Towards
A Learning Profession

The Teacher Competencies Framework

and

The Continuing Professional Development of Teachers

Advisory Committee on Teacher Education and Qualifications

November 2003

FOREWORD

The Advisory Committee on Teacher Education and Qualifications (ACTEQ) has been working on reforms to improve the professional quality of teachers. This volume, concentrating on continuing professional development, is the first of a series of documents that reflect ACTEQ's recommendations.

ACTEQ shares the common understanding that reforms in education are effective only when they are undertaken by a teaching force with high professional quality. ACTEQ's deliberations fall into three broad categories: initial teacher education, the professional development of beginning teachers and the continuing professional development of practising teachers.

In a nutshell, ACTEQ recommends that teacher education institutions should be constructed as learning communities favourable to developing teachers' capacity for lifelong learning. ACTEQ also recommends an internship system in order to provide new teachers with a comprehensive environment conducive to their development in professionalism. In the realm of continuing professional development, ACTEQ recommends a system that recognises and facilitates teachers' efforts to continuously refresh and upgrade themselves, as is done in most major professions.

All these recommendations will be introduced in separate documents to be published at different stages. ACTEQ has been careful in deliberating the conditions and support with which the recommendations can be most effectively implemented, whilst causing the minimum disturbance to the practice of teachers. The documents will embrace such conditions and support systems.

In this document about teachers' Continuing Professional Development, the recommendations are accompanied by a Teacher Competencies Framework, which is designed to provide a meaningful map of the dimensions and stages of individual teachers' professional development.

Since June 2002, when the current discussions started, ACTEQ has been working with the support and participation, in various ways, of over 200 professionals. What are presented in the documents are the results of very intensive and extensive hard work by many parties to whom we owe our deep gratitude.

Kai-ming Cheng
Chairman, ACTEQ

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PREAMBLE

This decade has seen unprecedented reform in school education; much effort and commitment has been directed at improving the quality of education in Hong Kong. Various changes have been introduced by schools, focusing on the needs of our children as they journey into a world requiring knowledge and attitudes very often different from those taught to their parents. Significantly, the pace of change in society has compelled virtually all people, and educators in particular, to give due weight to the need for lifelong learning.

For educators, the rapid changes taking place in contemporary society have meant an end to the sole emphasis on academic achievements. Instead, our schools are concerned to foster the whole person development of students. A new curriculum has been designed - one capable of responding to individual needs and to be tailored by individual school communities. Teaching and learning is no longer confined to classrooms, but extends into the wider community.

The willingness and capacity for lifelong learning, which we expect from our students, should also be reflected in our teachers. Every teacher should be a continuous learner in order to advance the quality of our education system and the quality of students' learning. Continuing professional development of teachers today is crucial to preparing the citizens of tomorrow.

While the need for a new emphasis on teachers' continuing professional development is widely acknowledged, it is less obvious how this can be realised in a meaningful, well-planned and coherent manner. Numbering more than 50 000, Hong Kong teachers require a common reference framework for establishing direction and creating momentum in continuing professional development.

This development work has been undertaken by the Advisory Committee on Teacher Education and Qualifications[1], which has prepared in this document a framework for teachers' continuing professional development. The framework is supported by the parallel development of a generic teacher competencies framework. Together, the two frameworks provide teachers and schools with an essential tool for the advancement of the planning and practice of their professional development.

Practitioners in the education sector are invited to give their views and suggestions about both the generic teacher competencies framework and the policy framework for teachers' continuing professional development. Responses should be sent:

[1] See Appendix A for membership of ***the Advisory Committee on Teacher Education and Qualifications.***

- by post to : ACTEQ & Professional Development Section, Education & Manpower Bureau, Room 1703, 17 / F, Murray Building, Garden Road, Central, Hong Kong
- by fax to : (852) 2537 2446
- by email to : roacteq@emb.gov.hk
- (Enquiry telephone number : (852) 3150 8006)

This review report is also available at the following websites :

http: / / www.emb.gov.hk / ednewhp / teacher / cpdp / english / home.htm (English)

http: / / www.emb.gov.hk / ednewhp / teacher / cpdp / chinese / home.htm (Chinese)

CHAPTER 1

CONTEXT AND DEVELOPMENTS

Context

1.1 The need for continuing professional development (CPD) is a deep-rooted conviction in the teaching profession - *to strive in every way for any improvement...so as to fulfil society expectations of a profession*.[2] Such a theme recurs constantly in all documents related to education reforms.

1.2 Through CPD, educators meet the rapidly changing needs of students. Over the years, teachers and principals have participated in a wide range of CPD activities through self-initiated learning and school-based staff development. Since the introduction of the School Management Initiative (SMI) in 1991, SMI schools have been allocating 3 school days per annum for school-based staff development purposes. The practice of arranging 3 staff development days per school year was further extended to all schools in the territory in 1999.

Recent Developments

1.3 The first formal systematic arrangements for the professional development of school-based educators were developed in 2002 for principals. For newly appointed principals, *The Principals' CPD Framework* provides a professional development programme for the first two years of service. For serving principals with two or more years of headship experience, the framework provides for a minimum of 150 hours of CPD over a three-year cycle. The timely implementation of the principals' CPD framework has been an unambiguous step forward in the enhancement of professionalism in the teaching force.

1.4 As in other places, the work of teachers in Hong Kong is becoming more complex and broader in scope, and teachers' CPD needs have to be researched, recognised and supported if teachers' aspirations towards fuller professionalism are to be realised. One of the viable means is to have a descriptive framework of teacher competencies that embraces the abilities, skills, knowledge and attitudes expected of teachers in different work areas at various stages of their professional growth. For this reason, the Advisory Committee on Teacher Education and Qualifications (ACTEQ) set about producing a framework of teacher competencies within which models of teachers' CPD might be planned. In February 2002, the Focus Group on Teacher Competencies and In-service Professional Development (the Focus Group) was established and tasked with developing a generic teacher competencies framework (TCF) for the reference of both teachers and schools. The TCF thus developed

[2] Section 2.1.1 of the Code for the Education Profession of Hong Kong (1990).

was endorsed by ACTEQ in March 2003.

1.5 In the same month, a Task Force on Teachers' Continuing Professional Development (the Task Force) was set up under ACTEQ to study how teachers' CPD might suitably be promoted.[3]

1.6 In order to have a good grasp of the current situation, the Task Force first set about conducting a survey of teachers' CPD, to which around 1 100 teachers responded. The reference period was the 2001 / 02 school year. The major findings revealed that, in addition to participating in the 3 school staff development days (as noted in paragraph 1.2 above) :

(a) 82% of the respondents had also pursued other kinds of CPD activities;

(b) 30% of the respondents were studying degree or Postgraduate Certificate / Diploma in Education courses in various institutions and 11% were studying the professional upgrading courses at the Hong Kong Institute of Education;

(c) apart from those studying the programmes mentioned in (b) above, another 20% indicated that they had spent 30 hours or more on other CPD activities;

(d) counting (b) and (c) together with the time spent on the school staff development days, 60% of the respondents had engaged in CPD activities of about 50 hours or more in one school year; and

(e) both the manner and content of CPD activities were quite diverse, including structured courses, workshops, visits (both local and overseas), mentoring and sharing effective practices with colleagues and other educators.

1.7 Between mid-April and mid-May 2003, the Task Force conducted a series of informal consultations to gauge practitioners' views about teachers' CPD and the recently developed generic TCF. A total of seven professional teaching organisations provided feedback, assisting the Task Force with positive comments and thoughtful opinions on the generic TCF and how teachers' CPD might move forward. In preparing its recommendations, the Task Force also researched the CPD policies and practices of other parts of the world[4] and noted that systemic CPD policies help to advance teachers' professionalism.

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[3] See Appendix B for membership of ***the Focus Group on Teacher Competencies and In-service Professional Development and the Task Force on Teachers' Continuing Professional Development.***

[4] See Appendix C for an overview of teachers' CPD policies and practices in selected regions.

1.8 The next chapter describes the generic TCF and explains the professional values on which it is based. Chapter 3 presents the CPD framework for teachers as recommended by the Task Force.

CHAPTER 2

A GENERIC TEACHER COMPETENCIES FRAMEWORK

Purpose

2.1 The professional development needs of teachers vary from person to person and from school to school. A generic TCF should therefore enable individual teachers to make meaningful self-evaluations of their learning needs over a wide spectrum of professional experience. It must enable schools to address the professional development of their entire staff in a manner consistent with established theory and effective practice.

2.2 A properly charted TCF greatly assists in the maintenance of an expert professional teaching force. It serves to illustrate what teacher competencies should broadly embrace during the different stages of the teachers' professional growth and development. It provides a template that schools can use for developing school-based professional development frameworks- one which is appropriate to their own students, background and mission. And for those schools that already have a professional development framework, it provides a useful tool for evaluation and revision.

2.3 In drafting the generic TCF, the Focus Group believed that the framework must be sufficiently robust for:

- teachers, schools, teacher education institutions and other stakeholders to ensure the professional growth of individual teachers throughout their careers;
- teachers, schools and teacher education institutions to plan professional development for school, organisational and individual purposes;
- teacher education institutions to plan the provision of professional development programmes that match the professional growth and career needs of teachers;
- the Government to formulate policies for teachers' continuing education and the associated allocation of resources.

CHAPTER 2

Underpinnings

2.4 The TCF is guided by the following principles and beliefs:

- as professionals, teachers should be well-equipped with subject and pedagogical knowledge, professional skills and supporting attitudes and values;
- teachers have a responsibility to be professionally up to date and to strive for continuous personal growth and professional excellence through lifelong learning;
- teachers as professionals also have a responsibility to facilitate the professional growth and development of their colleagues;
- individual teachers can choose to specialise or excel in particular dimensions of schoolwork as they grow in professional maturity;
- schools should be developed as professional learning communities, teachers' professional development should be regarded as an important force in school development;
- different schools may like to develop distinctive versions of the TCF appropriate to their philosophies and circumstances.

2.5 The content of the generic TCF is built on the following underlying principles:

- informed teaching and professional practices improve students' learning;
- the all-round development of teachers is as important as the all-round development of students;
- collaboration and networking are essential in improving teaching effectiveness;
- schools are prominent contributors to the wider community;
- education goals are best achieved through participative leadership and a corporate capacity to manage change.

Core Professional Values

2.6 If it is to be an effective guide to personal professional growth and development, a TCF must be anchored in professional virtue and self-improvement. Becoming a committed professional is more than just meeting a set of technical criteria and achieving high levels of work-related competence. Good teachers are recognised for their love and care for children, their passion for the "subject knowledge" they teach, their support and encouragement in helping students to achieve their best and, perhaps above all, their wholesome personality.

2.7 Indeed, the fundamental beliefs, values and attitudes of teachers have to be affirmed before any deliberation of teacher competencies can be meaningful. Especially important is the right of each student to a meaningful education and the belief that every student is able to learn and achieve. From these convictions flow love and care, a respect for the diverse background of students and commitment to fostering whole person development in every child.

2.8 Also, teachers as professionals believe in sharing and teamwork. They believe that it is important for teachers to establish and maintain collaborative relationships with school administrators and colleagues, with students and their parents.

2.9 Equally important is the teachers' passion for continuous learning and self-improvement. In this era of knowledge expansion, globalisation, high technology and rapid social transformation, the belief in effective learning as an ongoing process is a fundamental tenet of professionalism in teaching. In this regard, a competencies framework plays an important part in providing teachers with reference descriptors that assist them in identifying their own strengths and developmental needs.

2.10 Finally, a teacher is valued as a person, whose physical and spiritual well-being is crucial to the teaching profession. The whole person development of teachers is an indispensable part of their professional growth and development. Because of the demanding nature of teaching, teachers who manage their own lives well put themselves in a sound position to be effective professionals. Learning how to maintain physical well-being, manage time effectively and handle emotions and stress all contribute to the whole person development of teachers. Personal growth and self-management widen horizons, enrich the experience of life and lay a solid foundation for the move towards fuller professionalism.

CHAPTER 2

Construction of the Generic TCF

2.11 Like a map, the TCF is a traveller's guide to the world of teachers' professional development. It lays out the landscape of professional growth and provides both individual teachers and their schools with a sense of 'where they are' in the journey to fuller professional maturity. However, the "map" does not dictate the routes that the traveller has to undertake.

2.12 The TCF presented here is deliberately generic. Schools are encouraged and expected to make their own modifications and build a set of references that identify the way ahead and lead to school improvement through professional development.

The Structure of the TCF - Domains, Dimensions, Strands and Stage Descriptors

Domains and Dimensions

2.13 Professional competencies include the abilities, skills, knowledge and attitudes required to achieve professional goals efficiently. To accommodate a wide range of attributes, the TCF has a multi-dimensional hierarchy of domains, dimensions, strands and stage descriptors.[5] The hierarchy takes into account the complex nature of teachers' work and is structured to facilitate diverse patterns of teachers' professional development. The TCF is built around four core domains:

TEACHING AND LEARNING
STUDENT DEVELOPMENT
SCHOOL DEVELOPMENT
PROFESSIONAL RELATIONSHIPS AND SERVICES

2.14 Each of the four domains is extended by four dimensions, each of which highlights an important aspect of teachers' work. In turn, each dimension includes a number of strands.

2.15 The four core domains of the generic TCF cover the major responsibilities typical of a classroom teacher. While subject-based class teaching constitutes the bulk of schoolwork, teachers also handle a wide range of responsibilities essential to the whole-person development of students - including extra-curricular activities, moral / social / civic education, guidance and counselling. Moreover, teachers work as members of the school community and to contribute to the growth of the whole profession. The domains are designed to take the above into account, and are interconnected and interactive with each other.

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[5] See Appendix D for an overview of the TCF and detailed content of each of the four domains respectively.

Strands and Stages of Professional Maturity

2.16 Each dimension has a number of strands with stage descriptors linking typical competencies with particular stages of teachers' professional maturity. To accommodate individual capabilities, the stages of professional maturity are not differentiated by arbitrarily selected years of teaching experience. Rather, the adjectives THRESHOLD, COMPETENT and ACCOMPLISHED are used to locate identifiable stages on a continuum of growing professional achievement. This is represented in the generic TCF competency descriptor chart in a left-to-right sequence. This is not meant to imply a rigid, linear, stage-by-stage progression. Nor is it intended that the right-hand end of the chart represents a finite limit. Rather, the TCF sequence is designed to be open-ended: there will be infinite progression all through their careers as teachers refocus their professional commitment to accommodate the needs of an ever-changing society. In this context, the descriptors provide goals to aim for at particular stages of professional maturity.

2.17 At the left-hand end of the generic TCF, under the THRESHOLD column, the stage descriptors outline the basic competencies expected of teachers - sufficient for them to be able to perform their daily duties smoothly and independently. Because TEACHING AND LEARNING is the most important focus of any teacher's work, it is acknowledged that the threshold requirements for this domain will be more sophisticated than those for the others (the domain of PROFESSIONAL RELATIONSHIPS AND SERVICES, for example). If it were presented graphically, the THRESHOLD would not be a straight line across the different domains and their dimensions.

Emphasis on the Leadership Track

2.18 One more important point has to be made about the generic TCF chart. 'Expert track' and 'leadership track' are legitimate career emphases for all teachers. By deliberate choice, the statements are slanted towards the leadership qualities required of teachers operating at higher levels of professional competence. In particular, emphasis has been placed on the need for top professionals to be change-agents in moving professional development forward within the education sector. This leadership is NOT to be confused with the executive leadership of school administration. Rather, it is the professional leadership by which a teacher builds up a collegial culture of professional learning and sharing.

CHAPTER 2

Application

2.19 The generic TCF is for developmental purposes by both individuals and organisations. It is designed as a reference tool for individual teachers to locate their own stages of professional maturity and plot their own competency profiles. It is also designed to enable schools to look at the collective competency of their staff at both individual and organisational levels.

2.20 The TCF provides for the proper planning of all CPD. When considering CPD for individuals or schools, it is important to bear in mind that the purpose of the TCF is the enhancement of teachers' professionalism - it is not for standardisation. It would be an abuse of the TCF to use it for high-stake performance assessment. Any use of the stage descriptors as formal checklists to measure teachers' performance out of context can only result in stultifying rigidity and lessen their usefulness for teachers' professional development.

2.21 When applying the TCF in CPD planning, a broad perspective should be adopted. It is essential to look at a teacher's professional experience as a whole and not to be overly fussy about individual components. A professional development needs analysis must span as much frontline data as possible (such as lesson-planning documents, design of student assignments, samples of student work, observation in the classroom, student assessment methodologies), and should include the self-evaluation and career aspiration of individual teachers.

2.22 While the generic TCF presents an analytical framework of teachers' professional development, it does not follow that all teachers are required to reach the same high level of competency in all domains. For the wider benefit of the education community, it is important to encourage diversity of expertise - individual teachers may have their own strengths in specific areas of practice. In this context, the TCF becomes a developmental framework revealing areas in which individual teachers might specialise or excel. A school needs teachers with diverse talents and strengths. By looking at the competency profiles of individual teachers in a collective way, a school could plan its staff development work strategically to meet the school's developmental needs.

TEACHERS' CONTINUING PROFESSIONAL DEVELOPMENT

Policy Framework for Teachers' CPD

3.1 The very construction of a TCF gives additional momentum to the development and maintenance of a dedicated, professional teaching force. A TCF presents the important message that there are many options available to teachers when moving on to higher stages of professional maturity. At the heart of this progression is the need for CPD - the acknowledgement of its lofty aims and the institutionalisation of its practice by the teaching profession in Hong Kong.

3.2 A CPD policy is successfully realised only when all teachers are engaged in effective professional development. To be effective, a professional development policy must impact beyond those who are already enjoying the abundance of learning opportunities.

Guiding Principles

3.3 The CPD policy is guided by the following principles :

- like most other professionals, teachers are responsible for their own professional growth through lifelong learning;
- teachers have a responsibility to participate in CPD in order to refresh, enrich and broaden their professional knowledge, skills and experience for the benefit of students;
- teachers work as members of the school community and their CPD contributes to the collective intelligence of the whole school; contributing to colleagues' professional development also enhances a teacher's own professional development;
- teachers' CPD caters for both personal and school developmental needs; the prioritisation of CPD is a matter of agreement between individual teachers and their schools;
- teachers' CPD opportunities need to reflect their unique professional and personal interests, as well as the stages of professional development they have reached in their careers.

CHAPTER 3

Implementation of Teachers' CPD

3.4 Schools currently set aside three days per year for school-based staff development activities. The themes and topics chosen for the school staff development days are specific and relevant to the developmental needs of both the school and its staff. By this means all teachers participate in a wide range of professional development activities, including workshops and talks by guest speakers, the sharing of learning outcomes among colleagues, school visits and so on. Additionally, individual teachers engage in personal professional development activities, initiated by individuals themselves, senior colleagues or their principals.

3.5 With this practice in mind and assessing the needs which lie ahead, ACTEQ proposes that :

- all teachers, irrespective of their rank and capacity, should engage in CPD activities of not less than 150 hours in a three-year cycle;

- time spent on the 3 school-organised staff development days will be fully recognised and counted towards the CPD requirement.

3.6 The content, mode and timing of activities are the key components of any CPD plan. With regard to content, the generic TCF provides a reference tool for identifying teachers' professional development needs and a context for aligning these needs with those of their schools. At the same time, it is also important that teachers' professional development should contribute to their personal growth and self-advancement. Although it is not feasible to set a fixed ratio for time allotted to professional needs and that allotted to personal development, an appropriate balance must be made between these competing demands. The need for proper dialogue in this matter between teachers and their schools is obvious. The ultimate aim is to serve the educational interests of students - their learning and their development as citizens of tomorrow.

3.7 To meet the complex demands of today's education reforms, teachers should have access to a variety of professional learning experiences through a balanced selection of activities. As a reference for teachers and schools in formulating their CPD plans, the distribution of time among the various modes of CPD is proposed below :

(a) in a three-year cycle, not less than 50 CPD hours should be spent on structured learning (for example, short courses, seminars and conferences, workshops, degree-awarding programmes) and not less than 50 CPD hours on other modes of CPD

(for example, sharing of good or innovative teaching practice within and across schools, sharing of professional readings and ideas in the context of learning / study circles, mentoring, serving in education-related committees, presenting as trainers / facilitators / speakers for professional development programmes); and

(b) the remaining CPD hours can be freely apportioned between structured / other CPD modes[6] at individual teachers' own discretion.

3.8 Time spent on school-organised staff development days should be appropriately registered according to the mode of professional development experienced. Last but not least, regarding the timing of CPD activities, the three-year cycle provides the flexibility to make adjustments to suit teachers' individual circumstances.

Operational Considerations

3.9 The professional needs of teachers vary from person to person and from school to school. It is therefore important for schools to achieve consensus with teachers regarding the content, timing and mode of their CPD. Generally speaking, teachers are expected to share the same vision and direction as the school. Where necessary, they may need to align their professional development needs accordingly. This convergence is important. Teachers work as members of the school community and teamwork among teachers provides synergies which are as important as individuals' CPD needs.

3.10 Teachers have a professional responsibility to plan and manage their own CPD. School-based professional development only proceeds well when schools include the individual needs of teachers in the planning, facilitating and monitoring of their CPD. When drafting CPD plans, teachers should work out with their schools an appropriate balance between school and teacher needs. It is desirable for both the school and its teachers to maintain formal records of teachers' CPD. Teachers' CPD records and staff development plans should also be included as an integral part of a school's annual report and annual plan.

3.11 As an important supportive measure, the Government will ensure that relevant training programmes are provided to personnel working at different levels of responsibility in schools. As early as possible, principals will be given a comprehensive understanding of the nature and intended purpose of the TCF. The TCF will be included as a major topic in the principal training programmes under *Teacher Professional Growth and Development*, which is one of the six core areas of school leadership. In this connection, a series of programmes will be run in the 2003 / 04 school year for serving and newly appointed principals, with

[6] See Appendix E for Major Modes of Teachers' CPD Activities.

focus on the generic TCF. The series will include the drafting of school-based strategic staff development plans that would meet the needs of both the school and its teachers. Similar components will be added to the *Preparation for Principalship* course for teachers aspiring to become principals.

3.12 Apart from principals' training programmes, workshops and sharing sessions on the generic TCF will also be held for teachers, student teachers, teacher educators and officers of the Education and Manpower Bureau. Furthermore, this document is placed on the web for easy access by the public at large. All these arrangements aim at familiarising the relevant stakeholders with the TCF and the proposed implementation of teachers' CPD, as well as inviting further views.

3.13 ACTEQ is fully aware that actualisation of a policy on teachers' CPD can only be meaningfully achieved through the accumulation of practice and experience over time. As such, ACTEQ recommends the provision of a three-year **"try-out period".** During this try-out period, schools and teachers can experiment with the content, quantity, record-keeping and resources allocation. At the same time, ACTEQ will work closely with the Government in providing schools and teachers with continuous support (including sharing of successful experience), analysing information on and drawing insight from actual field experience. Further recommendations will be made in mid-2007. ACTEQ believes that such a "try-out period" not only helps to promote school-based staff development work but also enables teachers to feel the positive impact brought about by undergoing CPD. Most importantly, the CPD policy is never meant to place an extra burden on the already very busy work of a teacher.

CHAPTER 4

ROLES OF DIFFERENT STAKEHOLDERS IN TEACHERS' CPD

Teachers

4.1 Teachers should make a leading contribution to the successful implementation of the CPD framework, for CPD is both a right and an obligation to every practitioner. Teaching requires a constant commitment to self-reflection and the identification of personal developmental needs. By these means teachers gain experience, establish new contacts, explore new knowledge and contribute directly to the development of the school as a learning community. To meet the challenges brought about by the introduction of new curriculum frameworks, new approaches to instruction and assessment, new school-level reform and so on, teachers need to take as broad a view of professional development as possible. Through the existing channels / organisations (for example, the school' s Staff Development Committee), teachers can participate and assist in the work of formulating the direction of professional development of the entire staff and setting the criteria for recognising CPD activities. At the individual level, teachers should draft their personal professional development plans in conjunction with the school.

4.2 Teachers also have responsibility for promoting professional development within the education sector. They play a crucial role in supporting their colleagues' initial training, induction and continuous learning. They are change-agents of educational reform, exercising an increasingly important professional leadership responsibility.

4.3 As a matter of principle in other professions, and as already a practice in Hong Kong, teachers should be prepared to bear the cost, in whole or in part, of engaging in CPD, as an investment in their own professional development and career advancement. Meanwhile, the Government should be responsible for investing in the infrastructure and co-ordination of CPD facilities.

School Leaders

4.4 Schools should include teachers' CPD as an important part of their development, which contributes to curriculum reform and school-based management for the benefit of students. School leaders, including School Management Committees and school principals, have the responsibility for ensuring that all staff have ample opportunities to engage in professional development activities. They should create professional development opportunities that address the aspirations and development of teachers at different career stages.

4.5 Principals should support teachers' CPD by ensuring that both the teachers' professional needs and the school's development needs are met. Principals have the responsibility to motivate staff undergoing CPD and to monitor their progress and effectiveness. It is equally important for them to create opportunities for staff to capitalise on the impact CPD has on their work. For example, the school can introduce the practice of requiring teachers to share the learning outcomes with colleagues. Principals should make teachers understand that the CPD of all the staff contributes to the corporate and collective intelligence of the whole school and ultimately to effective student learning.

4.6 Finally, school leaders are uniquely placed to engage external contributors in professional development programmes. School leaders are able to initiate CPD work with other schools, facilitate the participation of their staff in professional learning and encourage the development of networks (say, across school districts or within sponsoring bodies). They have opportunities to explore the resources in the community which can maximise material and other support for their school staff and their professional development.

Teacher Education Institutions

4.7 Teacher education institutions should work in close relationship with schools and the Government in supporting teachers' CPD and in promoting the use of the generic TCF. By incorporating their academic scholarship with schools' practical experience, teacher education institutions are in a good position to work in partnership with schools to plan and design school-based and individual CPD programmes. Teacher education institutions enjoy the privilege of acquiring an overview of practices in schools and the benefit of more fundamental research into the learning processes of both students and teachers. Teacher education institutions are also well-placed to offer programmes, both school-based and across schools, in the most innovative and effective modes. They are encouraged to serve the development needs of individual teachers, schools and the profession as a whole.

4.8 Additionally, teacher education institutions can provide their own professional assistance to the Government. They are well placed to audit the quality of professional development, monitor its effectiveness in the classroom and recommend the directions that CPD might move in the future.

The Government

4.9 The Government should take the initiative in promoting professional sharing and a CPD culture among teachers. It should be firmly committed to developing an environment which encourages the professional development of all teachers. The Government should continue to provide leadership and support by giving direction and creating the momentum necessary to promote teachers' CPD. The Government also has the responsibility for stipulating and enforcing the requirements at critical points of a teacher's career , i.e., entry into the profession and promotion.

4.10 The successful implementation of teachers' CPD is dependent on the availability of time and resources, and the responsibility has to be shared among the teachers themselves, the schools and the Government. ACTEQ recommends that the Government should continue to invest in teacher development, sponsor policy-initiated training, commission new teacher training programmes in order to meet prevailing needs and, where necessary, provide relief for teachers on full-time training. At present, the annual expenditure on teacher education and professional development amounts to $70m. In view of the current fiscal constraints, the Government should review the existing deployment of funds and its effectiveness in order to ensure that scarce resources are used in the most effective and equitable manner in the promotion of CPD among all teachers. The Government should also be committed to providing schools with more flexibility in using public funds under their control.

CHAPTER 5

THE WAY FORWARD

5.1 Opinions on many aspects of educational reform vary widely within the education sector. However, there is a strong consensus among policymakers, school administrators and teachers that teachers' professional development facilitates the implementation of the curriculum reform and school-based management. It should be given the highest priority.

5.2 ACTEQ believes that the successful implementation of teachers' CPD depends very much on the attitudes of the various stakeholders - teachers, principals, school management committees, teacher education institutions and the Government. Only whole-hearted support and professional collaboration can ensure the reliability of a generic TCF and the successful implementation of teachers' CPD. Over time, it is expected that both the teaching profession and the Government will share a common wish to nurture the emergence of a self-regulating body within the teaching profession to oversee all matters related to teachers' CPD.

5.3 At the close of this document, it is worth reiterating that the quality of continuing education is more important than the quantity. It is not merely the frequency of attendance and participation rates that counts. Rather, it is the kind of professional development activities that can leave a mark on the teachers' perspectives and practice at their different stages of development. Indeed, what should be most cherished is the positive impact of teachers' professional learning on the development of students, the school and the teachers themselves, and this is certainly the outcome of the joint efforts of the Government and the education sector.

Feedback and Sharing of Experience

5.4 ACTEQ welcomes comments on this document. It also looks forward to collecting more examples of CPD practice between now and mid-2007 for sharing within the profession.

Please forward your comments and accounts of your valuable experience

- by post to : ACTEQ & Professional Development Section, Education & Manpower Bureau, Room 1703, 17 / F, Murray Building, Garden Road, Central, Hong Kong

- by fax to : (852) 2537 2446

- by email to : roacteq@emb.gov.hk

- (Enquiry telephone number : (852) 3150 8006)

This document is also available at the following websites :

http: / / www.emb.gov.hk / ednewhp / teacher / cpdp / english / home.htm (English)

http: / / www.emb.gov.hk / ednewhp / teacher / cpdp / chinese / home.htm (Chinese)

APPENDIX A

MEMBERSHIP OF THE ADVISORY COMMITTEE ON TEACHER EDUCATION AND QUALIFICATIONS (FROM JUNE 2002 ONWARDS)

Name	School / Organisation
1. Prof CHENG Kai-ming, SBS, JP (Chairman)	The University of Hong Kong
2. Dr CHAN Po-king, Betty	Yew Chung Education Foundation
3. Dr CHAN WONG Lai-kuen, Anissa, MH	SKH Bishop Mok Sau Tseng Secondary School
4. Mr CHEN Wei-on, Kenneth	The Hong Kong Jockey Club
5. Mr CHEUNG Pak-hong, BBS	Munsang College (Hong Kong Island)
6. Mrs CHING WAN Yuet-yu, Evonne	Hong Chi Morninghill School (Tsui Lam)
7. Mr KOO Chao-ming	Tung Chung Catholic School
8. Mrs LAM LEE Tuen-yee, Lydia	St Paul's Co-educational (Kennedy Road) Primary School
9. Dr LO Mun-ling	The Hong Kong Institute of Education
10. Mr LO Wai-shing, Vincent, MH	Ling Liang Church E Wun Secondary School
11. Mr NG Hak-kim, Eddie	Human Capital Management Consulting Ltd.
12. Rev YUEN Tin-yau	The Methodist Church Hong Kong
13. Mr CHENG Man-yiu (Ex-officio Member)	Education & Manpower Bureau
14. Miss WONG Hoi-wan, Charmaine (Ex-officio Member)	University Grants Committee
15. Ms CHEUNG Sau-man, Susanna (Secretary)	Education & Manpower Bureau

MEMBERSHIP OF THE FOCUS GROUP ON TEACHER COMPETENCIES & IN-SERVICE PROFESSIONAL DEVELOPMENT AND THE TASK FORCE ON TEACHERS' CPD

Name	School / Organisation
1. Mr TSOI Heung-sang (Convener)	QESOSA Secondary School
2. Ms CHAN Shuk-yee, Karen	QESOSA Secondary School
3. Mr CHEUNG Chi-hung	Yaumati Catholic Primary School (Hoi Wang Road)
4. Mr CHEUNG Man-biu, Robin	Tsung Tsin College
5. Mrs CHING WAN Yuet-yu, Evonne	Hong Chi Morninghill School (Tsui Lam)
6. Ms KOONG May-kay, Maggie	Victoria Kindergarten
7. Prof LAM Chi-chung	The Chinese University of HK
8. Mr LEUNG Tik-wai	Tin Shui Wai Methodist Primary School
9. Ms LEUNG Yun-lin	QESOSA Branch Primary School
10. Ms MAK Wai-ching	Tai Kwok Tsui Catholic Primary School (Hoi Fan Road)
11. Dr MOK Mo-ching, Magdalena	The Hong Kong Institute of Education
12. Mr NG Hak-kim, Eddie	Human Capital Management Consulting Ltd.
13. Dr NG Kwok-hung	Caritas Lok Kan School
14. Miss SZETO Ka-man	Tung Chung Catholic School
15. Mr TO Kar-hing, Eystein	Buddhist Bright Pearl Primary School
16. Dr WONG Ping-man	The Hong Kong Institute of Education
17. Ms CHEN Suk-shyan, Rita	Education & Manpower Bureau
18. Ms CHEUNG Sau-man, Susanna	Education & Manpower Bureau
19. Mr LEE Sha-lun, Sheridan	Education & Manpower Bureau
20. Miss WOO Yu-chun, Eugenie	Education & Manpower Bureau

APPENDIX C

TEACHERS' CPD POLICIES AND PRACTICES IN SELECTED REGIONS

In different parts of the world, systemic CPD polices have been established to advance teachers' professionalism :

- In ***Scotland, A Teaching Profession for the 21st Century*** (2001)[7] introduces a contractual 35 hours per year of CPD for all teachers. The Scottish model of continuing education is an appropriate balance of personal professional development, attendance at nationally accredited courses and school-based learning activities. CPD is a condition of service including every teacher having a commitment to CPD. CPD is regarded as an essential opportunity for staff and should be accessible and applicable to every teacher.

- In ***England***, the General Teaching Council has initiated the ***Teachers' Professional Learning Framework*** (2003)[8]. The framework provides a map of professional development experiences for both teachers and those who support, advise and facilitate teachers' learning and development. The Framework acknowledges that "learning runs through a teaching career. It takes place every day, formally and informally, through a wide range of learning experiences, deepening and revitalising teachers' skills, abilities, values and knowledge."[9]

- Teachers' CPD policies in ***mainland China*** are referred to as ***continued education policies*** and they embrace the principle that CPD opportunities are made "available to all teachers, giving priority to backbone teachers, offering training according to needs and emphasising real results." (The Ministry of Education, People's Republic of China, 2001)[10]. Specifically, all serving teachers are required to undertake 240 hours of CPD activities in a 5-year cycle.

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7 Scottish Executive (2001). A Teaching Profession for the 21st Century : Agreement reached following recommendations made in McCrone Report

8 General Teaching Council for England (2003). The Teachers' Professional Learning Framework

9 General Teaching Council for England (2003). The Teachers' Professional Learning Framework

10 The Ministry of Education, People's Republic of China (2001). "The Development of Education for All in China - International Conference on Education, 46th Session, Geneva, 2001".

An Overview of the Generic Teacher Competencies Framework

TEACHING AND LEARNING DOMAIN	STUDENT DEVELOPMENT DOMAIN	SCHOOL DEVELOPMENT DOMAIN	PROFESSIONAL RELATIONSHIPS AND SERVICES DOMAIN
★ Subject Matter Knowledge - command of subject matter knowledge - updating of subject matter knowledge and search for new subject knowledge - sharing and exchange of subject teaching practice ★ Curriculum and Pedagogical Content Knowledge - command and application of pedagogical content knowledge - curriculum design, implementation and improvement - updating and sharing of pedagogical content knowledge ★ Teaching Strategies and Skills, Use of Language and Multi-Media - knowledge and application of teaching strategies and skills - language proficiency - motivation of student learning through different teaching methods and multi-media - research and dissemination on teaching strategies and skills ★ Assessment and Evaluation - student assessment methods and procedures - use of student assessment results - evaluation and review of teaching and learning programmes	★ Students' Diverse Needs in School - understanding students' diverse needs - identifying and supporting students' diverse needs - collegial collaboration in identifying and supporting students' diverse needs ★ Rapport with Students - awareness of the importance of establishing rapport with students - building trust and rapport with students ★ Pastoral Care for Students - providing pastoral care for students - collegial collaboration in providing pastoral care ★ Students' Different Learning Experiences - participation and implementation - planning and organisation - whole person development of students	★ School's Vision and Mission, Culture and Ethos - adaptation to the school vision and mission, culture and ethos - actualisation of school beliefs, vision and mission - cultivation of a caring and inviting school climate - contribution to reviewing the school vision and mission, as well as promoting the school culture and school image ★ Policies, Procedures and Practices - understanding school goals and policies - implementation of school policies, procedures and practices - formulation of school policies, review of procedures and practices for continuous school development ★ Home-School Collaboration - understanding students' family backgrounds - communication with parents - involvement in parent-related activities - building trust with parents for further school development ★ Responsiveness to Societal Values and Changes - awareness and knowledge of societal changes in relation to their impact on school - responsiveness to societal changes and issues related to social values	★ Collaborative Relationships within the School - working relationships with individuals - working relationships with groups - working relationships within formal structures ★ Teachers' Professional Development - sharing of knowledge and good practices with others - contributions to teachers' professional development ★ Involvement in Policies Related to Education - awareness and knowledge of policies related to education - responsiveness to policies related to education - contributions to policies related to education ★ Education-related Community Services and Voluntary Work - interaction with the broader community - participation in education-related community services and voluntary work

SIX CORE VALUES THAT UNDERPIN THE WHOLE FRAMEWORK

belief that all students can learn	love and care for students	respect for diversity	commitment and dedication to the profession	collaboration, sharing and team spirit	passion for continuous learning and excellence

BASIC PREMISE: THE PERSONAL GROWTH AND DEVELOPMENT OF TEACHERS

APPENDIX D

Competency Descriptors in the Teaching and Learning Domain

Dimension: Subject Matter Knowledge

	THRESHOLD	COMPETENT		ACCOMPLISHED
Command of subject matter knowledge	Displays a basic command of content knowledge of the subjects assigned to teach, but may not be aware of gaps and misconceptions in the basic subject content. Has sporadic and infrequent updating of subject knowledge.	Displays general command of subject matter knowledge, but has difficulty in articulating connections with other parts of a key learning area (KLA)	Displays adequate command of subject matter knowledge and shows no gaps or misconceptions in basic subject content; aware of the trends and issues in the KLAs in which he / she teaches	Displays sound command of subject matter knowledge; able to make connections among the subjects within a KLA; has a thorough understanding of the trends and issues in the KLA(s) in which he / she teaches	Displays solid and extensive subject matter knowledge; able to initiate purposeful and meaningful integration of content knowledge within and across the KLAs where necessary
Updating of subject matter knowledge and search for new subject knowledge		Regularly updates and searches for new subject matter knowledge with a view to enriching content knowledge of related subjects within a KLA	Frequently updates and searches for new subject matter knowledge in relation to current curriculum developments as well as emerging educational initiatives and priorities	Initiates collaboration among colleagues in updating and searching for new subject matter knowledge for excellence in teaching and learning	Promotes updating of subject matter knowledge and searching for new subject matter knowledge among colleagues in response to current curriculum developments and emerging educational initiatives
Sharing and exchange of subject teaching practice		Attends sharing and exchange sessions on teaching practice in specific subject areas within the school when invited to	Participates voluntarily in sharing sessions and makes sporadic contributions to the exchange of ideas on teaching practice in specific subject areas within the school	Participates actively in sharing and exchange sessions and makes frequent contributions within as well as outside school	Takes a lead in sharing and conducts exchange of ideas on good teaching practice in specific subject areas within the profession

Competency Descriptors in the Teaching and Learning Domain

Dimension: Curriculum and Pedagogical Content Knowledge*

* The concept of pedagogical content knowledge (PCK) was first proposed by Shulman (1986) and developed with colleagues in the *Knowledge Growth in Teaching project*. Shulman wrote that PCK "represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organised, presented and adapted to the diverse interests and abilities of learners, and presented for instruction." (1987) Since then, the term PCK has been widely used and has also been elaborated as "what teachers know about their subject matter and how they translate that knowledge into classroom curricular events" and as "a kind of craft knowledge that goes beyond command of subject matter or general pedagogical principles to an understanding of how to impart a particular subject matter to learners."

	THRESHOLD →	COMPETENT →		ACCOMPLISHED →
Command and application of pedagogical content knowledge	Displays basic knowledge of the current curriculum objectives, pedagogy and subject content; able to impart basic, core subject matter to students, but may not be able to anticipate student misconceptions. Makes sporadic attempts to strengthen or update own knowledge base for teaching and to share pedagogical content knowledge with colleagues.	Has adequate knowledge of the current curriculum objectives, pedagogy and subject content; tries to anticipate student misconceptions when imparting basic subject content to students	Demonstrates secure knowledge and understanding of the current curriculum objectives, pedagogy and subject content; can usually anticipate student misconceptions when imparting subject content to students	Demonstrates extensive knowledge of the current curriculum objectives, pedagogy and subject content; takes the initiative to share such knowledge among colleagues for the improvement of teaching and learning	Demonstrates a high level of informed professional knowledge of the current curriculum objectives, pedagogy and subject content; takes a lead in promoting a sharing culture among colleagues with a view to developing the school as a professional learning community
Curriculum design, implementation and improvement		Has solid understanding of the rationale, principles and structures of the subject curriculum guides issued by the Curriculum Development Council (CDC); effectively implements the CDC curriculum guides with occasional attempts to adapt the curriculum according to students' diverse needs	On the basis of the curriculum prepared by the CDC and taking into account the resources available, attempts to develop a school-based curriculum to cater for specific learning needs of groups of students	Works in close collaboration with colleagues in curriculum adaptation and innovation with a view to continuously developing and improving the school-based curriculum to maximise the effects on students' learning	Demonstrates curriculum leadership in the development of the school-based curriculum; makes active contributions to school-based curriculum decisions including planning, organisation, implementation and evaluation
Updating and sharing of pedagogical content knowledge		Regularly updates him- / herself with current learning theories and current curriculum objectives, as well as the recommendations of the CDC curriculum guides	Conducts continuing search for the development of pedagogical content knowledge and informed teaching practice; makes conscientious efforts to integrate all these developments to help students learn more effectively	Initiates collaboration and sharing among colleagues in the search for the development of pedagogical content knowledge and informed teaching practice to achieve excellence in teaching and learning	Takes a leading role in promoting professional exchange and sharing of pedagogical content knowledge with other teachers within and outside school

APPENDIX D

Competency Descriptors in the Teaching and Learning Domain

Dimension: Teaching Strategies and Skills, Use of Language and Multi-Media

	THRESHOLD	COMPETENT		ACCOMPLISHED	
Knowledge and application of teaching strategies and skills	Employs a limited range of teaching strategies and skills in delivering lessons to students, adhering mainly to the original lesson plan. Displays an acceptable command of language(s); aware of the importance of appropriate use of language as a medium of instruction. Makes sporadic attempts to update him- / herself with current research in teaching and learning with a view to improving own teaching methods.	Shows adequate knowledge of basic teaching strategies and skills; able to give clear and systematic explanations, instructions and demonstrations to students; makes use of verbal and non-verbal communication skills to promote teacher-student interaction	Shows rich knowledge and understanding of basic teaching strategies and skills; displays appropriate presentation skills and teaching aids, effective use of verbal and non-verbal communication skills, as well as good questioning techniques to focus students' attention and help building confidence	Shows mastery of different teaching strategies and skills, and applies them appropriately to build up a learning environment conducive to positive and effective teaching and learning processes; makes conscientious efforts to handle students' learning difficulties	Demonstrates and models exemplary teaching strategies and skills; able to create and maintain a stimulating as well as harmonious learning atmosphere for students; able to help students apply what they have learnt to their daily life
Language proficiency		Displays an adequate command of language (s); able to make clear presentation of content using appropriate subject-specific vocabulary	Displays a sound command of language (s); able to use the appropriate language medium for instruction during lessons	Possesses good language proficiency and acts as a good language model to students; able to use the language as an appropriate and effective medium of instruction that facilitates students' learning processes	Displays a high level of language proficiency and hence provides an excellent modelling effect to students; shows expert mastery of the use of the language as an effective tool to stimulate and facilitate students' learning processes and enhance students' learning outcomes

Competency Descriptors in the Teaching and Learning Domain

Dimension: Teaching Strategies and Skills, Use of Language and Multi-Media (Continued)

	THRESHOLD →	COMPETENT →		ACCOMPLISHED →
Motivation of student learning through different teaching methods and multi-media		Reacts to students' responses by drawing on a limited range of teaching methods and technologies including IT in education	Makes conscientious efforts to motivate and engage students with a variety of teaching methods and technologies while going on with a planned lesson	Employs flexibly a wide range of adaptive approaches and technologies to motivate and enhance student learning, at times deviating from a planned lesson to pursue interest that arises in a learning situation	Demonstrates great flexibility and responsiveness; successfully motivates student learning and supports student learning processes with continuous expansion of the repertoire of teaching methods and technologies to match students' level of intelligence and interest
Research and dissemination on teaching strategies and skills		Demonstrates general knowledge of research in teaching and learning but does not believe that he / she has a part to play	Shows interest in others' research in teaching and learning and occasionally tries to incorporate their results into his / her teaching	Supports and assists colleagues in the development of effective classroom management strategies as well as excellent teaching and learning practice	Conducts scholastic and / or action research and takes initiatives to share the results with colleagues / within the profession

APPENDIX D

Competency Descriptors in the Teaching and Learning Domain

Dimension : Assessment and Evaluation

	THRESHOLD	COMPETENT		ACCOMPLISHED
Student assessment methods and procedures	Able to follow the statutory assessment and reporting requirements and knows how to prepare and present informative reports to students; recognises the level at which a pupil is achieving and assesses pupils against attainment targets, where applicable with guidance from an experienced teacher.	Makes appropriate use of established assessment methods and procedures; maintains comprehensive records of student progress as well as achievement and provides essential feedback to students	Uses established assessment methods and procedures proficiently, and occasionally adapts them to match the nature of the teaching and learning being assessed; provides students with positive feedback that reinforces student achievement and focuses on improvement	Uses a wide repertoire of assessment modes and consistently matches these to the teaching and learning being assessed; provides students and parents with accurate and informative assessment reports at appropriate times	Reviews constantly the various assessment modes and aligns them with the current curriculum objectives and current beliefs and practices in assessment
Use of student assessment results		Accepts that assessment results measure effectiveness of learning and teaching, but rarely refers to assessment results when planning a lesson	Readily uses assessment results to improve teaching and learning, to plan for the class as a whole, and occasionally to plan for individuals and groups of students	Uses assessment results effectively to improve teaching and learning, and to plan for the whole class, as well as for individuals and groups of students across a year level or within a particular key learning area	Uses assessment results consistently to develop programmes that improve student learning
Evaluation and review of teaching and learning programmes		Aware of evaluation tools for teaching and learning; shows interest in evaluation of own subjects	Able to relate the evaluation results of the different learning programmes in school to own teaching; uses evaluation data effectively to inform school-based curriculum decisions	Appreciates the core issues in designing school-based evaluation for the improvement of teaching and learning; able to choose appropriate evaluation tools and design simple evaluation tools if necessary	Takes a lead in designing and implementing an effective evaluation programme for the school-based improvement of teaching and learning

Competency Descriptors in the Student Development Domain

Dimension: Students' Diverse Needs in School

	THRESHOLD	COMPETENT		ACCOMPLISHED
Understanding students' diverse needs	Has basic understanding of students' characteristics at different developmental stages, students' different learning styles and intelligences, family backgrounds and interests. Shows awareness of the impact of students' diverse backgrounds on their learning processes.	Has adequate understanding of students' developmental characteristics and family backgrounds; shows awareness of students' different learning styles and intelligences	Has good understanding of students' developmental characteristics, family backgrounds, different learning styles and intelligences	Has thorough understanding of diverse learning needs and intelligences of individual students; able to anticipate changes in student needs because of great sensitivity to the factors that affect student needs such as developmental characteristics and family factors	Takes a lead in exploring the complexity of the various factors that affect student needs and in promoting among colleagues a proactive approach to understanding students' diverse needs; takes the initiative in sharing views and experience with colleagues
Identifying and supporting students' diverse needs		Makes efforts to acquire the necessary knowledge and skills for identifying students' diverse needs	Makes efforts to identify students' diverse needs; attempts to adapt the curriculum and management strategies to suit students' different levels of interest, abilities and needs	Makes consistent efforts to identify students' diverse needs, including special education needs; makes frequent attempts to adapt the curriculum and management strategies to suit students' different levels of interest, abilities and needs	Shows exemplary practice in identifying and supporting students' diverse needs, including special education needs, when planning and designing curricular events both inside and outside classroom
Collegial collaboration in identifying and supporting students' diverse needs		Aware of the importance of collaborating with colleagues in identifying and supporting students' diverse needs	Collaborates closely with colleagues in identifying and supporting students' diverse needs when invited to	Takes the initiative to collaborate with colleagues for timely efforts to identify and support students' diverse needs	Plays a leading role in promoting collaboration among colleagues for more effective and timely efforts to identify and support students' diverse needs

APPENDIX D

Competency Descriptors in the Student Development Domain

Dimension: Rapport with Students

	THRESHOLD	COMPETENT		ACCOMPLISHED
Awareness of the importance of establishing rapport with students	Recognises the value of establishing rapport with students; demonstrates evidence of belief that individual students deserve respect and trust, and that teacher-student relationships should be grounded in rapport and mutual respect. Interacts with students in a generally appropriate manner, showing general care and consideration for them.	Shows general concern for students' emotional and physical well-being; shows interest in, and acknowledges what students say and contribute	Demonstrates genuine care and respect for students; values students as unique individuals with interests, concerns and intellectual potential	Assists in promoting, among colleagues, awareness of the importance of establishing rapport with students, with a view to cultivating an overall trusting teacher-student relationship in school	Assumes leadership in promoting, among colleagues, awareness of the importance of establishing rapport with students, with a view to cultivating an overall trusting teacher-student relationship in school
Building trust and rapport with students		Attempts to establish rapport with students by communicating sensitively and effectively with them; demonstrates and promotes the positive values and attitudes that are expected from students	Makes conscientious efforts to develop mutual trust with students by acting reliably, fairly and consistently; applies rewards and sanctions consistently; able to gain respect from students	Lives up to stated values and beliefs; treats students equally; able to develop constructive relationships with students in order to create a positive and safe learning environment	Exerts positive influence on colleagues through exemplary practice of developing mutually trusting relationships with students and winning great respect from students

Competency Descriptors in the Student Development Domain

Dimension: Pastoral Care for Students (Discipline, Guidance & Counselling, Further Studies & Career Guidance)

	THRESHOLD	COMPETENT		ACCOMPLISHED
Providing pastoral care for students	Has basic understanding of the nature of the different areas of pastoral care work. Participates in the provision of pastoral care for students as assigned. Efforts made are mainly on an individual basis, with a vague idea of the spirit of a whole school approach to pastoral care.	Has adequate understanding of the importance of pastoral care for student development; makes efforts to enrich knowledge and skills in the provision of pastoral care	Demonstrates secure understanding and mastery of counselling skills[1], as well as strategies and skills in one or more areas of pastoral care[2]	Participates actively in and makes contributions to the provision of pastoral care services based on sound mastery of knowledge and skills as well as rich experience	Demonstrates rich knowledge and mastery of strategies and skills in one or more areas of pastoral care work; able to formulate work targets and plans for own team and organize various activities that are in line with the school goals and student needs
Collegial collaboration in providing pastoral care		Appreciates the importance of collaborating with colleagues in providing pastoral care for students; has adequate understanding of the division of work among different teams responsible for pastoral care	Collaborates closely with colleagues with a view to providing more effective pastoral care services for students	Takes the initiative to collaborate with colleagues in implementing the various different pastoral care programmes; appreciates the core issues of a whole school approach to pastoral care	Takes a lead in establishing an effective support network for students; initiates collaborative programmes among relevant teams with a view to providing students with balanced and proactive support services through a whole school approach

[1] The mastery of counselling skills is essential to all teachers in dealing with students, parents and colleagues. In the face of the increasing complexity of student needs and student problems, such as family problems, all teachers need to share the responsibility of providing timely and appropriate counselling service for students. In handling difficult situations in which parents are involved, it is important that teachers know how to counsel parents to avoid causing distress or even confrontation. Last but not least, skills in counselling colleagues are also essential in providing support among peers in the face of the increasingly demanding nature of teaching.

[2] All teachers have a part to play in the provision of pastoral care for students, though they may accord different priorities to the different areas of pastoral care such as student discipline and student guidance, depending on the student needs as well as the teachers' experience. While novice teachers may tend to focus their concern on classroom management and student discipline, it is important for all teachers to appreciate the complementary nature of the different areas of pastoral care, eg, student discipline and guidance work actually share the common goal of fostering the positive development of students.

Competency Descriptors in the Student Development Domain

Dimension: Students' Different Learning Experiences*

* ***Learning for Life, Learning through Life - Reform Proposals for the Education System in Hong Kong*** (issued by the Education Commission in 2000) specifies student entitlement to whole person development through five essential learning experiences:

1 moral and civic education;
2 intellectual development;
3 community services;
4 physical and aesthetic development; and
5 career-related learning experience.

	THRESHOLD	COMPETENT		ACCOMPLISHED
Participation and implementation	Recognises that learning takes place both inside and outside the classroom, and that students should have all-rounded development besides academic performance. Participates in the planning, organisation and implementation of students' learning activities as specifically assigned.	Has a secure knowledge and understanding of the guidelines, procedures and safety rules for conducting extra-curricular activities for students; participates in these activities as assigned	Well-versed with the relevant guidelines, procedures and safety rules for conducting activities / programmes that enrich students' learning experiences both inside and outside the classroom	Constantly offers appropriate advice, guidance and assistance to students in conducting activities / programmes; provides students with effective training for developing their potential	Critically monitors implementation of activities / programmes, making timely modifications whenever necessary; evaluates outcomes and the impact on students
Planning and organisation		Follows mainly previous practices / modes when planning for activities / programmes that widen students' learning experiences; has a vague idea of the expected outcomes of such activities / programmes	Attempts with some success to deploy, utilise and tap both internal and external resources for the effective implementation of students' learning activities / programmes	Makes conscientious efforts to ensure that the planned activities / programmes are of a balanced variety covering one or more of the five essential aspects of moral, intellectual, physical, social and aesthetic development	Assumes a leading role in planning and organising activities / programmes of diversified modes to suit students' different interests and needs; has clear ideas and well-set goals regarding the expected outcomes of such activities / programmes
Whole person development of students		Attempts with some success to encourage students to participate in various activities covering academic areas, sports, art, interests and social services in order to gain varied learning experiences	Makes consistent efforts to encourage students to set clear personal goals and participate in a balanced range of activities for their whole person development	Initiates collaboration among colleagues in providing students with opportunities to participate in a balanced range of activities for their whole person development	Assumes a leading role in providing students with adequate and equal opportunities to participate in a wide range of activities for the purpose of developing their multiple intelligences, enriching their life experiences and promoting life-long learning.

Competency Descriptors in the School Development Domain

Dimension: School Vision and Mission, Culture and Ethos

	THRESHOLD	COMPETENT		ACCOMPLISHED
Adaptation to the school vision and mission, culture and ethos	Has general understanding of the school's vision and mission statement and recognises the significance of the school vision and mission for own daily work; aware of the need to adjust to the school environment and recognises the importance of a pleasant school climate for students' development and learning outcomes.	Has secure knowledge and understanding of the school's vision and mission statement, aware of the strengths and traditions of the school	Adapts personal educational philosophy to the school vision, mission and beliefs	Develops a shared vision and mission with colleagues, students and parents; develops a sense of identity and pride in the school culture and ethos	Takes a leading role in helping colleagues, especially new teachers, adapt to the school vision and mission with a view to focusing energy on school improvement
Actualisation of school beliefs, vision and mission		Aware that the school vision and beliefs can be lived up to through efforts made by the staff, students and their families	Attempts with some success to realise the school vision and beliefs in daily work as well as daily contact with students, families and the broader community	Assumes responsibility for persistently realising the school vision, mission and beliefs through different channels	Takes a leadership role in promoting colleagues' actualisation of the school vision and mission through own exemplary practice and sharing of experience
Cultivation of a caring and inviting school climate		Develops constructive relationships with students to maintain a positive and safe working atmosphere in the classroom	Attempts with some success to create a caring and supportive classroom environment conducive to students' learning processes and whole person development	Assumes responsibility for cultivating harmonious staff relationships as well as positive teacher-student relationships	Takes a leadership role in cultivating a caring and inviting school climate through collaboration with colleagues, students and parents
Contribution to reviewing the school vision and mission, as well as promoting the school culture and school image		Shows interest in the process of setting / reviewing the school vision and mission, pays heed to colleagues' views and feedback	Occasionally ventures own views and suggestions on setting / reviewing the school vision and mission, ready to give feedback when invited to do so; aware of own responsibility for upholding the school culture	Regularly expresses views and gives suggestions on setting / reviewing the school vision and mission; makes conscientious efforts to preserve a positive school image in daily contact with students, parents and the broader community	Makes contributions to reviewing the school vision and mission in collaboration with colleagues, students, parents and the broader community in order to focus energy on achieving continuous school development; realises the essence of the school culture and ethos through different channels

APPENDIX D

Competency Descriptors in the School Development Domain

Dimension: Policies, Procedures & Practices

	THRESHOLD	COMPETENT		ACCOMPLISHED
Understanding school goals and policies	Has general understanding of own professional responsibilities in relation to school goals and policies; has general knowledge of the school's established procedures and practices; shows interest in the process of formulation / review of school policies.	Has adequate understanding of school goals and policies and their connection with own daily work	Has secure understanding of school goals and school policies; makes efforts to ensure daily work is in line with school policies	Has good understanding of school goals and policies as well as their underpinnings, relates daily work meaningfully to school goals and policies	Has thorough understanding of school goals and policies as well as their underpinnings, is committed to school goals in performing daily tasks
Implementation of school policies, procedures and practices		Has adequate knowledge and understanding of the school's established policies and practices and is able to follow them properly when specifically told or on own initiative	Has secure knowledge and understanding of the reasons behind established procedures and practices; shares the responsibility for enforcing such established procedures and practices	Takes the initiative to collaborate with colleagues in implementing school plans in agreement with school goals and policies	Assumes leadership in effectively enforcing the implementation of school policies and established procedures
Formulation of school policies, review of procedures and practices for continuous school development		Ready to participate in the process of formulating new school policies / reviewing the established procedures and practices when invited to	Shows concern for colleagues' views about formulation of school policies; sporadically engages in exchanges with colleagues about the issues at stake	Shows great concern for the formulation of new school policies / review of established procedures and practices; constantly engages in dialogues and exchanges with colleagues about the issues at stake	Makes substantial contributions to the planning and formulation of school policies, procedures and practices by expressing own views and views of colleagues, as well as giving concrete suggestions

Competency Descriptors in the School Development Domain

Dimension: Home-School Collaboration

	THRESHOLD	COMPETENT		ACCOMPLISHED
Understanding students' family backgrounds	Has general understanding of students' family backgrounds and is aware of their impact on students' learning process. Able to adhere to the school's required procedures for communicating with parents. Participates in parent-related activities when required	Has adequate understanding of students' family backgrounds; is aware of their impact on students' learning process	Makes regular attempts to have better understanding of students' family backgrounds mainly through dialogues with students and their parents	Makes frequent attempts to have thorough understanding of students' family backgrounds through daily contact with students as well as their parents	Has thorough understanding of and great sensitivity towards the diverse family factors that may affect students' learning processes
Communication with parents		Communicates with parents about students' progress on a regular basis and is available as needed	Demonstrates effective communication skills with parents; responds readily to parents' concerns	Provides information to parents frequently on both positive and negative aspects of student progress; responses to parents' concerns are handled with great sensitivity	Exerts positive influence on colleagues through own exemplary practice in establishing effective communication with parents
Involvement in parent-related activities		Participates regularly in parent-related activities and recognises the value of home-school collaboration in school development	Participates actively in parent-related activities and works in collaboration with parents through parent-teacher associations / parent-staff associations (PTAs / PSAs)	Works in open, supportive and productive partnership with students, parents and colleagues in parent-related activities	Takes a leading role in promoting colleagues' involvement in parent-related activities
Building trust with parents for further school development		Aware of the importance of gaining parents' trust for creating a cooperative school environment	Attempts with some success to establish links and build trust with parents through exchange of information and views regarding daily school matters	Makes regular attempts to build trust with parents through co-operation with parents in daily school matters	Involves parents in the school's decision making whenever appropriate with the aim of continuous school development

APPENDIX D

Competency Descriptors in the School Development Domain

Dimension: Responsiveness to Societal Changes

	THRESHOLD	COMPETENT		ACCOMPLISHED
Awareness and knowledge of societal changes in relation to their impact on school	Pays attention to and has general understanding of what happens outside the school; shows concern for societal changes and issues related to social values.	Shows interest in the impact of societal changes on the school and shows concern for issues relating to social values and societal changes; has a secure grasp of major developments world-wide	Pays great attention to and draws students' attention to the possible impact of societal changes on their learning	Maintains current knowledge of local, national and international affairs with a view to making appropriate and timely responses to societal changes; takes measures to address the impact of societal changes on school development	Takes a leading role in promoting awareness and knowledge of societal changes among colleagues for continuous school development
Responsiveness to societal changes and issues related to social values		Makes occasional attempts to share with students different views about current issues	Makes regular attempts to encourage students to develop concern for current issues / controversial issues happening locally and around the world	Encourages students to form independent judgment and develop positive social values through regular sharing and exchange of views about local and global issues	Serves as a role model for students in showing keen concern for local / global issues and living out positive social values

Competency Descriptors in the Professional Relationships and Services Domain

Dimension: Collaborative Relationships within the School

	THRESHOLD	COMPETENT		ACCOMPLISHED
Working relationships with individuals	Maintains cordial relationships with colleagues to fulfil duties assigned by the school. Shows willingness to work and contributes as a member of a team in the school. Has general understanding of the division of work as well as the duties and responsibilities of the various departments, committees and teams within the school.	Maintains constant cordial relationships with colleagues, showing respect for others and valuing the diversity in the school community	Develops constructive working relationships with colleagues in planning, implementing and evaluating new ideas, teaching strategies and the application of learning technologies that improve learning outcomes for students	Shows active support for and maintains close collaboration with colleagues in all aspects of day-to-day work within the school	Takes a leading role in promoting harmonious and collaborative staff relationships in the school
Working relationships with groups		Works in supportive and productive partnership with students, families and colleagues to maintain a cooperative school environment	Shares the responsibility of building up group dynamics within the team while engaging in school activities	Takes the initiative to collaborate with colleagues in promoting teamwork within the team while engaging in school activities	Assumes a coordinating / leadership role in team-building work within the team while engaging in school activities
Working relationships within formal structures		Participates in departments / committees as assigned at group or subject level; has secure understanding of the division of work among departments / committees	Participates as an active member in departments / committees and shares the responsibility of promoting team spirit and collaborative work	Takes the initiative to coordinate closely with colleagues across departments / committees with a view to focusing energy on continuous school improvement	Assumes a leadership role in promoting close coordination among departments / committees with a view to enhancing the quality of work in departmental management, human resources management, financial management and so on

APPENDIX D

Competency Descriptors in the Professional Relationships and Services Domain

Dimension: Teachers' Professional Development

	THRESHOLD	COMPETENT		ACCOMPLISHED	
Sharing of knowledge and good practices with others	Prepared to share knowledge and good practices with colleagues when invited to do so. Participates in school-based staff development activities / other professional development activities when assigned to.	Collaborates with colleagues to reflect upon and improve teaching and learning practices	Gives active support to the practice of sharing knowledge and good practices with colleagues / teachers of other schools	Facilitates collaborative teaching among colleagues for the betterment of teaching and student learning; encourages / assists colleagues to form learning circles / networks within the school / within the same district / across districts	Progressively takes a leading role in supporting the work of other teachers as well as in modelling and disseminating exemplary teaching practices for continuing personal and professional development
Contributions to teachers' professional development		Recognises that teachers' continuous professional development is the key to quality education; takes the initiative to pursue professional development activities that suit own developmental needs	Provides mentoring support for student teachers / beginning teachers; participates actively in school-based staff development work / other professional development activities	Promotes whole-school mentoring practices and a culture of collegial sharing among colleagues; provides professional guidance and assistance in organising / promoting school-based staff development work / professional development activities within the education sector	Demonstrates and models strong ongoing personal and professional growth, exerting positive influence on peers; leads professional development activities within the sector and initiates contributions to the profession

Competency Descriptors in the Professional Relationships and Services Domain

Dimension: Involvement in Policies Related to Education

	THRESHOLD →	COMPETENT →		ACCOMPLISHED →
Awareness and knowledge of policies related to education	Has a basic grasp of current education policies and pays attention to the possible implications of these new initiatives on own teaching work.	Demonstrates general understanding of current education policies; aware of their impact on own teaching work and on the education sector as a whole	Demonstrates detailed knowledge of current education policies, developments and changes; able to envisage their possible implications for school development and own teaching work	Demonstrates good understanding and knowledge of current education policies, the reasons and principles behind them, and the implications for school development and own teaching work	Has thorough understanding of and maintains updated knowledge about current education policies; able to address the impact of relevant education policies and issues on the development of own school
Responsiveness to policies related to education		Expresses views about education policies and issues mainly through exchange with colleagues in an isolated and sporadic manner	Demonstrates ability to form independent judgments and to articulate the educational issues at stake in a systematic and analytical manner	Initiates informal or formal exchanges of views among colleagues within or outside school with a view to providing suggestions / feedback on the educational issues at stake	Makes regular attempts to present views and ideas on education policies and issues through different channels such as writing articles for publication and participation in education-related bodies
Contribution to policies related to education		Aware of the responsibility of individual teachers to render contributions to education-related policies	Prepared to contribute ideas and suggestions about education policies and issues when invited to do so	Takes the initiative to contribute concrete suggestions about education polices based on own ideas as well as views of other teachers whenever opportunities arise	Influences the Government in the formulation and implementation of education policies through different channels such as participation in the Government's advisory bodies, making presentations at local and international education conferences

APPENDIX D

Competency Descriptors in the Professional Relationships and Services Domain

Dimension: Education-Related Community Services & Voluntary Work

	THRESHOLD	COMPETENT		ACCOMPLISHED
Interaction with the broader community	Aware of the importance of establishing links with the broader community for improved learning outcomes as well as the development of students' positive social values. Ready to participate in district projects, voluntary work committees and so on when invited.	Works in partnership with colleagues to maintain links among schools and with the broader community for improved learning outcomes of students	Takes the initiative to establish links with the broader community by offering assistance in and making contributions to different education-related networks within or outside the district	Develops close links with the broader community through different channels such as forming networks with the other schools within the same district / across districts and jointly organising campaigns for the well-being of young people in the district	Able to win the support of the broader community in achieving school goals and priorities; establishes and maintains respectable professional status in the community
Participation in education-related community services and voluntary work		Participates in district projects, voluntary work committees and so on as specifically assigned.	Occasionally volunteers to participate in district projects, voluntary work committees or community services, with a view to making contributions to education-related services / voluntary work	Participates actively in district projects, voluntary work committees or community services, making contributions to education-related services / work on the one hand and helping students develop positive attitudes and social values on the other	Assumes a leadership role in community services or voluntary work, with good understanding and knowledge of current developments taking place locally and world-wide; serves as a role model of a responsible and contributory citizen for students

MAJOR MODES OF TEACHERS' CPD ACTIVITIES

Teachers need access to a variety of professional learning experiences in order to meet the complex demands and rapid developments of contemporary society. A survey of teachers' CPD conducted in March 2003 revealed that the majority of our local teachers did undertake CPD of varied modes. Basing on the survey findings, the major modes of CPD activities are outlined in the following tables. The proposed minimum distribution of time indicated inside the brackets is meant to serve as a reference for teachers and their schools in drawing up their CPD plans. To provide further illustration of how teachers' CPD is actually implemented, two real-life teachers' CPD diaries are included as samples.

A. Structured Learning (not less than 50 CPD hours in a three-year cycle)

ACTIVITY MODE	ELABORATION AND EXAMPLES
LOCAL / OVERSEAS CONFERENCES, SYMPOSIA, WORKSHOPS, COURSES	Any professional conference, seminar, symposium, formal meeting, workshop or short course which addresses educational concerns, policy-driven initiatives as well as issues related to teachers' personal development. Examples: • conferences, briefing sessions, workshops on current education reform or curriculum reform organized by the EMB • seminars, workshops on students' diverse learning needs or classroom management organised by the school or school sponsoring body (SSB) during the school staff development days • courses on mentoring, leadership training or management of emotion and stress, organised by the EMB / tertiary institutions • authorised training courses related to the Language Proficiency Requirement (English / Putonghua)
OFFSHORE STUDY VISITS	These study visits should be structured to include activities such as seminars, discussion sessions, school visits and so on. Examples: • study visits to the mainland • overseas study tours organised by teachers' bodies, the school, the SSB, the EMB etc.

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ACTIVITY MODE	ELABORATION AND EXAMPLES
HIGHER ACADEMIC STUDY	These programmes are offered by accredited tertiary institutions and may extend across years. Examples: • PhD Programmes; Master Programmes; Bachelor Degree Programmes; Certificate / Diploma, Advanced Diploma Programmes etc. offered by accredited local or overseas tertiary institutions

B. Other Modes of CPD (not less than 50 CPD hours in a three-year cycle)

ACTIVITY MODE	ELABORATION AND EXAMPLES
JOB ENRICHMENT ACTIVITY	Sharing of good practices / professional readings and ideas within / outside school for the enhancement of teachers' professionalism and ultimate improvement of students' learning outcomes. Examples: • Engaging in, facilitating or promoting collegial sharing, collaborative teaching, peer class observation among colleagues for the betterment of teaching and student learning • forming learning / study circles among colleagues to share professional readings and ideas • production and (first) delivery of a professional presentation on good / informed practices for sharing among teachers during school staff development days / sharing sessions organised on a district basis • visit to other schools / institutions to have professional exchange and sharing of experience about successful innovation / good practices in teaching etc.

<table>
<tr><th colspan="2">ACTIVITY MODE</th><th>ELABORATION AND EXAMPLES</th></tr>
<tr><td rowspan="3">MENTORING</td><td>Being mentor to a beginning teacher or student teacher</td><td>Providing systematic guidance and support to a beginning teacher / student teacher in day-to-day work, covering areas such as subject knowledge, professional skills and interpersonal relationships.
Also providing pastoral care and spiritual support to help a beginning teacher adapt to the school culture and settle more easily into the teaching profession.</td></tr>
<tr><td>Being mentored</td><td>Novice teacher engaging in continuous learning under the guidance and support of the school-appointed mentor.</td></tr>
<tr><td colspan="2">Examples:
• pre- and post- lesson observation conferences
• counselling and guidance sessions with novice teachers
• writing reflective journals / learning logs on theories and workplace experiences, etc.</td></tr>
<tr><td rowspan="2">ACTION LEARNING</td><td>School-based projects</td><td>Taking charge of / participating in school-based projects for the betterment of teaching and student learning.
Examples:
• school-based quality education fund projects
• school-based projects related to moral & civic education, reading to learn, project learning and information technology for interactive learning
• school-based curriculum tailoring projects</td></tr>
<tr><td>Action study</td><td>Research and try-out of educational practices in the classroom, with collection and analysis of data regarding their effects on student learning.
The action study should culminate in a written document or report on the findings and implications, for sharing and dissemination among practitioners within the education sector.
Examples:
• application of information technology in one of the key learning areas
• effectiveness of reading to learn in the English / Chinese subjects</td></tr>
</table>

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ACTIVITY MODE		ELABORATION AND EXAMPLES
	Publications	Written contributions to scholastic / professional journals sharing knowledge and insights on educational issues / professional practices. Examples: • writing an article, discussion paper, report on a school-based project that contributes to the effective practice of the profession • publication of a book with focus on a specific topic related to teaching and learning • development and production of curriculum / learning materials in specific subject areas
SERVICE TO EDUCATION AND THE COMMUNITY		Rendering service to the wider professional community and participation in education-related committees / working parties outside school helps to widen exposure and broaden perspective, and is therefore beneficial to a teacher's professional development. Examples: • membership of advisory committees / working groups set up under the EMB • serving as trainers / facilitators / speakers for teacher training programmes organised by the EMB / teachers' bodies • membership of professional associations as well as other education-related committees under non-governmental organisations / agencies • participating in education-related community services & voluntary work

C. Sample Teachers' CPD Diaries for the 2002 / 03 School Year

Sample 1 Mr Leung is a senior teacher in a secondary school. He is a member of the school's Staff Development Committee. The 3 staff development days organised by his school in the 2002 / 03 school year included a visit, a workshop and professional sharing among colleagues.

Date	Event / Activity	Provider / Organiser	Initiated by	CPD Hours	
				Structured mode	Other modes
Sep 02 to Jun 03	Sharing of good teaching practices with colleagues (3 sessions)	School	Principal		6
Oct to Dec 02	Attend meetings of HKEAA subject committee (3 sessions)	HKEAA	Principal		9
10 Oct 02	Visit museums and attend post-visit discussion on school staff development day	School	Principal		6
23 Nov 02	Conduct a district-based workshop for teachers on class management	former ED	former ED		3
13 Dec 02	Give talk to visiting teachers from another school	School	visiting school		2
16 Dec 02	Attend the "Individual Differences Seminar Series - A Way to Cater for Individual Learning Differences through Teachers' Professional Development"	former ED	Principal	3	
28 Dec 02	Attend a 3-day conference in the USA on teaching and learning	ASCD	self	15	
18 Jan 03	Attend course on "Science Update Programme for Secondary School Teachers"	EMB	self	4	
5 Feb 03	Action study to develop ESP for junior science	School	Panel Head		10
3 Apr 03	Attend self-esteem workshop on school staff development day	School	Principal	6	
7 Jul 03	Serve as facilitator of sharing of successful classroom experiences among colleagues on school staff development day	School	Principal		4
			TOTAL	28	40

APPENDIX E

Sample 2 Miss Lam is a primary school teacher of six years' teaching experience. In this particular year, her school organised a 20-hour course on teaching through drama and all teachers were encouraged to attend this course. For all the 3 staff development days, the school arranged school visits and professional sharing with teachers of other schools for the staff, with focus on school-based curriculum design and good teaching practice.

Date	Event / Activity	Provider / Organiser	Initiated by	CPD Hours	
				Structured mode	Other modes
14 Sep 02	Attend workshop on team building	School	Principal	2	
Oct to Nov 02	Attend workshop / sharing sessions on lesson observation and conferencing skills	School	Principal	3	6
22 Nov 02	Attend course on "數學科應用題教學策略"	former ED	Self	6	
14 Dec 02	Attend seminar on "School-based curriculum design on creative writing"	former ED	Self	3	
8 Jan 03	Attend workshop on "Using web-based resources in the learning and teaching of primary mathematics (enhancement)"	EMB	Self	3	
6 May 03	Attend "Act to know, know to improve - action research seminar"	EMB	Principal	3	
14 June 03	Conduct sharing session for colleagues on school-based curriculum design	School	Principal		3.5
1 Nov 02; 7 Mar & 6 June 03	Participate in school visits and professional sharing with teachers of other schools on the 3 staff development days	School	Principal		13.5
May to July 03	Attend course on "Teaching through drama"	School	Principal	8	12
			TOTAL	28	35