

Training Requirements for Promotion of Teachers in Aided Schools
(Applicable to teachers promoted in or after September 2020)

Starting from the 2020/21 school year, the Education Bureau (EDB) will implement the enhanced training requirements for promotion. The training includes the Core and Elective Parts. To be eligible for promotion to a higher rank, all teachers in aided schools must meet the requirements as stated in the Codes of Aid, and undertake training programme(s) recognised and approved by School Management Committees (SMCs)/ Incorporated Management Committees (IMCs).

(i) Target group

The training requirements outlined in this Annex are applicable to aided school teachers aspiring for promotion to the posts of Senior Graduate Master/Mistress (SGM), Principal Graduate Master/Mistress (PGM), Primary School Master/Mistress (PSM) and Senior Primary School Master/Mistress (SPSM).

(ii) Training requirements and validity period

The **Core Part** comprises 30 hours of designated training programmes **provided by the EDB**. It focuses on the necessary competencies required of school leaders, including professional conduct and values, national and international development, education issues, as well as leadership and reflective skills. Teachers may apply for training programmes in the Core Part through the Training Calendar System (TCS). For the **Elective Part**, teachers should undertake **60 hours** (for promotion to PSM/SGM) or **100 hours** (for promotion to SPSM/PGM) of suitable training programmes **according to the professional expertise required for respective promotion posts**. These programmes should be endorsed by the SMCs/IMCs as fulfilling the training requirements for promotion.

Training undertaken for promotion purpose is valid for five years. Teachers must complete the designated training programmes in the Core Part and the required number of hours of training programmes in the Elective Part within five years prior to their individual date of substantive promotion.

Level	Core Part - provided by the EDB (30 hours)	Elective Part (60/100 hours)
Graduate Master/Mistress (GM) to Senior Graduate Master/Mistress (SGM)	(i) Professional Conduct, Values and Education Policies (ii) Professional Vision and Growth of School Leaders	✧ Teachers can select suitable training programmes amounting to 60 hours, according to the professional expertise required for respective promotion posts. ✧ These training programmes must be endorsed and accepted by the SMCs/IMCs as fulfilling the requirements of the Elective Part.
Assistant Primary School Master/Mistress (APSM) to Primary School Master/Mistress (PSM)	(iii) Reflection and Practice of Professional Leadership	
Senior Graduate Master/Mistress (SGM) to Principal Graduate Master/Mistress (PGM)	(i) Professional Conduct, Values and Education Policies (ii) School Administration and Management	✧ Teachers can select suitable training programmes amounting to 100 hours, according to the professional expertise required for respective promotion posts. ✧ These training programmes must be endorsed and accepted by the SMCs/IMCs as fulfilling the requirements of the Elective Part.
Primary School Master/Mistress (PSM) to Senior Primary School Master/Mistress (SPSM)		

(iii) Points to note

SMCs/IMCs

- SMCs/IMCs must ensure that teachers receiving a promotion have met the relevant training requirements.¹

¹ In addition to the training requirements stipulated in Part (ii), special school teachers should complete special education programmes accepted for promotion purpose to be recognised as having fulfilled the training requirements for promotion. For details, please refer to the relevant provisions of the Code of Aid for Special Schools and the latest circulars on special education teacher training at the EDB website (<http://www.edb.gov.hk>) [[Education System and Policy > Special Education > In-service Teacher Training Courses on Special Educational Needs](#)].

- SMCs/IMCs should decide whether the training programmes undertaken by teachers can be accepted as fulfilling the requirements of the Elective Part based on the professional expertise required for the promotion posts and the following principles. SMCs/IMCs should promulgate these principles for teachers' information.

A. Content

Training programmes in the Elective Part should fall into the following categories:

- 1) Management and organisation (e.g. school self-evaluation; teacher professional development)
- 2) Learning and teaching (e.g. curriculum planning; assessment; teaching strategies)
- 3) School ethos and student support (e.g. guidance and counseling; life planning; moral and civic education)
- 4) Others (e.g. topics related to the mission and major concerns of the school)

B. Training mode and duration

Training programmes in the Elective Part should provide structured learning² and the duration of each programme should not be shorter than half a day (i.e. three contact hours).

C. Training providers

In principle, training programmes relating to relevant promotion posts offered by the EDB or local universities should be accepted by SMCs/IMCs and counted towards the training hours under the Elective Part. SMCs/IMCs can consider accepting programmes offered by other training providers, taking into account school-based needs as well as the quality and content of such programmes.

Principals

- Principals should inform teachers aspiring to advance to a higher rank of the training requirements for promotion and remind them to plan strategically for their continuing professional development, including attending training programmes in the Core Part offered by the EDB.

² “Structured learning” includes local/non-local conferences, seminars, thematic lectures, workshops, online courses, local and non-local study visits, as well as courses that lead to teaching qualifications.

- To facilitate SMCs/IMCs' screening of teachers for promotion, principals should provide assistance in verifying teachers' fulfilment of the training requirements. Principals can review teachers' records of completing training programmes in the Core Part through the EDB e-Services Portal and request teachers to submit proofs of completing training programmes in the Elective Part, e.g., training certificates, TCS records, etc.

Teachers

- Teachers aspiring to advance to a higher rank should understand the training requirements for promotion, review their own strengths, and set goals and directions for continuous development. Teachers can apply for training programmes in the Core Part through the TCS and enroll in suitable training programmes in the Elective Part according to the professional expertise required for the promotion posts and school-based needs.
- Teachers must meet the training requirements for promotion within five years prior to their individual date of substantive promotion.
- Teachers can visit the EDB webpage for details on the training requirements for promotion, review their progress in completing the training programmes in the Core Part through the e-Services Portal.

(iv) Transition period arrangement

To facilitate preparation for the enhanced arrangements of training for promotion, schools and teachers are given a three-year transition period. All teachers promoted on or before 31 August 2023 can opt to fulfil the original or enhanced training requirements for promotion.

(v) Related information

Details of the “Training Requirements for Promotion of Teachers in Aided Schools” have been uploaded to the EDB website ([Home > Teachers Related > Qualifications, Training and Development > Development](#)).

Teachers can submit via principals records of the training programmes completed using the “Record Form for the Training Requirements for Promotion” downloadable on the website, together with related documentation, to SMCs/IMCs for endorsement.