

Guidelines for Principals' Continuing Professional Development (CPD)

Preface

This set of guidelines is developed to ensure smooth implementation of the proposals set out in the Consultation Paper on Continuing Professional Development of Principals — “Continuing Professional Development for School Excellence” published in February 2002. In writing these guidelines, the Education Department has taken into account the advice of the Steering Committee on Principals’ Professional Development (SCPPD) as well as the views of practitioners in the field. The Department has also made reference to practices of other professional bodies and similar professional development schemes for educators implemented in other countries. The Guidelines aim to provide support and serve as a reference for the various stakeholders when they are carrying out their roles as stated in Chapter 4 of the Consultation Paper. It should be understood that collaborative efforts of all stakeholders to work as professional partners are essential for the successful implementation of Principals' CPD. Comments on the Guidelines from the education sector are welcome and can be sent to :

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List of Abbreviations

1. Principals' CPD Framework

(An overview of Principals' CPD Framework is in Appendix I for information.)

1.1 Core Purpose of CPD

- **To enhance the professionalism and competence of school principals so as to lead their schools towards excellence in students' learning.**

1.2 The CPD Framework is steered by:

- Our **Vision** to optimise the all-round development of every student by ensuring the ever-improving capacity of principals as professional leaders and administrators through CPD.
- Our **Mission** to empower principals to become effective leaders of schools as dynamic and accountable professional learning communities in facing the challenges of an ever advancing knowledge-based society; and to cultivate a congenial climate and maximize the opportunity for principals' CPD.

1.3 The CPD Framework comprises the following three interrelated components:

1.3.1 **Beliefs**

- Principals are responsible for their own professional growth;
- Principals have a mandate to be professionally up-to-date and to provide a role model for their own teaching staff in terms of CPD;
- CPD enhances principals' professionalism and leadership for the benefit of students and students' learning;
- CPD builds on principals' individual strengths and is by nature developmental;
- CPD opportunities need to be varied to reflect the needs of Aspiring Principals (APs), Newly Appointed Principals (NAPs) and Serving Principals (SPs) and open to individual selection; and
- CPD embraces collegial input and support from the education as well as other professional sectors.

1.3.2 *Leadership Domains*

Schools in the 21st century require principals who demonstrate the following:

- **Strategic leadership** that focuses on developing vision, commitment, inspiration, appropriate values and a firm belief that all students can learn, as well as leading and managing change;
- **Instructional leadership** that focuses on strengthening learning, teaching, and curriculum, ongoing professional development, accountability and data-driven decision making;
- **Organizational leadership** that focuses on personal relationships, culture building, dispersed leadership, teamwork, communication, planning and management of resources; and
- **Community leadership** that focuses on an awareness of the role of the school in the broader society, close relationships with parents and other community members, and an ability to build and utilize community resources in developing students into global citizens.

1.3.3 *Six Core Areas of Leadership*

The values, knowledge, skills and attributes needed by Hong Kong principals as they pursue CPD within the interrelated leadership domains can be clustered into the six core areas:

- **strategic direction and policy environment**, where principals plan for the future and ensure school community involvement in the process. They strategically integrate relevant aspects of policy from the social, educational and political environments into their planning for school and student improvement;
- **learning, teaching and curriculum**, where principals coordinate school programmes to achieve coherence across the curriculum, learning and teaching. Together with their school communities, they ensure that all students experience a broad, relevant and balanced curriculum through formal, informal and non-formal activities;
- **teacher professional growth and development**, where principals promote and enable continuing professional and career development for teachers and themselves. They foster the sharing of up-to-date professional knowledge and informed practice aimed at accommodating change as well as the diverse

needs of students within a general commitment to student and school improvement;

- **staff and resources management**, where principals create a collaborative team management ethos focused on empowering human resources as well as deploying physical and financial resources effectively and efficiently towards the goals of school improvement and student achievement;
- **quality assurance and accountability**, where principals in concert with their school communities build quality assurance and accountability systems that provide feedback to students, teachers and others with a view to securing school improvement. These systems also meet the information requirements of external agencies regarding school performance; and
- **external communication and connection to the outside world**, where principals build connections between the school and the local, national and global communities. By doing so, they enable their school communities to contribute to the wider society and its deployment.

(An illustration of the values, knowledge, skills and attributes in the six core areas of leadership is in [Appendix II](#) for reference.)

2. Principals' CPD Requirements

The Administration Circular No. 31/2002 issued on 17 July 2002 sets out, inter alia, the CPD requirements for principals as follows:

<p>Aspiring Principals (APs)</p>	<ol style="list-style-type: none"> 1. With effect from the 2004/2005 school year, APs will have to attain the Certification for Principalship (CFP), in addition to complying with the appointment conditions in force at the time, before they could be considered for appointment to principalship. 2. The CFP process will start operation in 2002/2003 school year and will involve the following three parts: (i) a needs analysis, (ii) a designated "Preparation for Principalship Course", and (iii) submission of a portfolio. APs will be given a maximum of two years to complete the process. The ultimate authority to approve the CFP is vested in the Director of Education. 3. The CFP will be valid for five years from the date of conferment. 4. Under very exceptional circumstances, the Director of Education may approve, on a case-by-case basis, an SSB / SMC to appoint a principal without CFP to act in the post on condition that the candidate must fulfill the CFP requirement before his / her appointment can be confirmed. 5. The requirement for attaining the CFP also applies to anyone who served as a principal but has left the post of principal for two years or more.
<p>Newly Appointed Principals (NAPs)</p>	<p>With effect from the 2002/2003 school year, NAPs in the first two years of their principalship are required to:</p> <ol style="list-style-type: none"> 1. undergo a designated programme which comprises: <ol style="list-style-type: none"> (i) a Needs Assessment for Principals in Hong Kong (NAFPhk), (ii) an Induction Programme, (iii) a School Leadership Development Programme (SLDP), and (iv) an Extended Programme; 2. engage in CPD activities relevant to their personal and school needs; and 3. submit annually their professional portfolio to their SSBs / SMCs.

<p>Serving Principals (SPs)</p>	<ol style="list-style-type: none"> 1. With effect from the 2002/03 school year, SPs have to undertake CPD activities for a minimum of 150 hours in a three-year cycle, with about 50 hours per year. 2. The CPD activities undertaken by SPs should include all the following three modes: <ol style="list-style-type: none"> (i) structured learning, (ii) action learning and (iii) service to education and the community, with a maximum of 90 hours and a minimum of 30 hours set for each mode in a 3-year cycle to meet the aforesaid requirement of a minimum of 150 hours. SPs are encouraged to pursue CPD beyond this requirement as needed. 3. Starting from the 2002/2003 school year, SPs should draw up their own CPD plans and consult their SSBs / SMCs for the appropriate distribution of CPD hours among the three modes of activity. Starting from the 2003/2004 school year, an SP's CPD plan should form an integral part of the Annual School Plan which is to be endorsed by the SSB/SMC and forwarded to the respective Regional Education Office (REO) for record and follow-up support. Where appropriate, SPs' CPD Activities should also be included in the School Profile. 4. Starting from the 2003/2004 school year, SPs may also undergo a needs analysis to reflect on their developmental needs and refine their CPD plans if so desired. The Education Department (ED) will commission the development of a standard needs analysis package for use by SPs in September 2003.
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3. Principals' CPD Activities

3.1 All CPD Activities pursued by APs, NAPs and SPs should be for their own professional development in accordance with their personal developmental needs, the school's needs and the policy-driven needs, such as those arising from the education reform and the curriculum reform. The CPD Activities can be organised by the ED, SSBs / SMCs, tertiary institutions or other organisations.

3.2 For Aspiring Principals (APs)

The designated "Preparation for Principalship Course" and the needs analysis will be offered to suitable candidates of APs starting from the 2002/2003 school year. Details will be announced in the document inviting applications.

3.3 For Newly Appointed Principals (NAPs)

The existing designated programme for NAPs will continue to be offered until the implementation of the CFP requirement in the 2004/2005 school year. In the interim, SSBs / SMCs should nominate NAPs, when they are first appointed, to attend the designated programme in compliance with the CPD requirement. NAPs are encouraged to participate in CPD activities relevant to their personal and school needs.

The CPD arrangements for NAPs subsequent to the implementation of CFP requirement will be announced after reviewing the impact of the CFP on the existing designated programme.

3.4 For Serving Principals (SPs)

3.4.1 The criteria for CPD Activities for the purpose of counting CPD Hours will be reviewed from time to time to ensure that they are professionally relevant and academically meaningful according to the educational needs of Hong Kong.

3.4.2 With effect from the 2002/2003 school year, the ED will announce towards the end of June every year the CPD Activities organised by ED for the next school year, for the reference of SPs in making their CPD Plans for inclusion in the Annual School Plans.

3.4.3 SSBs / SMCs can endorse CPD Activities for the purpose of

counting CPD Hours if the activities can satisfy the following criteria:

- a. It is related to one or more of the six Core Areas of Leadership:
 - Strategic direction & policy environment (e.g., current education policies and trends, developmental planning, vision building, etc.)
 - Learning, teaching & curriculum (e.g., student learning, student support, teaching strategies, curriculum leadership/design/ management, assessment for learning, information technology in education, measures to cater for inclusive education, etc.)
 - Teacher professional growth & development (e.g., teacher professional development, teacher supervision, teacher induction; etc.)
 - Staff & resources management (e.g., human resource management, financial management, etc.)
 - Quality assurance & accountability (e.g., self evaluation, quality assurance inspection, etc.)
 - External communication & connection to the outside world (e.g., home-school collaboration, community partnership, overseas connection, etc.)
- b. It belongs to one of the following three modes:
 - Structured Learning
 - Action Learning
 - Service to Education and the Community
- c. It can add to the participants' repertoire of skills and content knowledge.
- d. It can enhance the participants' contribution to the school community.
- e. It can lead to school improvement in student learning and teaching practice.
- f. It is intellectually challenging.

4. Principals' CPD Hours

4.1 One CPD Hour is equivalent to one actual contact clock hour of learning / service in a recognized CPD Activity net of time for preparation, informal contact, traveling and meal.

4.2 For recognition of CPD Hours in CPD Activities, the following conditions should be satisfied:

4.2.1 A CPD Activity must last for at least one hour before any CPD Hours can be counted.

4.2.2 A CPD Activity of over one hour will be rounded up to the nearest half-an-hour.

For example,

- A CPD Activity with actual contact time of 1 hour and 15 minutes will be counted as 1.5 CPD Hours.
- A CPD Activity with actual contact time of 2 hours and 45 minutes will be counted as 3 CPD Hours.

4.2.3 There will be a ceiling for counting CPD Hours in each mode of CPD Activities in a 3-year cycle:

Each CPD Activity	Max. CPD Hours to be counted per 3-year cycle	
	Per Activity	Total
Structured Learning		90
• Offshore study tours / conferences / symposia	90	
• Local seminars / workshops / conferences / courses etc.	90	
• Higher Academic Study (The study must be offered by an accredited tertiary institution and should be beyond the basic requirement for job qualification. CPD Hours will be counted on conferment of the qualification)		
Doctoral Degree	90	
Master Degree	60	
Bachelor Degree	45	
Certificate / Diploma (at least nine months of study time)	30	
(Examples of Structured Learning are found in <u>Appendix III.</u>)		

Each CPD Activity	Max. CPD Hours to be counted per 3-year cycle	
	Per Activity	Total
<p>Action Learning</p> <ul style="list-style-type: none"> • School-based projects / action study (in which SPs are taking a leading role and must be supported by written products or related documents) • Attachment Schemes • Publications including books / professional journal articles or chapters in a professional book / education articles for distribution to district networks, local and international professional associations. (@ 500 words per CPD Hour, round up / down to the nearest 500 words.) <p>(Examples of Action Learning are found in <u>Appendix IV</u>)</p>	30 50 45	90
<p>Service to Education and the Community</p> <ul style="list-style-type: none"> • Membership to each committee such as advisory committee / executive committee / working group etc. in the Education Sector • Membership to each education-related committee under other organizations / agencies • Contribution to principal, teacher and other CPD Activities by serving as speakers / facilitators / assessors / reviewers / mentors etc. <p>(Examples of Services to Education and the Community are found in <u>Appendix V</u>)</p>	45 30 60	90

4.3 In line with the spirit of “continuing professional development”, principals should, in consultation with their SSBs / SMCs, set a *minimum* number of CPD Hours per year in a 3-year cycle.

5. Procedures for Meeting Principals' CPD Requirements

5.1 For Aspiring Principals (APs)

- 5.1.1 Applications for undergoing the needs analysis and the designated “Preparation for Principalship Course” in the CFP process will be announced each year. These will be open to school nominations or individual applications, with not less than 50% of the training places allocated to school nominees. SSBs / SMCs should plan in advance and nominate suitable candidates to undergo the CFP process to ensure the meeting of CPD requirement for appointment.
- 5.1.2 Candidates completing the CFP process should apply to the Education Department for certification.
- 5.1.3 When the validity period of the CFP expires, APs will have to undergo the CFP process again to meet the CPD requirement for appointment to principalship.

5.2 For Newly Appointed Principals (NAPs)

- 5.2.1 NAPs should attend the designated programme as required and will be confirmed to their principalship in accordance with the existing practices.
- 5.2.2 Based on the needs of the school and the outcome of the Needs Assessment for Principals in Hong Kong (NAFPhk), NAPs should draw up their professional development plan for endorsement by their SSBs / SMCs. Copies of plans should be forwarded to the respective REO for record and follow-up support.
- 5.2.3 NAPs should submit professional portfolios to their SSBs / SMCs on an annual basis during the first two years of their appointment as Principals.

5.3 For Serving Principals (SPs)

- 5.3.1 With the implementation of Principals' CPD in September 2002, all SPs start their first 3-year CPD cycle in September 2002. This includes all principals appointed on or before the 1 September 2000 or have completed their NAP Requirement before 1 September 2002.

A new 3-year cycle will start at the end of the previous cycle or at the end of the two-year NAP designated programme. The CPD Hours gained in one 3-year cycle cannot be carried forward to a new cycle.

- 5.3.2 Before the start of each 3-year cycle / school year, SPs should have full discussion with their SSBs / SMCs to make an appropriate decision about the distribution of CPD Hours among the three modes of CPD Activity. SPs should then draw up their own CPD plans with reference to their personal developmental needs, as well as the school's and policy-driven needs. Starting from the 2003/2004 school year, an SP's CPD plan should form an integral part of the Annual School Plan which is to be endorsed by the SSB/SMC and forwarded to the respective REO for record and follow-up support. Examples of CPD Plans are in Appendix VI for reference.
- 5.3.3 SPs should keep a record of the CPD Activities they have undertaken and submit the CPD record to the SSBs / SMCs for endorsement at the end of each year / each 3-year cycle. Where appropriate, SPs' CPD Activities should also be included in the School Profile. An example of the CPD Record is in Appendix VII for reference.
- 5.3.4 SPs not meeting the CPD Requirement in a 3-year cycle must have approval of their SSBs / SMCs and must make up for the shortfall within the following CPD cycle.
- 5.3.5 During the 2002/2003 school year,
- SSBs / SMCs may approve a one-off recognition of not more than 50 CPD Hours for their SPs' relevant CPD Activities undertaken from September 1999 to August 2002. These CPD Hours may be taken to fulfill part of the requirement for the first 3-year CPD cycle. For those SPs who have attended the NAP designated programme within this period, their CPD Activities undertaken in the NAP designated programme **should not** be qualified for counting CPD Hours. SSBs / SMCs should refer to Section 3.4.3 for the criteria used in recognizing qualified CPD Activities and to Appendices III – V for counting CPD Hours.
 - SPs are advised to draw up their CPD Plans making reference to CPD Activities to be included for the one-off recognition of not more than 50 CPD Hours. A list of Principals' CPD Activities, as to date, to be organised by the ED in the 2002/2003 school

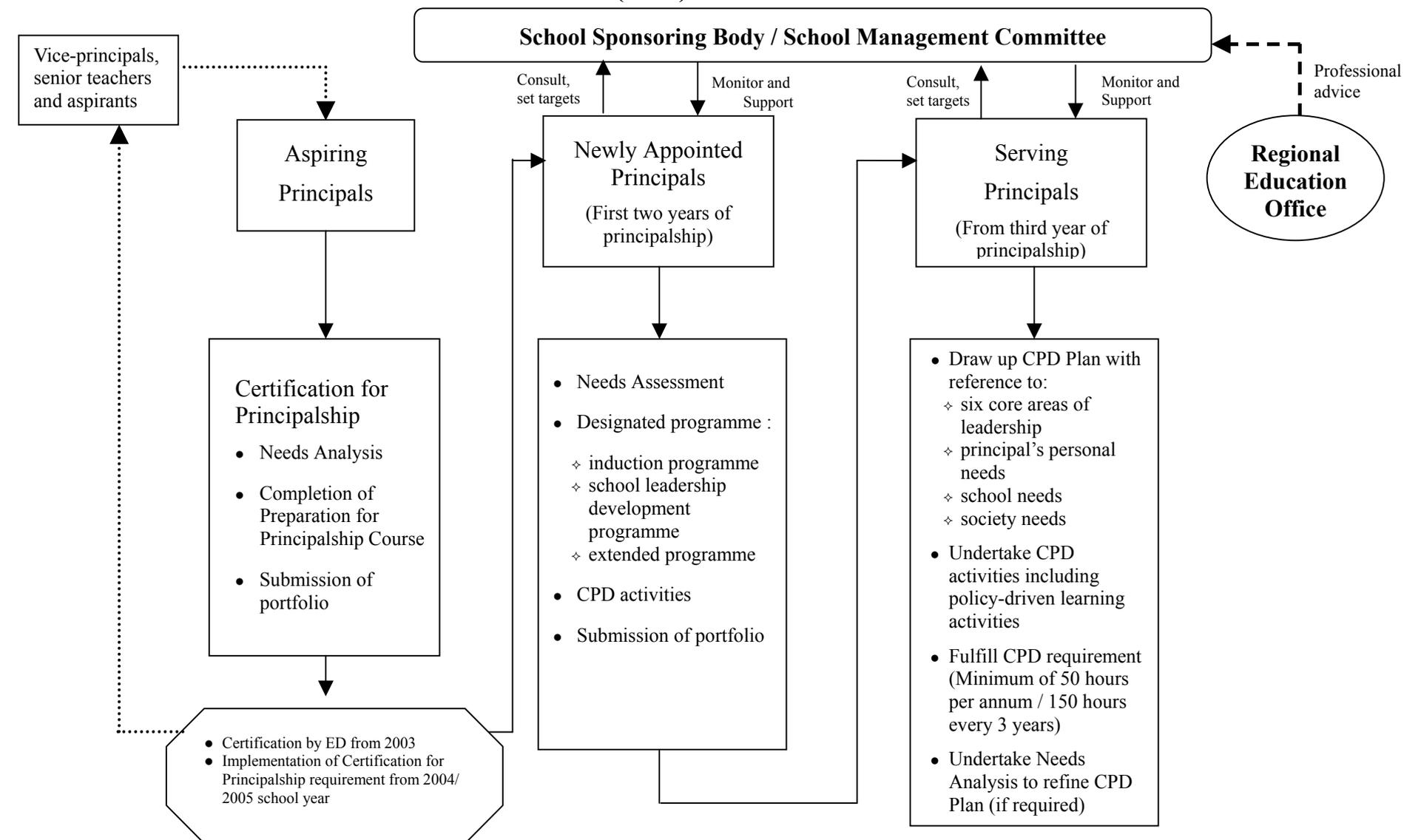
year is in Appendix VIII. On top of the above, more CPD Activities for principals are being organised and will be uploaded onto the Training Calendar on the Education Department Homepage from time to time for reference.

6. Notes to Stakeholders

- 6.1 For the successful implementation of the Principals' CPD, it is essential for all stakeholders including frontline principals, SSBs / SMCs, educators in tertiary institutions and the Government to have sound knowledge of their own roles as listed in Chapter 4 of the Consultation Paper issued in February 2002.
- 6.2 The frontline principals and SSBs / SMCs should ensure the CPD Activities undertaken by the principals are professionally relevant and academically meaningful in accordance to the developmental needs of the principals, the school and society. Care should be taken not to mix up CPD Activities with duty-related activities.
- 6.3 SSBs / SMCs play a distinct role in supporting the CPD of their principals by motivating and monitoring the principals in pursuing their CPD for students' ultimate benefit.
- 6.4 The tertiary institutions can provide invaluable help in areas of theoretical underpinnings and in the provision of high quality CPD Activities.
- 6.5 ED will take the lead to draw together the relevant parties in developing a self-sustaining CPD system and in facilitating its operation. ED will carefully monitor the implementation of the CPD Framework and will conduct an overall review in the year 2005.
- 6.6 Efforts of all stakeholders are required for the development of a CPD culture in the profession. When such a culture has taken root, consideration can be given to the setting up of a Principals' Institute such that the profession itself can take over all aspects of Principals' CPD.

END

Continuing Professional Development Framework for School Principals (2002)



- | | | |
|---|---------------------------------------|--|
| I. Strategic direction & policy environment | II. Learning, teaching & curriculum | III. Teacher professional growth & development |
| IV. Staff & resources management | V. Quality assurance & accountability | VI. External communication & connection to the outside world |

Six Core Areas of Leadership

**Illustration of the Values, Knowledge, Skills and Attributes
in the Six Core Areas of Leadership**



Adapted from:

Walker, A., Dimmock, C., Chan, A., Chan, W. K., Cheung, M. B., & Wong, Y. H. (2000), *Key qualities of the principalship in Hong Kong*, Hong Kong Centre for the Development of Educational Leadership. Hong Kong (Available from the following website: http://www3.fed.cuhk.edu.hk/eldevnet/NAFPhk_NAP/NAFPhk_NAP_KQ/NAFPhk_KQ.asp)

Examples of Structured Learning

All CPD Activities in this mode should meet the criteria listed in Section 3.4.3 of the Guidelines for Principals' CPD. These are only examples to illustrate how CPD Hours are counted and are not meant to be exhaustive.

Local seminars / workshops / conferences / courses etc.

Example 1 : Examples of local short courses

Date (Time)	Description of Activity	CPD Hours
14/1/00 (14:15 – 16:45)	Seminar on “Promoting Success for All Students: The Third Millennium School”	2.5
28/6/00 (15:00 – 17:00)	Theory and practice for the “New Basic Education”	2
8/6/01 (9:00 – 12:00)	Seminar on ‘Development of Professional Portfolios for Teachers’	3

Example 2. 3-day Residential Leadership Development Programme

Description of Activity		CPD Hours
Day 1		
09:00 – 09:30	Opening Ceremony	
09:30 – 11:00	Introduction & Climate Building	(1.5 hr.)
11:00 – 11:30	Tea Break	
11:30 – 13:00	Experiential Training	(1.5 hr.)
13:00 – 14:00	Lunch	
14:00 – 15:30	Debrief & Reflection	(1.5 hr.)
15:30 – 15:50	Tea Break	
15:50 – 18:00	Guided Group Discussion & Group Presentation	(2.5 hr.)
18:00 – 20:00	Dinner	
20:00 – 22:00	Seminar	(2 hr.)
Day 2		
07:30 – 08:30	Debriefing	(1 hr.)
09:30 – 11:00	Self-Esteem Exercises And Review Of Day 1	(1.5 hr.)
11:00 – 11:30	Tea Break	
11:30 – 13:00	Strategic Planning	(1.5 hr.)
13:00 – 14:00	Lunch	
14:00 – 14:45	Debrief On Morning Session	(1 hr.)
14:45 – 15:00	Tea Break	
15:00 – 18:00	Activities And Reflections	(3 hr.)
18:00 – 20:00	Dinner	
20:00 – 22:00	Seminar	(2 hr.)
Day 3		
07:30 – 08:30	Debriefing	(1 hr.)
09:30 – 10:30	Self-Esteem Exercises And Review Of Day 2	(1 hr.)
10:30 – 10:45	Tea Break	
10:45 – 13:00	Communication And Relational Skills In Leadership	(2.5 hr.)
13:00 – 14:00	Lunch	
14:00 – 17:00	Seminar	(3 hr.)
17:00 – 18:30	Closing ceremony	
Total :		26.5

Offshore study tours / conferences / symposia

Example 3. Study Tour to Shanghai for Secondary School Principals with the submission of an assignment at the end of the course. (14 days from 15/4/01 to 28/4/01)

Date	A.M.	P.M.	CPD Hours	
15/4 (Sun)	Flight to Shanghai		0	
16/4 (Mon)	8:00-9:30	Opening Ceremony	4.5	
	9:30-11:30	Seminar (2 hr.)		
17/4 (Tue)	8:00-11:30	Seminar (3.5 hr.)	6	
18/4 (Wed)	8:00-11:30	Seminar (3.5 hr.)	6	
19/4 (Thu)	8:00-11:30	Seminar (3.5 hr.)	3.5	
20/4 (Fri)	8:00-16:00	School visit (6 hr.)	6*	
21/4 (Sat)	8:00-16:00	Free	0	
22/4 (Sun)	8:00-11:30	Seminar (3.5 hr.)	6	
23/4 (Mon)	8:00-11:30	School visit (3.5 hr.)	6	
24/4 (Tue)	8:00-16:00	School visit (6 hr.)	6*	
25/4 (Wed)	8:00-16:00	Free	0	
26/4 (Thu)	8:00-11:30	Seminar (3.5 hr.)	6	
27/4 (Fri)	8:00-12:00	School visit (4 hr.)	7.5	
		14:00-15:00		Group Reporting (1 hr.)
		15:00-16:00		Overall Reporting (1 hr.)
28/4 (Sat)	9:30-10:30	Closing Ceremony	0	
		Farewell		
Total Number of			57.5	

* Excluding time for lunch, travel etc.

Example 4 Leadership and Management Training Programme in the U.K. with the submission of an assignment at the end of the course. (16 days from 12/3/02 to 27/3/02)

Date	Description of Activity	CPD Hours
11/3/02 (Mon)	Departure from Hong Kong	0
12/3/02 (Tue)	Arrival at London, Travel to Scotland	0
13/3/02 (Wed)	Lecture from 9:30 - 16:30	6*
14/3/02 (Thu)	Lecture from 9:30 - 15:30	5*
15/3/02 (Fri)	School Visits from 9:30 - 12:00	2.5
	Lecture from 13:30 - 15:30	2
16/3/02 (Sat)	Free	0
17/3/02 (Sun)		
18/3/02 (Mon)	School Visits from 9:30 - 12:00	2.5
	Lecture from 13:30 - 16:00	2.5
19/3/02 (Tue)	Lecture from 10:00 - 12:30	2.5
	Travel to Cambridge	0
20/3/02 (Wed)	Lecture from 9:00 - 11:30	2.5
	School Visits 12:45 - 15:30	3
	Seminar from 17:30 - 19:00	1.5
21/3/02 (Thu)	Lecture from 9:30 - 15:00	4.5*
	Tour of Cambridge University	0
22/3/02 (Fri)	1st School Visit 9:00 - 11:45	3
	2nd School Visit 13:00 - 15:30	2.5
23/3/02 (Sat)	Free	0
24/3/02 (Sun)		
25/3/02 (Mon)	School Visit from 10:00 - 12:00	2
	Travel to London	0
26/3/02 (Tue)	Lecture from 9:00 - 16:00	6*
27/3/02 (Wed)	Visits to 2 schools and a Teacher Professional Development Centre from 9:00 - 14:00	3*
Total number of CPD Hours		51

* Excluding time for lunch, travel etc.

Higher Academic Study

The study must be offered by an accredited tertiary institution and should be **beyond the basic requirement for job qualification**. CPD Hours will be counted on conferment of the qualification.

Study	CPD Hours
PhD or Ed. D Programmes offered by accredited local or overseas tertiary institutions	90
Master Programmes (e.g., M.A., M.Ed., M.Sc. etc.) offered by accredited local or overseas tertiary institutions	60
Bachelor Degree Programmes (B.A., B.Ed., B.Sc. etc) offered by accredited local or overseas tertiary institutions	45
Certificate, Diploma or Advanced Diploma Programmes (with at least 9 months of study time) offered by accredited local or overseas tertiary institutions	30

Examples of Action Learning

These are only some examples and are not meant to be exhaustive. The criteria listed in Section 3.4.3 of the Guidelines for Principals' CPD should be observed for endorsing an activity.

Activities	Criteria for counting CPD Hours
<p>School-based Projects</p> <ul style="list-style-type: none"> • <i>School-based curriculum integration project</i> • <i>Action plan after Quality Assurance Inspection</i> • <i>School-based Quality Education Fund project</i> • <i>Action plan for promoting reading to learn</i> • <i>Action plan to adopt the strategy of Life Event Approach to promote Moral and Civic Education</i> 	<p>The SP must play a leading role and there must be a written product for such activity before any CPD Hours can be counted.</p> <p>CPD Hours will be counted for the following stages:</p> <ul style="list-style-type: none"> • Writing up the plan • Setting Data-collection Instrument / Survey Questionnaires • Time taken to conduct analysis of project / study results • Writing up reports
<p>Action Study</p> <ul style="list-style-type: none"> • <i>Implementation of multiple intelligence education in junior forms</i> • <i>Application of information technology in one of the KLAs</i> • <i>Effectiveness of teaching Chinese in Putonghua</i> 	
<p>Attachment Schemes</p> <ul style="list-style-type: none"> • <i>Attachment to a hotel chain for a study of organisational culture</i> • <i>On-site study of the corporate vision in a public utility company</i> • <i>Attachment to the ministry of education of a country</i> • <i>Secondment to Education Department or other Education Institutions</i> 	<ul style="list-style-type: none"> • The actual number of office hours will be counted for the attachment programme with a maximum of 50 CPD Hours in a 3-year cycle • 50 CPD Hours will be granted for one full-year of secondment and will be granted on a pro rata basis for a period less than one year
<p>Publications</p> <ul style="list-style-type: none"> • <i>Educational books / chapters in educational books to enhance the CPD of teachers / principals</i> • <i>Academic articles published in professional journals</i> • <i>Academic articles for distribution to district networks, local and international professional associations</i> 	<p>One CPD Hour will be awarded to every 500 words written (excluding citation of reference) rounding up or down to the nearest 500 words.</p>

Examples of Service to Education and the Community

CPD Hours can be recognised for **services related to education only** and should comply with the criteria set in Section 3.4.3 of the Guidelines. Some examples of these services are listed below for reference and are not meant to be exhaustive.

Organisation / Association	Service	Activity	CPD Hour
The Government of the HKSAR : 1. Education Commission and its working groups 2. Board of Education and its working groups 3. Councils / Committees / Working Groups under Education Department etc.	Member		
Education Organizations : 1. Principals' Associations 2. Schools Councils 3. Hong Kong Teachers' Centre 4. Tertiary Institutions 5. Hong Kong Examinations & Assessment Authority 6. Quality Education Fund 7. Professional Education Bodies	<ul style="list-style-type: none"> • Advisory Committee • Executive Committee • Organising Committee • Steering Committee • Subject Committee • Working Group 	<ul style="list-style-type: none"> • Meetings • Education Seminars • CPD Programmes 	<ul style="list-style-type: none"> • Actual time for meetings / CPD activities
District-based Organizations 1. Education-related Committees under District Councils 2. Hong Kong Schools Sports Federation and its Regional Offices 3. Education-related Cultural Associations	<ul style="list-style-type: none"> • Contribution to the enhancement of CPD of teachers / principals as Speakers / Facilitators / Assessors / Reviewers / Mentors / etc. in education-related training programmes. 		
Voluntary / Non-profit making Bodies 1. Voluntary / Non-profit making bodies on promotion of Civic Education, Moral Education, Sex Education and Environmental Education 2. Various associations in Hong Kong School Sector 3. Leaders / Team members of Uniform Groups (Education-related) 4. Members of Religious Bodies (Education-related)			

Examples of CPD Plan (Example 1)

Individual CPD Plan for Year _____ - _____ / 3-year cycle Year _____ - Year _____

Name of School : _____

Name of Principal: _____

Major Educational Issue(s) in HK	Major Concern(s) in School	Core Areas of Leadership	Content of Learning		CPD Hours planned		
			Skills	Knowledge	Structured Learning	Action Learning	Service to Education and the Community
		Strategic Direction and Policy Environment					
		Learning, Teaching and Curriculum					
		Teacher Professional Growth and Development					
		Staff and Resources Management					
		Quality Assurance and Accountability					
		External Communication and Connection to the Outside World					
			Year 1				
			Year 2				
			Year 3				
			Total No. of CPD Hours				

Examples of CPD Plan (Example 2)

Individual CPD Plan for Year _____ - _____ / 3-year cycle Year - Year
 _____ (Example 2)

Name of School : _____

Name of Principal: _____

I. Aims / Objectives :

II. Details of plan:

- Modes of CPD Activities
- Distribution of planned CPD Hours
- Core areas of leadership involved
- Knowledge / Skills to be acquired
- Other details where necessary

III. Implementation Schedule:

IV. Budget / Leave required (if applicable) :

V. Evaluation Method:

Example of CPD Record

1st / 2nd / 3rd Year in the 3-year Cycle from Year _____ - Year _____

School : _____

Instruction: Use a new form for each year of a 3-year cycle. Attach copies of certificates or documentation related to the CPD Activities listed below, if applicable. Submit this record to your SMC / SSB for endorsement and record.

Date	Title of CPD Activity	Activity Organiser	Core Area(s) of Leadership involved	Benefits for Students / Schools	CPD Hours counted		
					Structured Learning	Action Learning	Service to Education and the Community
Page Total or Year 1 / 2 / 3 Total:							
Cycle Total:							

Submitted by: _____
 (Name of Principal)

 (Signature)

Date : _____

Endorsed by : _____
 (Name of Supervisor / Chairman of SMC)

 (Signature)

Date : _____

[Note: The CPD records can also be maintained in the Principal's Personal Profile on the E-Services Platform.]

**Principals' CPD Activities to be organized by the Education Department
in the 2002/03 school year (as at 31 August 2002)**

No.	Core Area of Leadership (Please see legend below)	Name of CPD activities	No. of CPD Hours
1	I	Seminar on Developmental contextualism of primary school pupils-Rationale and Practice	3
2	I	Workshop on Role transformation of school heads under the comprehensive student guidance system	6
3	II	30-hour Introductory Course on Integrated Education	30
4	II	Seminar / workshop on teaching SEN students for normal school teaching staff	3
5	II	Seminar / workshop on good practices of management and organization, learning and teaching, school ethos and student support and attainment and achievement for secondary schools	3
6	II	Seminar / workshop on good practices of management and organization, learning and teaching, school ethos and student support and attainment and achievement for primary schools	3
7	II	Workshop on Life Skills Training	6
8	II	Workshop on Managing Foundation Courses for Helping the Marginal dropouts in secondary schools	6
9	II	Workshop on Career guidance-work related experience	6
10	II	Workshop on Adolescents in Crisis	3
11	II	Workshop on the curriculum of personal growth education as a source of new learning experience	6
12	II	Information Technology in Education Leadership Programme	12
13	II	Briefing session on Basic Competency Assessments for primary school heads / teachers	3
14	II	Seminar on the Basic Education Curriculum Guide for primary school principals	3
15	II	Seminar on the Basic Education Curriculum Guide for secondary school principal	3
16	II	Regional seminars for primary school heads with their PSM(CD)s [4 events]	3
17	II	Workshop on Action Planning in relation to School-based Curriculum Development for primary school principals [4 events]	3
18	II	Workshop on Action Planning in relation to School-based Curriculum Development for secondary school principals [4 events]	3
19	II	Seminar on Interface between KG and primary one	3

20	III	Seminar on the Guidelines for Principals' Continuing Professional Development	2.5
21	III	Seminar on Personal health and stress management	2
22	III	Workshop on Stress Reduction for Teachers	3
23	IV	WebSAMS—a school management tool at your fingertips	7
24	V	Workshop on Needs analysis and school self-evaluation on comprehensive student guidance service	6
25	VI	Seminar on schools and non-government organizations	3
26	VI	Seminar on Tips on Admission Application for Universities in the USA	3
27	I to VI	Study Programme in Beijing	(To be announced)
28	I to VI	General Education for Serving Principals	24
29	I to VI	Study Programme in Australia / Singapore	(To be announced)
30	I to VI	Practical course for primary school principals	24
31	I to VI	Experience-sharing seminar for secondary school principals	10

Note: This tentative list is subject to review. Details of the above CPD Activities and additional Principals' CPD Activities will be uploaded onto the Training Calendar on the Education Department Homepage in due course with the support of web-enrolment functions.

Legend of Core Areas of Leadership:

- I. Strategic direction & policy environment
- II. Learning, teaching & curriculum
- III. Teacher professional growth & development
- IV. Staff & resources management
- V. Quality assurance & accountability
- VI. External communication & connection to the outside world

List of Abbreviations

AP	Aspiring Principal
CFP	Certification for Principalship
CPD	Continuing Professional Development
ED	Education Department
NAFPhk	Needs Assessment for Principals in Hong Kong
NAP	Newly Appointed Principal
REO	Regional Education Office
SCPPD	Steering Committee on Principals' Professional Development
SMC	School Management Committee
SP	Serving Principal
SSB	School Sponsoring Body