Preparation for Principalship (PFP) Course Framework

The following topics under each module shall 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) Hong Kong relationship and interdependence with Mainland
   (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 and different styles of leadership including ethical leadership and distributed leadership

c. Strategic planning and thinking

d. Legal obligations and liabilities under various ordinances and regulations, such as the key concepts of Basic Law and the good practices on supporting the Basic Law education in school.

e. Illustration of leadership and strategic planning in response to policy initiatives: integrated education, values education, whole school language policy, career and life planning education, education support to non-Chinese speaking (NCS) students, health promotion, 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 21st century - Learning to Learn curriculum reform and ongoing renewal of the school curriculum (including whole-school curriculum planning, Secondary Education Curriculum Guide (SECG) (2017), updated Key Learning Areas curriculum guides/documents for different Key Stages, etc.)
c. Connection of curriculum development with other education policies/reforms (such as whole-school curriculum planning, integrated education and values education)

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

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

(ii) Key principles and perspectives in school-based curriculum planning with reference to the central curriculum framework:

- Central curriculum
  - the relationship between central curriculum and school-based curriculum
  - subjects suggested by the Curriculum Development Council at different Key Stages

- Whole-person development and lifelong learning
  - fostering students’ comprehensive and unique development in the moral, intellectual, physical, social and aesthetic domains through the five essential learning experiences in school education
  - provision of broad and balanced learning experiences to develop students’ generic skills through different key learning areas and various learning experiences so as to nurture their attitudes and skills for lifelong learning

- Embracing learner diversity
  - identify and understand the diverse needs of different learners such as NCS students, students with special educational needs (SEN) (including those with mental illness) and gifted students
  - adopt appropriate instructional and support strategies to cater for learner diversity, as well as accommodation in homework and assessment

- Cross-curricular issues: education for sustainable development; Language across the Curriculum; values education (including moral and civic education and Basic Law education); STEM education and information technology in education; fostering creativity, communication, critical thinking and an entrepreneurial spirit; building of an inclusive school environment; mental health promotion and personal growth education in primary schools
• Interfaces at various key stages: school-based adaptation for curriculum continuity at interfaces like kindergarten-primary interface, e.g. learning and teaching under quality kindergarten education, primary-junior secondary interface and junior secondary-senior secondary interface

• Ongoing renewal of the school curriculum: implementation of the recommendations of the *Secondary Education Curriculum Guide* (2017) (including the updated seven learning goals, the updated four key tasks, the major renewed emphases, etc.)

(iii) Constructive alignment between curriculum, pedagogy and assessment, including the use of diverse modes of assessment and quality feedback to promote assessment of, for and as learning; as well as providing special examination arrangements for students with SEN

(iv) School-based curriculum evaluation: models and application in Hong Kong context, taking into consideration data from different stakeholders and in line with the expected student learning outcomes

e. Curriculum planning for secondary schools with special reference to the implementation of the fine-tuned medium of instruction (MOI) arrangements for secondary schools\(^1^1\), the senior secondary curriculum framework\(^1^2\) as well as the broad and balanced coverage of the junior secondary curriculum

(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 the design of a broad and balanced school curriculum with adequate time allocated to different subjects, learner diversity, subject choice changes in senior secondary (including Applied Learning and Adapted Applied Learning courses), life planning education, 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 pathways

f. Curriculum planning for primary schools in the context of:

(i) Whole-day primary schooling with reference to the general information on the operation of whole-day primary schools\(^1^3\); and

(ii) 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
   (i) T-standard* 14 
   (iii) Teacher Competencies Framework (ACTEQ, 2003)
   (iv) Teacher development leading to changes, e.g. paradigm shift in learning & teaching, cultural change in school settings, conceptual and pedagogical change in curriculum, including the implementation of e-learning, STEM education, student support and assessment, teachers’ attitude change toward integrated education
   (v) Teacher Induction Scheme* 15 

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 life planning education for secondary school students, small class teaching for primary schools, fine-tuning of MOI for junior secondary levels, approaches on positive education and class management, preventive programmes and counselling services to tackle youth problems such as drug abuse, addiction to the use of electronic devices, truancy, mental health problems, sex-related problems and bullying etc.

f. Professional conduct in education

(D) **Staff and resources management**

a. Concept and practice in resources 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, monitoring, evaluating, 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* 16 outside OEBG/EOEBG
- management of existing provision and resources for integrated education 17 and empowering the Special Educational Needs Coordinator to coordinate the deployment of resources

(iii) Government subsidy and non-government funds of schools under the Direct Subsidy Scheme (DSS)18

ej. Human resources management

(i) General concept of staff (teaching and non-teaching) establishment of schools

(ii) Flexible and effective deployment of human resources with particular reference to small class teaching / senior secondary curriculum in secondary schools / diverse learning needs of students and deployment of NETs19 as well as the implementation of all graduate teaching force policy

(iii) Basic knowledge of personnel matters20 with particular reference to the Education Ordinance, Education Regulations, Employment Ordinance and Code of Aid

(iv) Legal matters21 and other key issues related to staff management:
- succession planning (including empowerment of middle leaders)
- performance appraisal system
- coaching and mentoring
- staff misconduct

(v) Building a collaborative, positive and inclusive school culture through the Whole School Approach, consensus building and capacity building.

(vi) Raising teachers’ cultural and religious sensitivity in accommodating ethnic diversity and creation of an inclusive learning environment

f. Integrity management, including putting in place an internal control mechanism with proper checks and balances22, proper handling of conflict of interest and enhancing the transparency of school governance

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

h. Environmental policy and energy saving measures in schools23

(E) Quality assurance and accountability

a. School Development and Accountability (SDA) framework for continuous improvement and accountability to stakeholders (including the SSB, SMC/IMC, parents, teachers, students, the public and the Government)

b. Meaningful use of a range of evaluation tools (including Performance Indicators for Hong Kong Schools, Key Performance Measures, Stakeholder Survey and APASO, etc.) to plan work strategically and develop a culture of reflective practice
c. Embedding school self-evaluation (SSE) into daily school practice, including the writing of school development plans, annual school plan and school report

d. SSE, external school review and focus inspection under the SDA 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 strengthen parent-child relationship and enhance support for students, including potential dropouts, NCS students and students with SEN

c. Co-operation among stakeholders regarding current student problems, e.g. student bullying, cyber-bullying, cyber traps, internet addiction, sex-related problems, suicide and drug problems, 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) formation of learning circles between schools admitting more NCS students and those admitting a larger number of Chinese-speaking students, and engaging NCS students in community services
   (iii) support network by means of School Partnership Scheme or in the form of resources sharing, transfer of information, assessment and referral mechanism in supporting students with SEN
   (iv) promotion of inclusive culture among stakeholders, including schools, parents, the community and the public
   (v) cross-disciplinary professional support and close co-ordination with relevant organisations

e. Crisis management and prevention of student suicides
   - leading and preparing the school to manage crisis

f. Dealing with the media and general public, conflict management 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 The 3-hour seminar should focus on the following points:
   - To illustrate the constitutional status of the Basic Law, clearly interpret the policy of the "One Country, Two Systems" and understand the achievements attained by this policy
   - To share the school-based experiences in promoting the Basic Law education

4 (a) For the implementation of integrated education, the following points should be noted:
   - Formulation of a school policy on the support for students with SEN (including those with mental illness), 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
   - Formulation of budget plan and monitoring mechanism to enable the effective utilisation of additional resources provided by EDB to schools for supporting students with SEN (including those with mental illness)
   - Assessing the effectiveness of the school inclusive policy and measures through self-evaluation each year under the School Development and Accountability Framework
   - Enhancing transparency by reporting school’s policies, additional resources and support measures, etc. on integrated education in the annual school report and upload such information onto school’s websites
   - Formulation of strategic plan to achieve the teacher training targets on special education set out by EDB for each public sector school to achieve by the end of the 2019/20 school year
   - 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”
   - “Operation Guide on the Whole School Approach to Integrated Education”
- “Parent Guide on the Whole School Approach to Integrated Education”
- Special Education Needs Coordinator Website
- “Code of Practice on Education under the Disability Discrimination Ordinance”
- Education Bureau Circular (EDBC) No. 12/2015 on “Teacher Professional Development on Catering for Students with Special Educational Needs”
- EDBC12/2018 on “Early Identification and Intervention for Students with Learning Difficulties or Special Educational Needs”

5 For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. The policy objective is to encourage and support their early integration into the community including facilitating their adaptation to the local education system and mastery of the Chinese language. For details, please refer to the dedicated website

6 Please visit the following websites relating to Health Promoting School
- World Health Organization “What is a health promoting school?”
  http://www.who.int/school_youth_health/gshi/hps/en/
- Centre for Health Education and Promotion
  https://www.cuhk.edu.hk/med/hep/HPS/e_initiatives.html

7 Starting from the 2014/15 school year, the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework) has been implemented in primary and secondary schools to help NCS students overcome the difficulties in learning Chinese as a second language. For details, please refer to the EDBC No. 8/2014 on “Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students” issued on 5 June 2014.

8 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 of gifted students and talent pool development
   (d) staff development and programme planning
   (e) resources and networking

9 The following support strategies to cater for learner diversity could be adopted:
   (a) For students with SEN (including those with mental illness)
      - Developing effective mechanism to meet the diverse educational needs of their students, including setting up a student support team of school personnel responsible led by the Special Educational Needs Coordinator for developing a systematic data bank on these students,
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
- Please refer to the following documents on implementation of examination accommodation:
  ✦ “Special Arrangements for Internal Examinations for Students with Special Educational Needs”
  ✦ Frequently Asked Questions: Providing special examination arrangements for students with special educational needs (Chinese version only)

(b) For NCS students:
- Implementation of the Learning Framework, with the use of the Chinese Language Assessment Tools in conjunction with the Learning Framework to assess annually the learning performance of NCS students, make reference to the “small-step” learning approach at different levels of learning as set out in the Learning Framework to set learning targets and implement intensive learning modes as appropriate (such as pull-out learning, split-class / group learning, increasing Chinese lesson time, learning Chinese across the curriculum, after-school support, etc.), recognition of their progress and attainment, and stretching them in setting more ambitious learning goals for higher attainment

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

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

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

13 Please visit the following website for the information on the operation of whole-day primary schools:
14 Please visit the website of Committee on Professional Development of Teachers and Principals (COTAP) for details of T-standard+


16 Examples of grants include Learning Support Grant for primary and secondary schools, Substitute Teacher Grant/Teacher Relief Grant, Enhanced Speech Therapy Grant, Senior Secondary Curriculum Support Grant, Diversity Learning Grant and Student Guidance Service Grant in primary schools.

17 Please refer to the following document and circular on the existing resources for integrated education:
- EDBC No. 12/2014 on “Enhancement of Learning Support Grant for Primary and Secondary Schools”
- EDBC No. 8/2017 on “Learning Support Grant ”
- EDBC No. 9/2017 on “Special Educational Needs Coordinator”
- Education Bureau Circular Memorandum [EDBCM] No 126/2014 on “Enhancement on Mental Health Promotion and Support for Students with Mental Health Needs”
- School Partnership Scheme (EDBCM No. 154/2017 on “School Partnership Scheme in Supporting Students with Special Educational Needs for the 2017/18 and 2018/19 School Years”)

Guidelines on School-based Services
❖ School-based Educational Psychology Service Guide (for Schools Receiving Service from School Sponsoring Bodies)
❖ Guide on School-based Speech Therapy Services

18 To achieve flexible and effective utilisation of government subsidy and non-government funds under the DSS for educational and school needs in the best interest of students, please refer to the following circulars:
- EDBC No. 16/2012 on “Delineation of Reserves and Reserve Ceiling for the Operating Reserve of DSS Schools”
- EDBC No. 17/2012 on “Use of Government and Non-government Funds in DSS Schools”
NET deployment guidelines are provided on the following EDB NET Scheme webpages:

- Guidelines for deploying NETs in primary schools:

- Guidelines for deploying NETs in secondary schools:

The following related issues should be covered:

- appointment/termination of services, remuneration, 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, please refer to EDBC No. 7/2012 on “Improvement Measures to Strengthen the Governance and Internal Control of DSS Schools”, which includes the following improvement measures:

- completion of self-evaluation checklist;
- submission of essential items to SMC/IMC for discussion and decision;
- review of key management and financial control systems and procedures by a governance review sub-committee; and
- undergoing management and financial audit

Please refer to EDBC No. 4/2017 on “Environmental Policy and Energy Saving Measures in Schools”, EDBCM No. 113/2018 on “Participation of Schools in Feed-in Tariff (FiT) Scheme” and the resources information from the following webpage on “Effective Use of Resources in Schools” on the EDB website:


Please visit the following website for further information on Healthy School Policy:


Please refer to EDBCM No. 154/2017 on “School Partnership Scheme in supporting students with special educational needs for the 2017/18 and 2018/19 School Years”.

Please refer to EDBC 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 emotionally disturbed students and personnel, arrange counseling, answer enquiries from parents and the media as well as organise crisis drills. Please refer to the Handbook on “School Crisis Management: Intervention and Psychological Support in the Aftermath of Crises” (2016).

For prevention of student suicides and enhancement of students’ mental health, please refer to the webpage on Prevention of Student Suicides