

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

Professional Development and Training Division  
Education Bureau

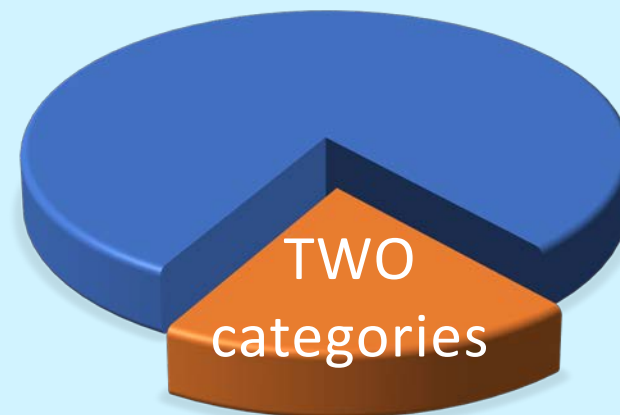
# Enhanced Training for In-service Teachers

## Training goals:

- 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.

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 programmes/activities.



## Two categories

1. Teachers' Professional Roles, Values and Conduct
2. Local, National and International Education Issues

With not less than six hours spent on each category

## Core Training Elements

### Teachers' Professional Roles, Values and Conduct

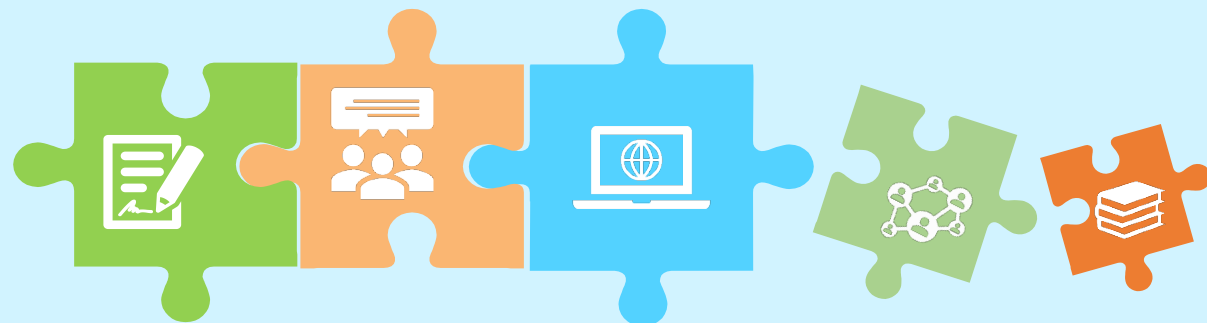
- T-standard<sup>+</sup> - Professional Standards for Teachers and Principals of Hong Kong
- Teachers' professional conduct and relevant guideline

### Local, National and International Education Issues

- Education issues in the local context
- Trends in national and international education development

*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.*

- The EDB will provide schools and teachers with training resources under these two categories.
- 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.



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*(Each 3-year cycle  $\geq$  30 hours )*

## 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.

Provided by the EDB, teacher education universities,  
school sponsoring bodies/schools



## 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.



## Points to note

### **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.



**End**