school year across three core dimensions: school planning, teachers’ professional development, and student learning. This will facilitate leadership teams in conveying the policy focuses to all teachers, building consensus, and jointly driving the orderly implementation of school-based digital education.

Digital Education “Teacher Information Pack”

5. The development of digital education in schools requires whole-school participation, and teachers play an important role in implementing and driving the paradigm shift in learning and teaching. To enable teachers to better grasp the essence of the policy and address their concerns about the new changes, the EDB has also prepared a digital education “Teacher Information Pack” (**Annex 2**). It compiles relevant information and key messages from the Blueprint in an illustrated and video format for teachers' easy reference.

6. The EDB recommends that schools convey the above information to teachers during staff meetings at the beginning of the school year. This should include a briefing on the key points of digital education development, a screening of the video “Digital Education—A Journey We Share”, and the circulation of the relevant contents of the “Teacher Information Pack”.

Teacher Training Related to Digital Education

7. Teachers’ professional capacity is key to effectively driving the development of digital education. In accordance with the prevailing policy on teachers’ continuing professional development (CPD), teachers are required to complete a minimum of 30 hours of training in digital education within each three-year CPD cycle of 150 hours. To this end, the EDB organises a series of professional training courses related to digital education, including “AI Literacy”, “AI + Subject”, “AI Leadership”, and other digital education related courses, to strengthen the understanding and application of digital education and artificial intelligence among principals and teachers, providing no fewer than 50,000 training places annually.

8. Information on the first batch of about 20 teacher training courses on digital education for the 2026/27 school year has been uploaded to the EDB's thematic website on digital education. The relevant information will be updated regularly, and more courses will be rolled out progressively. Teachers can enroll in the aforementioned courses through the Training Calendar System. The link to the thematic website on digital education (Professional Development Programmes) is as follows:

<https://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/debp-pdp.html>



“Professional Training on Artificial Intelligence Literacy for Teachers” Online Course

9. The EDB has also launched a brand-new online course, “Professional Training on Artificial Intelligence Literacy for Teachers”, through the Hong Kong Education City (EdCity) to assist primary and secondary school teachers in systematically enhancing their professional capacity to apply artificial intelligence in learning and teaching, as well as school administration. The course aligns closely with primary and secondary school teaching contexts, emphasising human-centric, ethical, and responsible use of AI, and establishing a healthy AI literacy culture on campus. For details, please refer to **Annex 3**.

10. The EDB encourages schools to incorporate teacher training related to digital education into their school-based teacher professional development plans, such as arranging relevant training activities on teacher professional development days, in the 2026/27 school year. Schools should systematically plan and arrange for all teachers to undertake the courses in phases, according to school contexts and the specific needs of teachers. This will not only fulfill the requirement for teachers to complete a minimum of 30 hours of training in digital education within each three-year CPD cycle, but also ensure that the teaching force possesses the professional capacity to meet the developmental needs of the digital education era.

Enquiry

11. For enquiries, please contact the following sections:

General enquiries
(Information Technology in Education Section)

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Literacy for Teachers”
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Dr William LAM
for Secretary for Education

cc: Heads of Sections – for information

Holistic Planning of School Digital Education

Principal's Memo

August 2026

1. Introduction and Policy Background

Facing the global trend of digital transformation, the nation has clearly emphasised the integrated development of education, technology and talent in the 15th Five-Year Plan. It proposes leveraging innovation and technology to lead the country towards becoming a modernised great country, and comprehensively advancing the “AI + Education” Action Plan, adopting the basic principles of “nurturing people as the core, prioritising literacy, being application-oriented, and harnessing AI for good”. Primary and secondary education in Hong Kong must actively embrace the digital era.

The Education Bureau (EDB) officially promulgated the Blueprint for Digital Education Development in Primary and Secondary Schools (the Blueprint) in 2026. The Blueprint establishes the core vision of driving all schools to comprehensively implement artificial intelligence (AI) education for students (i.e. “AI for all schools” and “AI for all students”). This memo aims to assist principals and school leadership teams in grasping the policy requirements of the Blueprint accurately. Furthermore, across the three core dimensions of school planning, teacher professionalism and student learning, it outlines the specific actions and recommended directions that must be implemented in the new school year. This will facilitate leadership teams in conveying the policy focuses to all teachers, building consensus, and jointly driving the orderly implementation of school-based digital education.

2. Whole-school Digital Education Planning: Top-level Leadership and Resource Deployment

In terms of whole-school digital education planning, principals and leadership teams play a crucial “helmsman” role and must provide professional top-level leadership for the school's digital transformation.

- **Incorporate into School Development Plans:** Schools must incorporate digital education (including AI education) into their School Development Plans and/or Annual School Plans. Schools should make reference to the Blueprint and relevant curriculum documents, establish a clear school-based implementation timeline, and make effective use of the self-evaluation cycle (Plan-Implement-Evaluate, or PIE) to continuously optimise the implementation of digital education.
- **Set up a Task Force:** The school leadership should set up a school-based digital education task force to undertake top-level leadership and coordination, steering the promotion of AI education within the school.
- **Make Effective Use of Relevant Funding:** The EDB has allocated about \$500

million under the Quality Education Fund (QEF) to launch the AI for Empowering Learning and Teaching Funding Programme, providing a one-off grant of \$500,000 to every publicly-funded primary and secondary school in Hong Kong. Schools may flexibly use the grant during the 2025/26 to 2027/28 school years to purchase/subscribe to/lease AI-powered teaching tools and resources, and to subsidise students' participation in related activities*. Schools can also use the reserved sponsorship in the form of vouchers under the QEF to subscribe to 22 funded research and development projects under the “e-Learning Ancillary Facilities Programme” (eLAFP); and, if necessary, may apply to the QEF for additional resources. In addition, schools can utilise other relevant resources (such as the Composite Information Technology Grant) in a flexible manner, or make use of other internal and external resource support to continuously advance the development of school-based digital education.

[*Note: Schools must use the resources in accordance with the guidelines under AI for Empowering Learning and Teaching Funding Programme and remain fully accountable by regularly evaluating their usage. The “Interim Report” and “Final Report” should be included in the School Report for the respective school year, submitted to the Incorporated Management Committee (IMC)/School Management Committee (SMC) for approval, and uploaded to the school website to ensure transparency.]

- **Develop Smart Campuses:** Actively explore how AI can assist in handling administrative work to enhance school governance and efficiency, with a view to fostering a smart campus atmosphere.

3. Teachers' Professional Development: Empowering Teachers, Reducing Workload, and Driving a Paradigm Shift

To effectively promote digital education, establishing a digitally empowered professional teaching team is of utmost importance. Principals need to guide all teachers to understand that AI is a powerful tool to assist teaching, aiming to “reduce workload and enhance capacity” and promote a paradigm shift in teaching, rather than replacing teachers in their role of nurturing students.

- **Apply AI in Teaching:** Support teachers in referring to the Guide to Using AI in Teaching in Primary and Secondary Schools¹, which outlines the basic principles for teachers, to apply AI in learning, teaching, and assessment across all subjects, and to promote a teaching paradigm shift towards “student-centred” personalised learning.
- **Establish In-school Learning Communities:** Encourage the establishment of “Digital Education Teacher Groups” within or across schools to promote peer lesson observations, experience sharing and professional exchange, inspiring teachers' creativity to integrate AI into teaching more comprehensively and flexibly.

¹ The Guide to using AI in Teaching in Primary and Secondary Schools is Supplement II of the Blueprint.

- **Uphold Professional Gatekeeping:** Remind teachers to respect intellectual property rights when utilising generative AI. Teachers must maintain professional insight and strictly review AI-generated teaching content, and guard against potential data bias and “AI hallucinations”.
- **Fulfill Training Indicator Requirements:** Schools must assist and ensure that all teachers complete a minimum of 30 hours of training in digital education within each three-year Continuing Professional Development (CPD) cycle of 150 hours.
- **Promote Tiered and Diversified Training:** Schools should arrange for teachers in different positions to participate in corresponding training, including ensuring that all teachers participate in basic “AI Literacy” and “AI + Subject” training. School leadership (including principals and coordinating teachers) must also participate in “AI Leadership” and advanced training to strengthen their professional capacity to lead change.

4. Student Learning Level: Technology for Good and Literacy Cultivation

The original intention of education remains “cultivating values and nurturing people”, and technology can never replace the warmth of education where life impacts life. At the student learning level, the core principles of being “human mind as the mainstay, with the computer in a supporting role”, “technology for good”, and “focusing on nurturing people as the core” must be upheld.

- **Fully Implement the Learning Framework:** Schools must refer to the AI Literacy Learning Framework for Primary and Secondary Schools² to comprehensively enhance students’ digital literacy. Upholding the concept of “technology for good”, schools should enable students to “learn to apply, apply to learn, learn to think, think to innovate” in practice.
- **Promote “AI + Curriculum”:** Schools must organically integrate AI learning elements into Key Learning Areas (KLAs), subjects, and cross-disciplinary domains (such as STEAM education). By increasing AI application contexts, cultivate students’ problem-solving, creativity, and critical thinking skills.
- **Cultivate Proper Values and Prevent the “Outsourcing of Thinking Process”:** Schools must teach students to understand the limitations of AI. Students should not blindly rely on technology, nor should they “outsource their thinking” to AI tools for important learning processes such as data collection, analysis, and reflection. Ensure that students use technology under the premise of ethical compliance, maintaining cybersecurity, and protecting privacy, while strictly upholding academic integrity.
- **Cater for Learner Diversity and Educational Equity:** Make good use of AI to provide personalised learning content to cater for learning differences. Concurrently, schools must strive to ensure that all students (including those with special educational needs and those

² The AI Literacy Learning Framework for Primary and Secondary Schools is Supplement I of the Blueprint.

from different socio-economic backgrounds) have equal access to and can effectively use digital learning resources, ensuring educational equity and universality.

- **Promote Physical and Mental Well-being:** Pay attention to the impact on students' physical and mental development in the event of prolonged use of digital tools, and make reference to relevant recommendations from the Department of Health and the EDB to cultivate students' habits of using digital tools appropriately.

5. Building Consensus and Recommendations for Team Communication

To ensure the smooth implementation of school-based digital education, it is recommended that the principal personally convey the following key messages to all teachers at the staff meetings at the beginning of the school year:

- **Emphasise “Reducing Workload and Enhancing Capacity”:** Clearly point out that the original intention of introducing AI is to assist teachers in handling tedious tasks, freeing up space for teachers to focus on in-depth interactions with students.
- **Encourage Innovation and Allow for Trial and Error:** In the initial stage, the EDB adopts a strategy of “ensuring the baseline without setting an upper limit” and promotes trial implementation. Principals should encourage teachers to bravely take the first step to explore the application of AI in teaching without fear of initial challenges they may face.
- **Deepen Home-School Co-operation:** Promote mutual trust between schools and parents, and organise relevant parent education activities so that parents can grasp how to guide their children to apply AI with a responsible attitude, jointly cultivating students' proper values.

6. Conclusion

The release of the Blueprint symbolises a brand-new starting point for the Hong Kong education sector to advance together. The digital transformation of education is an ongoing endeavour. The EDB will continue to provide professional support and resources while working hand in hand with frontline educators. We expect that principals will lead school teams with forward-looking planning and contemporary concepts, transforming the vision of the Blueprint into tangible reality in every classroom. Let us work together to nurture an innovative young generation who possesses both digital literacy and humanistic qualities for Hong Kong.

Digital Education “Teacher Information Pack”

The Education Bureau (EDB) officially announced the Blueprint for Digital Education Development in Primary and Secondary Schools (the Blueprint) in 2026. This document signifies a new milestone in the digital transformation of education in Hong Kong. To enable teachers to quickly grasp the essence of the policy and alleviate concerns about the new changes, this “Teacher Information Pack” compiles relevant information from the Blueprint for teachers’ easy reference.

1. “Digital Education—A Journey We Share” Video (English Subtitle Available)  Recommended to be played at staff meetings The video is about four minutes long. It mainly illustrates how, through collaboration across different sectors to deepen the digital transformation in education, we can cultivate a new generation equipped with both digital literacy and humanistic qualities, shaping new development advantages for Hong Kong. Website: https://www.youtube.com/watch?v=M6i9NtIXr6k&t=3s	
2. The Blueprint Promotional Leaflet (Chinese Version Only)  Recommended to be forwarded to teachers via school email The promotional leaflet uses an illustrated format to succinctly explain the key points of the Blueprint, making it easy for teachers to quickly grasp the essence of the policy. Website: https://www.edb.gov.hk/attachment/tc/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/DEBP/DEBP_3-foldLeaflet(TC).pdf	
3. Executive Summary of the Blueprint  Recommended to be forwarded to teachers via school email The Executive Summary succinctly outlines the vision, goals and strategies of the Blueprint, enabling teachers to understand its core requirements. Website: https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/DEBP/DEBP_Executive%20Summary_EN.pdf	

4. Important Messages

💡 Recommended to be explained to teachers at staff meetings

1) Core Vision and Positioning: Why do we need to change?

- **A prevailing trend and widespread adoption:** Drive all schools to comprehensively implement AI education for students (i.e. AI for all schools and AI for all students), comprehensively cultivate students to possess digital literacy, innovative thinking, and the ability to adapt to future society.
- **Technology as an Aid, Humans as the Principal Part:** Uphold the principles of “cultivating values and nurturing people” and “human mind as the mainstay, with the computer in a supporting role”. We should not let students rely on AI, but rather cultivate future talent who know how to harness AI.
- **Four Key Focuses:** Nurture students’ AI literacy, strengthen teacher training, optimise infrastructure and promote cross-sector collaboration.

2) Teacher Chapter: “Reducing Workload and Enhancing Capacity” and Professional Development

- **AI aims to “reduce workload and enhance capacity” for teachers and will not replace them:** Digital transformation involves a paradigm shift for all teachers, not just limited to computer subjects. AI supports designing tiered teaching materials, marking assignments, and handling tedious administrative tasks, giving teachers more time to focus on in-depth interactions with students.
- **Professional Training Indicators and Tiered Support:** Teachers are required to complete a minimum of 30 hours of training in digital education within each three-year Continuing Professional Development (CPD) cycle of 150 hours.
 - If the 2026/27 school year is not the starting year of a teacher's three-year CPD cycle, it can be handled by arranging no less than 10 hours of digital education training for that specific school year.
 - The EDB will provide diversified tiered training, including “AI Literacy”, “AI + Subjects” and “AI Leadership”. Please refer to the EDB’s thematic website on digital education for further information.

<https://www.edb.gov.hk/en/DEBP>



3) Learning and Teaching Chapter: Paradigm Shift in Classroom and Assessment

- **Apply AI in Teaching:** Refer to the recommendations on applying AI in teaching in the Guide to Using AI in Teaching in Primary and Secondary Schools, apply AI in the learning, teaching, and assessment of all subjects, driving a teaching paradigm shift towards “student-centred” personalised learning.
 - The link to the Guide to Using AI Teaching in Primary and Secondary Schools (Supplement II of the Blueprint) is as follows:

[https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/DEBP/SupplementIIGuideToUsingAIInTeaching\(PPrimaryAndSecondarySchools\)_EN.pdf](https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/DEBP/SupplementIIGuideToUsingAIInTeaching(PPrimaryAndSecondarySchools)_EN.pdf)



- **Promote “AI + Curriculum”:** Schools must organically integrate AI learning elements into various Key Learning Areas (KLAs), subjects, and cross-curricular domains, putting into practice “applying in an appropriate and timely manner, and human-AI collaboration”.
- **Cater for Learner Diversity:** Make good use of AI to provide personalised learning resources, and offer appropriate support (e.g., voice assistance) for students with special educational needs (SEN), promoting educational equity and inclusion.
- **Uphold Professional Gatekeeping:** AI may generate “hallucinations” or data bias. Teachers must maintain keen professional insight, carefully scrutinise the information and suggestions generated by AI tools, respect intellectual property rights, and must not directly use AI-generated content without review.

4) Student Chapter: Literacy-based, Technology for Good

- **Core Concept:** Refer to the AI Literacy Learning Framework for Primary and Secondary Schools to enhance students’ digital literacy. Uphold the concept of “Technology for Good”, achieving “learn to apply, apply to learn, learn to think, think to innovate”.
 - The link to AI Literacy Learning Framework for Primary and Secondary Schools (Supplement I of the Blueprint) is as follows:

[https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/DEBP/SupplementAILiteracyLearningFramework\(PPrimaryAndSecondarySchools\)_EN.pdf](https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/DEBP/SupplementAILiteracyLearningFramework(PPrimaryAndSecondarySchools)_EN.pdf)



- **Cultivate “Critical Thinking” Ability:** Students must not blindly follow AI. They must learn to verify information from multiple sources and identify erroneous and false information (including the risks brought by Deepfake technology).
- **Compliance, Lawfulness, and Safety:** Teach students to protect personal privacy, respect intellectual property rights, and uphold academic integrity. They must absolutely not use AI for cyberbullying or generating inappropriate information.
- **Step-by-step Application of Technology:** Avoid premature advancement that cause students to over-rely on electronic devices. At the lower primary level, the focus should be on perception and experience, while application should only be gradually strengthened from the upper primary level onwards.
 - [Applicable to Primary Schools] The “Preliminary Study of Artificial Intelligence” Strand (Pilot Version) of the Information and Innovation Technology Curriculum Framework for Primary Schools (Chinese version only) was announced in July 2026. Schools should plan their school-based AI education as early as possible and conduct trial teaching in the new school year. The link is as follows:

https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/technology-edu/curriculum-doc/IIT_Summary%20on%20AI_TC.pdf



5) A Message to All Teachers:

Artificial intelligence is a tool to “reduce workload and enhance capacity” for everyone. We encourage you to maintain an open mind and bravely take the first step to try it out in your classrooms. As long as we stay true to our original intention of “nurturing people as the core” and make good use of technology to inspire wisdom and enhance intelligence, we will certainly be able to lead our students to ride the waves in the digital age!

Professional Training on Artificial Intelligence Literacy for Teachers Online Course

Details

The EDB will launch the systematic “Professional Training on Artificial Intelligence Literacy for Teachers” course through the Hong Kong Education City (EdCity) in the 2026/27 school year to assist primary and secondary school teachers in systematically enhancing their professional capabilities in applying AI in teaching, learning, and school administration. The course aligns closely with primary and secondary school teaching contexts, emphasising human-centric, ethical, and responsible use of AI, and establishing a healthy AI literacy culture on campus.

This training course caters to teachers at different stages of professional development: frontline teachers can cultivate AI literacy, master practical tools, safely and effectively integrate AI into daily learning and teaching, and systematically deepen their application capabilities to enhance teaching effectiveness. Meanwhile, school management personnel, on the other hand, can master the ethical governance frameworks to better formulate school-based AI policies.

Enrolment Method

Teachers can enroll in the training courses by logging into the platform with their EdCity school-based teacher accounts.

Training Content

Content Summary	Training Hour	Website
Divided into “Basic Application” and “Advanced Level”, each comprising 9 modules with 3 hours of learning content. The course explains profound concepts in simple terms, guiding teachers to understand artificial intelligence, and step-by-step cultivating their AI literacy and mastering relevant application skills.	This course consists of two levels with three hours of content each, six hours in total. Upon completion, teachers will receive corresponding CPD hours and an e-certificate.	Please visit the EdAcademy website for details: https://teacher.edcity.hk/en/edacademy/professional-development/ 

The training content for the “Basic Application” and “Advanced Level” is as follows:

Basic Application		
Module	Module Name	Content
1	Foundations of AI Literacy in Education	Explain core concepts, common functions, and limitations of AI, as well as its main applications in primary and secondary school environments.
2	Human-centred and Ethical Use of AI	Examine AI ethical principles, role boundary definitions, human oversight and decision-making responsibilities, data privacy and security safeguards, as well as risk identification and contingency directions.
3	AI, Data, and Digital Safety Basics	Cover responsible data usage, basic privacy considerations, and safety guidelines when using AI tools with students.
4	Prompting and Co-design for Lesson Planning	Utilise AI tools in alignment with curriculum objectives to co-design teaching goals, learning activities and teaching materials.
5	Designing AI-supported Learning Activities	Integrate AI into classroom activities to enhance student engagement, implement differentiated instruction, and promote formative learning.
6	AI-assisted Teaching Resource Creation	Utilise AI to generate simple text, images, and presentations to support learning and teaching.
7	Assessment and Feedback in the AI Era	Utilise AI tools to conduct formative assessments and provide feedback while upholding academic integrity.
8	Supporting Student AI Literacy and Wellbeing	Guide students to use AI responsibly, cultivate critical thinking, and attend to physical and mental well-being in an AI learning environment.
9	Professional Reflection and Responsible AI	Facilitate reflection on personal AI usage, record learning experiences, and share effective insights on application with peers.

Advanced Level		
Module	Module Name	Content
1	Advanced Understanding of AI Systems in Education	Analyse the operating principles of different AI tools, and evaluate their applicability, advantages, and limitations in specific school environments.
2	Ethical Governance and Policy Development for AI	Utilise ethical frameworks to formulate school-based guidelines, approval processes, and codes of practice for AI usage.
3	Designing Human-centred AI-enhanced Pedagogy	Plan learning experiences to enhance students' self-directed learning, creativity, and empathy through AI, and promote meaningful learning.
4	Advanced Multimedia and Content Creation with AI	Promote the responsible use of AI tools to produce high-quality multimedia learning resources, including images and short videos.
5	Assessment Redesign and Learning Analytics with AI	Redesign assessment modes in response to learning environments with widespread AI usage, and interpret learning data analysed by AI to optimise teaching.
6	AI for Inclusive Education and Learner Diversity	Utilise AI tools to cater to the needs of diverse learners through accessible design, differentiated instruction, and universal design for learning.
7	Building AI Literacy Across the School Community	Formulate strategies to assist colleagues and students in enhancing AI literacy and practicing responsible usage models.
8	Innovation, Change, and Continuous Improvement with AI	Plan, implement and review innovative AI measures in the learning and teaching through a reflective and evidence-based approach.
9	Capstone: AI-integrated Teaching or School Practice Project	Conceptualise, execute and review a lesson, teaching module or school administrative arrangement integrating AI, putting ethical and effective AI applications into practice.

EdCity will continue to provide diverse and flexible online courses, including elective courses, seminars, and workshops, allowing teachers to arrange their learning progress according to personal needs. Please stay tuned to announcements on the EdCity “EdAcademy” webpage:

<https://teacher.edcity.hk/en/edacademy/professional-development/>



In addition, EdCity will launch a newly upgraded online learning platform in the 2026/2027 school year, integrating functions such as learning, event registration, CPD hour statistics, and experience sharing. Details will be announced in due course.