

Enhanced Training for In-service Teachers

Starting from the 2020/21 school year, all serving teachers are required to take part in two major categories of professional development programmes, namely “Teachers’ Professional Roles, Values and Conduct” and “Local, National and International Education Issues”. The Education Bureau (EDB) will provide schools and teachers with training resources under these two categories, including relevant programmes, online self-learning packages, and training packages for schools. Schools should plan for the incorporation of the content of the two major categories into school-based Continuing Professional Development (CPD) plans in order to assist teachers in formulating their professional development plans in a more systematic manner, thus achieving their training goals.

(i) Training requirements and content

With the prevailing CPD policy remains unchanged, all serving teachers are required to spare a minimum of 30 hours to take part in the two major categories of professional development programmes/activities, namely “Teachers’ Professional Roles, Values and Conduct” and “Local, National and International Education Issues” in each three-year cycle, with the time spent on each category being not less than 6 hours.

Core Training Elements
Teachers’ Professional Roles, Values and Conduct <ul style="list-style-type: none">✧ T-standard⁺ - Professional Standards for Teachers and Principals of Hong Kong✧ Teachers’ professional conduct and relevant guideline
Local, National and International Education Issues <ul style="list-style-type: none">✧ Education issues in the local context✧ Trends in national and international education development <p>Issues may include STEM education, information technology in education, self-directed learning, catering for learner diversity, values education, vocational and professional education and training, language across the curriculum, entrepreneurial spirit, national and international development trends and education research, etc.</p>

(ii) Training mode

The programmes/activities should provide structured learning, such as local/non local conferences, seminars, thematic lectures, workshops, online courses, local and non-local study tours, courses that lead to teaching qualifications, and staff development day programmes.

(iii) Training providers

The professional development programmes/activities are provided by the EDB, teacher education universities, SSBs or schools.

(iv) Points to note

School Sponsoring Bodies/schools should

- Incorporate the above-mentioned training requirements and content into school-based CPD plans systematically.
- Encourage teachers to actively participate in the professional development programmes/activities under the two major categories and make good use of the training resources provided by the EDB for staff development days or at other appropriate training opportunities, taking into account their school-based circumstances.
- Assist teachers in reviewing their learning progress and needs and facilitate reflection on their professional development needs.
- Regularly review teachers' participation in CPD activities and report to the SMCs/IMCs.

Teachers should

- Make proper plans to participate in the two major categories of professional development programmes/activities in a balanced manner, and record particulars of completed training programmes/activities through the EDB's e-Services Portal for submission to the school on a yearly basis.
- Bridge their learning with teaching practices, consolidate and reflect on their learning outcomes for continuous professional development.