

10 June 2020

Education Bureau Circular No. 6/2020

Implementation of the Recommendations of the Task Force on Professional Development of Teachers

【 Note: This Circular should be read by

- (a) Supervisors and heads of all government schools, aided schools (including special schools), caput schools and schools under the Direct Subsidy Scheme - for action; and
- (b) Head of sections - for information and action where applicable.】

Summary

This circular aims to elaborate on the details of implementing the recommendations of the Task Force on Professional Development of Teachers, and the measures to be taken in September 2020.

Background

2. The Education Bureau (EDB) set up the Task Force on Professional Development of Teachers (the Task Force) in November 2017 to study the establishment of a Professional Ladder for Teachers, the ranking arrangement of school management in primary, secondary and special schools, as well as the timetable for an all-graduate teaching force. After extensive consultation with stakeholders, an in-depth study and much deliberation, the Task Force submitted a report to the Government in March 2019 with a total of 18 recommendations. The Government has accepted all the recommendations and has actively pursued the relevant measures. Some of these measures were announced in the Chief Executive's 2018 Policy Address, including implementing in one go the all-graduate teaching force in public sector primary and

secondary schools¹ in the 2019/20 school year, earmarking funding to rationalise the salaries for school heads and deputy heads in public sector primary schools, and improving the manpower at the middle management level in primary schools. The EDB will implement other recommendations of the Task Force in the 2020/21 school year, including establishing a Professional Ladder for Teachers, improving the manpower of vice-principals in public sector primary and secondary schools, the manpower of senior teachers as well as ranking arrangements of principals in public sector secondary schools, and making preparations for establishing commendation schemes at multiple levels to acknowledge teachers with outstanding performance. Schools under the Direct Subsidy Scheme (DSS) will also benefit from the above measures and the EDB will incorporate the expenses arising from implementing the measures in aided schools into the DSS unit subsidy rates. Through these measures, the EDB hopes to enhance teachers' professional capacity and their effectiveness in managing schools, thus further enhancing the quality of education.

Details

I. All-graduate Teaching Force

3. The Government accepted the Task Force's recommendation to implement the all-graduate teaching force policy as early as practicable and implemented the policy in public sector primary and secondary schools in one go in the 2019/20 school year. Schools may, taking into account their school-based circumstances, achieve full implementation by the 2020/21 school year. The policy recognises teachers holding a bachelor's degree, and enhances their professional roles and functions to further improve the quality of education. Regarding the establishment of an all-graduate teaching force in aided schools, including the implementation details and responsibilities of graduate teachers, please refer to the EDB Circular No.11/2019.

II. Advancing Teachers' Career Prospects, Enhancing School Management Ranking and Deployment Arrangements

4. To tie in with the establishment of a Professional Ladder for Teachers, the EDB will enhance the ranking arrangement of school management with a view to encouraging the continuous development of the teaching profession, recognising the contributions of teachers and school leaders, raising the professional status of teachers, and enhancing the quality of education. Starting from the 2020/21 school year, the

¹ Public sector primary and secondary schools include government schools, aided schools (including special schools) and caput schools.

EDB will implement the following improvement measures to enhance the ranking arrangement of school management for strengthening the coordination and planning of school development work:

Public sector primary schools

- (a) Improving the manpower of deputy heads in public sector primary schools; and
- (b) Upgrading the Primary School Curriculum Leader post in public sector primary schools operating fewer classes.

Public sector secondary schools

- (c) Improving the demarcation arrangements for headship rankings in public sector secondary schools;
- (d) Improving the manpower of vice-principals in public sector secondary schools; and
- (e) Including the additional teaching posts generated from the 0.1 increase in teacher-to-class ratio as from the 2017/18 school year in the calculation of promotion posts in public sector secondary schools.

Aided special schools

In addition to the above measures, the following two measures for improving the ranking arrangement of school management will also be implemented in aided special schools:

- (f) Improving the conversion arrangements for determining the headship ranking and provision of vice-principals/deputy heads in aided special schools; and
- (g) Improving the manpower arrangements for vice-principals/deputy heads in aided special schools operating both primary and secondary sections.

5. For details of each improvement measure, please refer to Annex 1.

6. With regard to enhancing the current arrangement and requirements for promotion to headship ranks in the primary sector, the Government will review the current practice and scrutinise areas for improvement.

7. With a view to attracting more suitable candidates to take up leadership duties in special schools, the EDB will improve the promotion arrangement for deputy heads at the rank of Senior Primary School Master/Mistress (SPSM) in the primary section of aided special schools. Since principals of aided special schools operating both primary and secondary sections are currently at the ranks of secondary school principals

(including Principal Graduate Master/Mistress (PGM), Principal II and Principal I), to be eligible for promotion to principal of aided special schools, teachers must have at least three years' secondary school experience as Senior Graduate Masters/Mistresses (SGM) in aided special schools. Besides, the EDB has proposed improvement measures regarding the manpower at the middle management level and the salaries of school heads and deputy heads in public sector primary schools. The measures are also applicable to special schools. Upon the approval of the Legislative Council and the implementation of these proposals, deputy heads at the rank of SPSM in the primary section of aided special schools will not be required to have the aforementioned secondary school teaching experience and will be eligible for consideration for promotion to principal in aided special schools as long as they meet the required years of service and training requirements. Specifically, a teacher's years of service as an SPSM in aided special schools operating both primary and secondary sections will be treated as equivalent to the years of service as an SGM in aided special schools when he/she is being considered for promotion to principal in aided special schools.

8. To complement the implementation of whole-day primary schooling and the move towards an all-graduate teaching force, the Government is working to rationalise the salaries for school heads and deputy heads and improve the manpower at the middle management level in public sector primary schools. These improvement measures will enhance the quality of primary school management and help retain and attract talents for the purpose of further improving the quality of education.

III. Professional Ladder for Teachers

9. The Professional Ladder for Teachers in Hong Kong is established with an aim to promote teachers' professional growth and enhance teachers' professional status. It adopts the professional roles of teachers and principals as portrayed in the "T-standard"² as the goals for teachers' professional development, and the three core elements of teachers' professional growth (including professional competencies; professional values and conduct; and aspiration for self-advancement through self-reflection) as its foundation. With the prevailing Continuing Professional Development (CPD) policy for teachers³ remains unchanged, starting from the 2020/21

² The three professional roles of teachers portrayed in the "T-Standard" are "Caring Cultivators", "Inspirational Co-constructors" and "Committed Role Model". The three professional roles of principals are "Ethical Enablers", "Versatile Architects" and "Visionary Edupreneurs". The stage descriptors under each role depict the beliefs and performance of the teachers or principals at different stages of professional growth. For more information, please visit the website of the Committee on Professional Development of Teachers and Principals (<http://cotap.hk> >T-excel@hk>T-standard).

³ CPD policy for teachers: All teachers, regardless of rank and position, have to undertake no less than 150 hours

school year, the EDB will provide core training for newly-joined teachers, training programmes and resources for in-service teachers, and enhance the arrangements of training for promotion. Details are as follows.

“T-standard⁺”

10. “T-standard⁺” comprises Professional Standards for Teachers of Hong Kong and Professional Standards for Principals of Hong Kong. It portrays the professionalism that teachers and principals are expected to demonstrate at different stages of professional growth. It also provides a self-reflection tool to facilitate teachers’ understanding of their individual professional development needs. Both the Professional Ladder for Teachers and “T-standard⁺” aim at promoting self-reflection and professional development of the teaching profession. With reference to the “T-standard⁺”, the EDB has devised the following training programmes and goals to provide teachers with opportunities for more systematic and focused professional development.

● Training Programme for Newly-joined Teachers

11. To assist newly-joined teachers to understand their professional roles, demonstrate professional values and conduct, and keep abreast of the latest developments in education policies and practices for application in teaching as appropriate, the EDB has developed training programme for newly-joined teachers, which comprises core and elective training. Starting from the 2020/21 school year, teachers appointed to teach in public sector or DSS schools for the first time are required to complete 30 hours of core training within the first three years of service, and not less than 60 hours of elective training based on individual professional development needs.

12. The core training is offered by the EDB, which covers “Teachers’ Professional Identity” and “Teachers’ Professional Learning”. The former is designed with reference to the “T-standard⁺” to promote teachers’ reflection on their professional roles, while the latter mainly elucidates local education policies and initiatives as well as national and international education development. Elective training allows newly-joined teachers to participate in programmes/activities offered by the EDB, teacher education universities, school sponsoring bodies or schools according to individual professional development needs. The training includes professional development

of CPD activities by the end of each three-year cycle. The number of CPD hours is a “soft target” designed to encourage teachers to participate in different modes of CPD activities in accordance with their professional needs and aspirations.

programmes related to Key Learning Area/subject and fostering students' whole-person development, as well as induction programmes organised by school sponsoring bodies/schools. For details of the training programme for newly-joined teachers, please refer to Annex 2.

● **Enhanced Training for In-service Teachers**

13. With full implementation of the all-graduate teaching force policy, all teachers will shoulder more diversified professional duties and work together to promote school development. The EDB has been encouraging teachers to participate in different modes of CPD activities in accordance with their professional needs and aspirations, to meet the soft target of completing 150 hours of training in every three-year cycle. Starting from the 2020/21 school year, teachers are required to spare a minimum of 30 hours, in each three-year cycle, to take part in two categories of professional development programme/activity, namely "Teachers' Professional Roles, Values and Conduct" and "Local, National and International Education Issues", with not less than six hours spent on each category. The enhanced training would facilitate teachers' systematic planning of professional development to address the needs of their duties, cultivate a reflective culture in the teaching profession and broaden teachers' horizons.

14. The EDB will provide teachers and schools with training programmes and resources under the aforementioned two categories. Schools should plan for the incorporation of the relevant content in school-based teacher professional development plans, and make good use of the training resources provided by the EDB on staff development days or at other appropriate training opportunities, taking into account their school-based circumstances. Teachers should make proper plans to participate in the professional development programmes/activities in a balanced manner. For details of the enhanced training for in-service teachers, please refer to Annex 3.

● **Enhanced Arrangements of Training for Promotion**

15. Currently, to be eligible for substantive promotion to higher ranks⁴ in aided schools, teachers must meet the training requirements for promotion⁵ by undertaking 90 hours of refresher training within the last ten years. For substantive promotion to

⁴ The higher ranks are Senior Graduate Master/Mistress (SGM), Primary School Master/Mistress (PSM), Senior Primary School Master/Mistress (SPSM) and Principal Graduate Master/Mistress (PGM).

⁵ In addition to refresher training and management training programmes, special school teachers should also complete acceptable special education programmes for promotion purpose to be recognised as eligible for promotion. For details, please refer to the relevant provisions of the Code of Aid for Special Schools and the latest circulars on special education teacher training at the EDB website (<http://www.edb.gov.hk>) [[Education System and Policy > Special Education > In-service Teacher Training Courses on Special Educational Needs](#)].

the ranks of PGM and SPSM, they have to undertake an additional 40-hour management training course. With the rapid development of technology, society and economy, it is necessary for school management teams to have a broader vision and provide stronger leadership. They are expected to keep pace with the times and lead the school development in order to nurture talents needed by society. The EDB will enhance the content of training for promotion and revise the validity period of such training to better address school development needs and ensure teachers aspiring to advance to higher ranks are adequately equipped to take up promotion posts.

16. Starting from the 2020/21 school year, the EDB will implement the enhanced training requirements for promotion. The training includes the Core and Elective Parts. The total number of required training hours remains unchanged, and the validity period of such training is five years. For the Core Part, teachers must complete 30 hours of designated programmes offered by the EDB. These programmes focus on the necessary competencies required of school leaders, including professional conduct and values, national and international development, education issues, as well as leadership and reflective skills. For the Elective Part, teachers must undertake 60 hours (for promotion to PSM/SGM) or 100 hours (for promotion to SPSM/PGM) of training, based on the professional knowledge needed for respective promotion posts. The training in the Elective Part should be endorsed by the School Management Committees (SMCs)/Incorporated Management Committees (IMCs) as fulfilling the training requirements for promotion. For details of the enhanced training requirements for promotion, please refer to Annex 4.

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

● **School-based Continuing Professional Development Plan for Teachers**

18. When devising school-based teacher CPD plans, schools should make reference to the Professional Ladder for Teachers as well as “T-standard⁺” and set feasible professional development plans with teachers to cater for their needs at different stages of professional growth. Schools should also provide guidance to help teachers meet the respective CPD requirements, regularly review teachers’ participation in the CPD activities and report to the SMCs/IMCs .

19. Schools should ensure that newly-joined teachers understand the relevant training

arrangements and requirements, provide them space to attend appropriate professional development programmes/activities, and assist them in reviewing and reflecting on what they have learned. Schools should also clearly explain the enhanced arrangements of training for promotion to teachers so that teachers who aspire to advance to higher ranks can plan for their professional development well in advance. Schools should also ensure that teachers have fulfilled the training requirements before substantive promotion.

20. To cater for the teachers' professional growth and their operational needs, the EDB will provide a wider variety of professional development programmes/activities, including online courses. Details of these professional development programmes/activities will be uploaded to the Training Calendar System in a timely fashion. Schools/teachers can review the record of attendance through the EDB e-Services Portal. Through timely review and flexible arrangements of the training programmes, the EDB actively supports teachers' CPD and encourages them to achieve their training goals.

IV. Establishing Commendation Schemes

21. The EDB will establish a new commendation scheme to acknowledge teachers and school leaders with distinguished contributions to education and promotion of school development. In addition, schools are advised to consider creating the title of "Expert Teacher" to recognise the outstanding performance of teachers in learning and teaching, education research and developing professional learning communities, taking into account their school-based circumstances. The new title serves to acknowledge their contributions in enhancing teacher professional development and identify teachers for promoting professional exchange within and across schools. Further details will be announced in due course.

Amendments to the Codes of Aid and School Administration Guide

22. Following the implementation of the above recommendations, the Code of Aid for Primary Schools, Code of Aid for Secondary Schools, Code of Aid for Special Schools, Code of Aid for Aided Schools, Compendium to Code of Aid for Aided Schools, and School Administration Guide will be updated accordingly.

23. The training requirements for teachers in government schools to be considered for promotion to the posts of Education Officer, Senior Education Officer, PSM and SPSM are provided in relevant EDB internal circular.

Related Information and Briefing Session

24. Related information on implementing the recommendations of the Task Force on Professional Development of Teachers has been uploaded to the EDB website, which includes powerpoint, frequently asked questions and training information. Schools/Teachers can browse the information from the EDB website ([Home > Teachers Related > Qualifications, Training and Development > Development > Continuing Professional Development of Teachers](#)).



25. The EDB will hold a briefing session in early August 2020 to familiarise schools and school sponsoring bodies with the implementation details of the Task Force's recommendations. For details of and enrollment for the briefing session, please refer to the EDB Training Calendar System (Course ID: PDT020200073).

Enquiry

26. For enquiries about the all-graduate teaching force policy and enhancing school management ranking, please contact your respective School Development Officers. For enquiries about the Professional Ladder for Teachers and teacher training, please contact the School Leadership and Professional Development Section of the Professional Development and Training Division at 3509 7579.

Benjamin YUNG
for Secretary for Education

Encl.

**Enhancing the Ranking and Deployment Arrangements for
the Management of Public Sector Schools**

Enhancement measures

Starting from the 2020/21 school year, the following measures will be implemented to enhance the ranking and deployment arrangements for the management of public sector schools:

Public sector primary schools

(a) Improving the manpower of deputy heads in public sector primary schools

2. In the 2008/09 school year, the Government created the posts of deputy heads at the rank of Senior Primary School Master/Mistress (SPSM) in public sector primary schools (including special schools with a primary section). In public sector primary schools operating 12 – 23 and 24 or more approved classes, one and two Primary School Master/Mistress (PSM) post(s) was/were upgraded to the rank of SPSM to take up the office of deputy head(s) respectively. For aided special schools with a primary section, the number of approved classes refers to the number of equivalent ordinary primary classes converted according to the requirements set out in the Code of Aid for Special Schools.

3. In order to strengthen the coordination and planning of school development work and enhance the effectiveness of school management, hence leading the schools to better take forward the work of curriculum development, student support, school administration, etc. and implement various new education initiatives, the manpower of deputy heads will be improved in the following ways in public sector primary schools (including aided special primary schools⁶) starting from the 2020/21 school year:

- (i) in primary schools operating 12 – 17 approved classes, one PSM post will be re-ranked to the SPSM rank for deputy head;
- (ii) in primary schools operating 18 – 23 approved classes, two PSM posts will be re-ranked to the SPSM rank for deputy heads; and
- (iii) in primary schools operating 24 or more approved classes, three PSM posts will be re-ranked to the SPSM rank for deputy heads.

⁶ Improvement arrangements for aided special schools with both primary and secondary sections are detailed in paragraphs 16 to 20 of this Annex.

(b) Upgrading the Primary School Curriculum Leader post in public sector primary schools operating fewer classes

4. Currently, public sector ordinary primary schools operating 6 – 11 and 12 or more approved classes are entitled to the provision of an Assistant Primary School Master/Mistress (Curriculum Development) (APSM(CD)) post and a Primary School Master/Mistress (Curriculum Development) (PSM(CD)) post respectively, while those operating 5 or fewer approved classes are entitled to the provision of the Curriculum Leadership Grant (CLG). In special schools operating 6 or more approved classes, the arrangement in respect of the Primary School Curriculum Leader post is the same as that in ordinary schools, while special schools operating 5 or fewer approved classes are entitled to the provision of an APSM(CD) post. For aided special schools, the number of approved classes refers to the number of approved primary classes.

5. To tie in with the implementation of the recommendations of the Task Force on Professional Development of Teachers and enable Primary School Curriculum Leaders in schools of a smaller scale to perform their curriculum leadership duties more effectively, starting from the 2020/21 school year, the Primary School Curriculum Leader posts in public sector primary schools operating 11 or fewer approved classes will be upgraded from the provision of an APSM(CD) post or the CLG to a PSM(CD) post. With this, each public sector primary school (including special schools with a primary section), regardless of the number of approved classes, is entitled to the provision of a PSM(CD) post under the new measure.

6. For the roles and duties of the Primary School Curriculum Leader, and information on relevant professional development programmes, please visit the Education Bureau (EDB) website (Home > Curriculum Development > Primary Education > Primary Education – Primary School Curriculum Leaders).

7. With the upgrading of the CLG to a PSM(CD) post, there will be no disbursement of the CLG from the 2020/21 school year onwards. If there is any unspent balance, schools may continue to deploy the remaining portion of the CLG up to 31 August 2021. After that date, the unspent balance of the CLG will be entirely clawed back to the EDB according to the annual audited accounts of the schools.

Public sector secondary schools

(c) Improving the demarcation arrangements for headship rankings in public sector secondary schools

8. Currently, headship rankings in public sector secondary schools are determined according to the number of approved classes. In public sector secondary schools operating 24 or more, 15 – 23 and 14 or fewer approved classes, the principal post is at the rank of Principal I, Principal II and Principal Graduate Master/Mistress (PGM)⁷ respectively. For aided special schools with a secondary section, the number of approved classes refers to the number of equivalent ordinary secondary classes converted according to the requirements set out in the Code of Aid for Special Schools. The EDB will also enhance the conversion arrangements starting from the 2020/21 school year. For details, please refer to paragraph 16 of this Annex.

9. Starting from the 2020/21 school year, the EDB will improve the demarcation arrangements for headship rankings in public sector secondary schools. The qualifying criterion for the provision of a Principal I and Principal II post will be lowered to support school operation and suitably reflect the responsibilities shouldered by principals serving in secondary schools of different scales. The demarcation arrangements for headship rankings in public sector secondary schools will be improved in the following ways:

- (i) in secondary schools operating 18 or more approved classes, the principal post will be at the rank of Principal I;
- (ii) in secondary schools operating 12 – 17 approved classes, the principal post will be at the rank of Principal II; and
- (iii) in secondary schools operating 11 or fewer approved classes, the principal post will be at the rank of PGM.

(d) Improving the manpower of vice-principals in public sector secondary schools

10. Currently, in public sector secondary schools operating 15 or more approved classes, two Senior Graduate Master/Mistress (SGM)⁸ posts are upgraded to PGM posts for vice-principals. For aided special schools with a secondary section, the number of approved classes refers to the number of equivalent ordinary secondary classes converted according to the requirements set out in the Code of Aid for Special Schools.

11. In order to strengthen the coordination and planning of school development work and enhance the effectiveness of school management, hence leading the schools to better take forward the work of curriculum development, student support, school

⁷ The corresponding rank in government schools is Senior Education Officer.

⁸ The corresponding rank in government schools is Education Officer.

administration, etc. and implement various new education initiatives, the manpower of vice-principals will be improved in the following ways in public sector secondary schools (including aided special secondary schools⁹) starting from the 2020/21 school year:

- (i) in secondary schools operating 12 – 23 approved classes, two SGM posts will be re-ranked to the PGM rank for vice-principals; and
- (ii) in secondary schools operating 24 or more approved classes, three SGM posts will be re-ranked to the PGM rank for vice-principals.

(e) Including the additional teaching posts generated from the 0.1 increase in teacher-to-class ratio from the 2017/18 school year in the calculation of promotion posts in public sector secondary schools

12. Since the 2017/18 school year, the teacher-to-class ratio (T/C ratio) for public sector secondary schools has been increased by 0.1 across the board to provide additional teaching staff for schools to take forward various education initiatives. In this regard, the T/C ratio is 1.8 teachers per junior secondary class (S1 – S3) and 2.1 teachers per senior secondary class (S4 – S6) in public sector ordinary secondary schools. For special schools, at junior secondary level (S1 – S3), the T/C ratio is 1.8 teacher⁴per class. At senior secondary level (S4 – S6), the T/C ratio for schools for children with intellectual disability is 2 teachers per class whereas that for special schools offering the ordinary curriculum is 2.1 teachers per class.

13. To provide schools with additional manpower at middle management level to coordinate the implementation of various education initiatives for their long-term planning and development, the additional teaching posts generated from the 0.1 increase in T/C ratio from the 2017/18 school year will be included in the calculation of promotion posts in public sector secondary schools starting from the 2020/21 school year.

Aided special schools

14. In addition to the above-mentioned measures, the ranking arrangements for school management in aided special schools will also be improved in the following ways:

⁹ Improvement arrangements for aided special schools with both primary and secondary sections are detailed in paragraphs 16 to 20 of this Annex.

(f) Improving the conversion arrangements for determining the headship ranking and provision of vice-principals/deputy heads in aided special schools

15. To determine the headship ranking and provision of vice-principals/deputy heads, special primary, junior secondary and senior secondary classes are converted into an equivalent class using a weighting system under the current arrangement.

16. In order to duly reflect the responsibilities of principals in aided special schools and ensure the stability of headship ranking by minimising the impact of any year-on-year fluctuations in the number of classes in primary and secondary sections, starting from the 2020/21 school year, the EDB will improve the conversion arrangements for determining the headship ranking. The weighting for converting primary, junior secondary and senior secondary classes in special schools into equivalent classes is adjusted from 0.6, 0.8 and 1 respectively to 1 across the board. The number of equivalent classes so derived will be further converted by applying a ratio of a 18 equivalent classes to 24 ordinary secondary classes, with the resulting number rounded off, for determining the headship ranking in aided special schools. The conversion arrangement is also applicable to the provision of vice-principals/deputy heads in aided special schools.

(g) Improving the manpower arrangements for vice-principals/deputy heads in aided special schools operating both primary and secondary sections

17. Currently, aided special schools with both primary and secondary sections are allowed to opt for the provision of vice-principals/deputy heads either at the secondary level or the primary level, but not both. The choice once made is irrevocable. Moreover, no vice-principal/deputy head posts are provided in schools of a smaller scale (i.e. upon conversion the number of equivalent ordinary primary classes is under 12 or the number of equivalent ordinary secondary classes is under 15).

18. In order to better support aided special schools with both primary and secondary sections, so as to enhance the coordination and leadership and the effectiveness of school management, starting from the 2020/21 school year, the EDB will provide a deputy head post for aided special schools with both primary and secondary sections that operate 11 or fewer equivalent ordinary classes by re-ranking a PSM post to the SPSM rank. Furthermore, to match the organisation structure of special schools with both primary and secondary sections, the EDB will improve the arrangements for vice-principal/deputy head posts therein to assist the principals in leading the school effectively and enhancing the effectiveness of school management.

19. Premised upon the above improvement measures (including those set out in paragraphs 3, 11, 16 and 18), starting from the 2020/21 school year, the manpower arrangements for vice-principals/deputy heads in aided special schools with both primary and secondary sections will be enhanced as follows:

- (i) in aided special schools approved to operate 8 or fewer classes (i.e. 11 or fewer equivalent ordinary classes), one PSM post in the primary section is re-ranked as an SPSM post for deputy head;
- (ii) in aided special schools approved to operate 9 – 17 classes (i.e. 12 – 23 equivalent ordinary classes), one vice-principal post and one deputy head post will be provided in the secondary and primary sections respectively by re-ranking one SGM post to the PGM rank in the secondary section and one PSM post to the SPSM rank in the primary section; and
- (iii) in aided special schools approved to operate 18 or more classes (i.e. 24 or more equivalent ordinary classes), a total of three vice-principal/deputy head posts will be provided for secondary and primary sections. Upon having one vice-principal post in the establishment of the secondary section and one deputy head post in the establishment of the primary section (i.e. one SGM post re-ranked to the PGM rank in the secondary section and one PSM post re-ranked to the SPSM rank in the primary section), the Incorporated Management Committee (IMC) of the school may, premised upon the school's own needs, resolve to have the remaining one (i.e. the third one) in the establishment of either the secondary or primary section. (Aided special schools entitling three vice-principal/deputy head posts are required to inform the EDB of their choice in respect of the third vice-principal/deputy head post¹⁰ by submitting the duly completed Appendix 1 hereto to the respective Chief School Development Officer (CSDO) by 24 June 2020 (Wednesday) for necessary action.)

20. For aided special schools currently entitled two vice-principal/deputy head posts in the same section, should there be a practical need, their IMCs may decide to retain the current establishment of vice-principals/deputy heads as a transitional arrangement. However, schools should rectify the situation as soon as a suitable opportunity arises (e.g. when a vice-principal/deputy head post is vacant, when the school is entitled to the provision of the third vice-principal/deputy head post due to an increase in the number

¹⁰Schools that wish to change the choice already made for a particular school year should inform the respective Chief School Development Officer in writing by 30 April before the commencement of that school year. A choice made in respect of the arrangements for vice-principal/deputy head posts should be valid throughout the school year and it is only when there are strong justifications will the EDB entertain a request for changing the existing arrangement in the middle of a school year.

of approved classes, etc.). If schools envisage the need to temporarily maintain the above-mentioned vice-principal/deputy head establishment as a transitional arrangement starting from the 2020/21 school year, they should submit the duly completed Appendix 2 hereto to the respective Chief School Development Officer (CSDO) by 24 June 2020 (Wednesday) for necessary action.

Appropriate manpower deployment for capacity building and professional growth

21. Schools should take the opportunities of enhancing the manpower of vice-principals/deputy heads and middle management in public sector schools to review the roles and functions of vice-principals/deputy heads and senior teachers, and make plans for manpower deployment in light of their own needs, with a view to enhancing the effectiveness of school management and the professional capacity of their teaching force, and promoting the professional growth of teachers. Having regard to their own needs, schools should review and arrange the duties of existing and additional vice-principals/deputy heads. In addition to class teaching, vice-principals/deputy heads are required to assist the principal in steering, planning and coordinating school development work in various aspects to strengthen the professional capacity of the teaching force so as to further enhance the quality of education. Moreover, in order to promote continuous school development, schools should consider deploying manpower to strengthen leadership in major new projects or areas that have been neglected previously due to resource constraints.

Arrangements for filling the additional vice-principal/deputy head and promotion rank posts

22. Schools may fill the additional vice-principal/deputy head and promotion rank posts newly created from the 2020/21 school year by means of acting appointment, promotion or direct appointment. Aided schools should follow relevant requirements in the Codes of Aid and School Administration Guide as well as relevant circulars and guidelines issued by the EDB to establish in advance a set of school-based mechanism and formal selection procedures under the principles of fairness and transparency.

23. Schools should absorb their own redundant/surplus teachers at the corresponding promotion rank by the newly created promotion rank posts. School Sponsoring Bodies (SSBs) operating more than one school should work out with best effort arrangements for redeploying their own redundant/surplus teachers at the corresponding promotion rank to take up the newly created promotion rank posts in schools under their sponsorship. For aided primary schools, where circumstances warrant, SSBs may

offset newly created promotion rank post(s) (including the post(s) of deputy heads at the SPSM rank but excluding the posts of Student Guidance Teacher (SGT), the additional senior teacher post of English (ST(Eng)), PSM(CD) and Special Educational Needs Coordinator (SENCO) at promotion rank) in one school under their sponsorship against all types of redundant teacher(s) at promotion rank in another. If there are still vacant posts after the above accommodation of redundant/surplus teachers at promotion rank, schools and SSBs may arrange for acting appointment, promotion or direct appointment. For arrangements for redundant/surplus teachers at promotion rank in aided schools in the 2020/21 school year, please refer to EDB Circular Memoranda No. 34/2020 and 46/2020.

24. All the necessary procedures for appointment, promotion or acting appointment of teachers should be completed before the effective date, including the approval by the School Management Committee/Incorporated Management Committee. Under normal circumstances, there should be no retrospective effect for the date of appointment, promotion or acting appointment.

25. The above measures for enhancing the ranking arrangements for the management of public sector schools will be implemented starting from 1 September 2020.

Caput schools and schools under the Direct Subsidy Scheme (DSS)

26. Caput schools should make necessary arrangements according to paragraphs 8 to 13 and 21 to 25 above. The EDB will take the related expenses into account when calculating the Fee Subsidy for these schools. As for DSS schools, the expenses arising from implementing the above measures in aided schools will be incorporated into the DSS unit subsidy rates.

Amendments to the Codes of Aid

27. In view of the implementation of the above measures, relevant provisions in the Code of Aid for Primary Schools, Code of Aid for Secondary Schools, Code of Aid for Special Schools, Code of Aid for Aided Schools and Compendium to Code of Aid for Aided Schools will be updated accordingly.

[For Aided Special Schools]

(To be submitted to the Education Bureau by 24 June 2020)

To: Education Bureau

[Attn.: Chief School Development Officer ()]

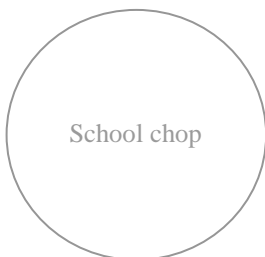
Arrangement for the third vice-principal/deputy head post

According to the approved class organisation of our school for the 2020/21 school year, a total of three vice-principal/deputy head posts will be provided in our secondary and primary sections. Upon having one vice-principal post in the establishment of the secondary section and one deputy head post in the establishment of the primary section, we choose to make the following arrangement for the remaining (i.e. the third) vice-principal/deputy head post in our staff establishment starting from the 2020/21 school year:

(Please select either option and indicate the choice by putting a tick “✓” in the appropriate box)

- re-rank a Senior Graduate Master/Mistress post to the Principal Graduate Master/Mistress rank in the secondary section
- re-rank a Primary School Master/Mistress post to the Senior Primary School Master/Mistress rank in the primary section

The above decision has been endorsed by the Incorporated Management Committee. We understand that if this decision needs to be changed in any subsequent school year, we are required to inform the respective Chief School Development Officer in writing by 30 April before the commencement of that school year for necessary action.



Signature of the school supervisor : _____

Name of the school supervisor : _____

Name of school : _____

Date : _____

c.c. Senior Education Officer (SES1) (Fax: 2147 1406)

[For Aided Special Schools]

(To be submitted to the Education Bureau by 24 June 2020)

To: Education Bureau

[Attn.: Chief School Development Officer ()]

**Retaining current vice-principal/deputy head establishment
as a transitional arrangement**

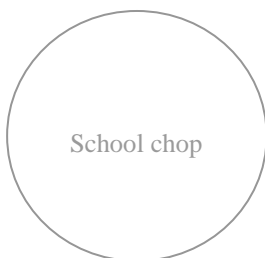
According to the approved class organisation of our school for the 2020/21 school year, one vice-principal post and one deputy head post will be provided in the secondary section and primary section respectively. Nevertheless, two vice-principal/deputy head posts have already been set up in the same section (***secondary/primary section**) in the 2019/20 school year and we envisage the need to temporarily retain the current establishment of vice-principals/deputy heads as a transitional arrangement starting from the 2020/21 school year. Details are as follows:

(Please select either option and indicate the choice by putting a tick “✓” in the appropriate box)

- retain the current arrangement of re-ranking two Senior Graduate Master/Mistress posts to the Principal Graduate Master/Mistress rank in the secondary section
- retain the current arrangement of re-ranking two Primary School Master/Mistress posts to the Senior Primary School Master/Mistress rank in the primary section

The above transitional arrangement has been endorsed by the Incorporated Management Committee. We undertake to rectify the situation as soon as a suitable opportunity arises (e.g. when a vice-principal/deputy head post is vacant, when the school is entitled to the provision of the third vice-principal/deputy head post due to an increase in the number of approved classes, etc.) and inform the EDB in writing accordingly. During the transitional period, we will deploy manpower flexibly to ensure smooth administration.

(*Please delete as appropriate)



Signature of the school supervisor : _____

Name of the school supervisor : _____

Name of school : _____

Date : _____

c.c. Senior Education Officer (SES1) (Fax: 2147 1406)

Training Programme for Newly-joined Teachers

Starting from the 2020/21 school year, newly-joined teachers are required to participate in the Training Programme for Newly-joined Teachers developed by the Education Bureau (EDB) to enable them to understand their professional roles, demonstrate professional values and conduct, and keep abreast of the latest developments in education policies and practices for application in teaching as appropriate.

(i) Target participants

Full-time teachers appointed to teach in public sector schools (including government, aided and caput schools) or schools under the Direct Subsidy Scheme for the first time.

(ii) Training requirements and content

With the prevailing Continuing Professional Development (CPD) policy for teachers remains unchanged, newly-joined teachers are required to complete 30 hours of core training within the first three years of service, and not less than 60 hours of elective training based on individual professional development needs.

Content		Training Hours	Programme Provider/ Organiser
Core Training	Teachers' Professional Identity - Roles, Values and Conduct <ul style="list-style-type: none"> ✧ T-standard⁺ - Professional Standards for Teachers of Hong Kong ✧ Teachers' professional conduct and relevant guidelines 	12	EDB
	Teachers' Professional Learning - Latest Education Development and Related Policy Issues <ul style="list-style-type: none"> ✧ Education policies and initiatives in the local context ✧ National and international education development (e.g. international education research and analyses, major education policies and their impacts) 	18	

Elective Training	Structured learning programmes/activities ¹¹ , including: <ul style="list-style-type: none"> ✧ KLA/subject-based professional development programmes/activities ✧ programmes/activities on fostering the whole-person development of students (e.g. catering for students with special educational needs, support for student development, etc.) ✧ school sponsoring body (SSB)/school-based induction programmes for newly-joined teachers 	≥60	EDB, teacher education universities, SSBs or schools ¹²
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(iii) Suggested timeline for undertaking the training programmes

Training		Suggested Timeline			Training Mode
		1st Year	2nd Year	3rd Year	
Core Training 1 Teachers' Professional Identity – Roles, Values and Conduct (12 hours)	Part 1	✓			Workshops, seminars, thematic lectures, online learning, local and non-local study tours, etc.
	Part 2		✓		
Core Training 2 Teachers' Professional Learning – Latest Education Development and Related Policy Issues (18 hours)			(✓ either on the 2nd or 3rd year)		
Elective Training (≥60 hours)		✓			

(iv) Training providers

The content of the Training Programme for Newly-joined Teachers comprises core training and elective training. The core training is offered by the EDB, while the elective training is provided by the EDB, teacher education universities,

¹¹ “Structured learning” includes local/non-local conferences, seminars, thematic lectures, workshops, online courses, local and non-local study tours, as well as courses that lead to teaching qualifications.

¹² Besides induction programmes for newly-joined teachers, SSBs/schools can also organise professional development programmes related to Key Learning Area/subject and fostering students' whole-person development for a reasonable proportion among the elective training (e.g. about one third).

SSBs or schools.

(v) **Points to note**

Principals/School Professional Development Coordinators should

- Ensure newly-joined teachers understand the relevant training arrangements and requirements, provide space for them to attend appropriate professional development programmes/activities, and assist them in reviewing and following up their learning progress and reflecting on their professional development needs.
- Guide newly-joined teachers to set feasible professional development plans, and regularly review their progress in participating in CPD activities through the EDB e-Services Portal, advise them for duly completion of the professional development plans and report to the School Management Committees/Incorporated Management Committees.
- Set the priority by which newly-joined teachers enroll in the core training, having regard to school-based circumstances.

Newly-joined teachers should

- Formulate a professional development plan according to their professional development needs or under the guidance of the school, and complete the training programmes and training hours within their first three years of service.
- Enroll in the core training of the Training Programme for Newly-joined Teachers through the Training Calendar System (TCS); and enroll in programmes/activities of elective training in accordance with the instructions of course providers.
- Review the “Records of Teachers’ CPD Activities” through the EDB e-Services Portal, and provide the school with relevant information of other training programmes/activities enrolled through means other than the TCS for record on a yearly basis.
- Actively participate in CPD, review their training progress, and apply their learning in school and teaching duties.

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
<p>Teachers’ Professional Roles, Values and Conduct</p> <ul style="list-style-type: none"> ✧ T-standard⁺ - Professional Standards for Teachers and Principals of Hong Kong ✧ Teachers’ professional conduct and relevant guideline
<p>Local, National and International Education Issues</p> <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.

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

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

(i) Target group

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

(ii) Training requirements and validity period

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

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

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

(iii) Points to note

SMCs/IMCs

- SMCs/IMCs must ensure that teachers receiving a promotion have met the relevant training requirements.¹³

¹³ In addition to the training requirements stipulated in Part (ii), special school teachers should complete special education programmes accepted for promotion purpose to be recognised as having fulfilled the training requirements for promotion. For details, please refer to the relevant provisions of the Code of Aid for Special Schools and the latest circulars on special education teacher training at the EDB website (<http://www.edb.gov.hk>) [[Education System and Policy > Special Education > In-service Teacher Training Courses on Special Educational Needs](#)].

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

A. Content

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

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

B. Training mode and duration

Training programmes in the Elective Part should provide structured learning¹⁴ and the duration of each programme should not be shorter than half a day (i.e. three contact hours).

C. Training providers

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

Principals

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

¹⁴ “Structured learning” includes local/non-local conferences, seminars, thematic lectures, workshops, online courses, local and non-local study visits, as well as courses that lead to teaching qualifications.

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

Teachers

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

(iv) Transition period arrangement

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

(v) Related information

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

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