

**Training Package on T-standard<sup>+</sup> for Schools**  
**Activity Three: Textual Study**

Objective	To enable teachers to gain further understanding of their professional roles, consolidate known key concepts and explore new areas of learning through reading the Professional Standards for Teachers of Hong Kong and group discussions.
Teaching materials	1. Textual materials on the three professional roles 2. PowerPoint slides for Activity Three 3. Worksheet for Activity Three
Suggested duration	45 minutes

Duration	Procedures/Materials	Focus
Part I: Explore the professional roles of teachers (20 minutes)	<p>1) Distribute the worksheet.</p> <p>2) Show Slides 1 to 3 (each with one set of six descriptions). Ask teachers to read the descriptions and discuss in groups to see which teacher's role is best characterised by the respective set of descriptions.</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>✧ P.1 of the worksheet goes with Slides 1 to 3</li> <li>✧ There is one set of six descriptions on each slide that refers to one particular professional role of teachers. Ask teachers to determine which role is best characterised by the respective set of descriptions and write their answers on the worksheet.</li> </ul> <p>3) Group Presentation</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>✧ After group presentation, show the professional roles displayed on Slides 4 to 6.</li> </ul>	<p>➤ To enhance teachers' understanding of each professional role</p>

<p>Part II: Textual Study (25 minutes)</p>	<p>4) Distribute the textual materials on the three professional roles. Ask teachers to read p.5 to p.10.</p> <p>5) In groups of two or four, teachers are to explore one particular professional role by reading the descriptions and circle the keywords/concepts that they deem important.</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>✧ The focus is not on distinguishing different stages but enabling teachers to understand the keywords/concepts of each professional role.</li> <li>✧ Examples of keywords/concepts:</li> </ul> <table border="1" data-bbox="434 887 1139 1323"> <thead> <tr> <th data-bbox="434 887 740 983">Professional role</th> <th data-bbox="740 887 1139 983">Examples of keywords/concepts</th> </tr> </thead> <tbody> <tr> <td data-bbox="434 983 740 1079">Caring Cultivators</td> <td data-bbox="740 983 1139 1079">whole-person education, life planning</td> </tr> <tr> <td data-bbox="434 1079 740 1176">Inspirational Co-constructors</td> <td data-bbox="740 1079 1139 1176">media and information literacy, life-wide learning</td> </tr> <tr> <td data-bbox="434 1176 740 1323">Committed Role-models</td> <td data-bbox="740 1176 1139 1323">professional learning, whole-person development of teachers</td> </tr> </tbody> </table> <p>6) Teachers are to share and briefly explain their choice of keywords/concepts in the group.</p> <p>7) Each group is to agree on four to six most important keywords/concepts about the particular professional role, write them on the worksheet, then choose one keyword/concept that they want to learn more about. They may collect relevant information through discussion or online search and record their findings on the worksheet.</p>	Professional role	Examples of keywords/concepts	Caring Cultivators	whole-person education, life planning	Inspirational Co-constructors	media and information literacy, life-wide learning	Committed Role-models	professional learning, whole-person development of teachers	<p>➤ To enable teachers to reflect on the stages they are at in each of the three professional roles through in-depth reading of the textual materials on T-standard<sup>+</sup> and analysis of the professional performance of each role.</p>
Professional role	Examples of keywords/concepts									
Caring Cultivators	whole-person education, life planning									
Inspirational Co-constructors	media and information literacy, life-wide learning									
Committed Role-models	professional learning, whole-person development of teachers									

Notes:

- ✧ Remind teachers that they may work on p.2 of the worksheet.
- ✧ There are no model answers to the questions in the worksheet. The focal point is to enable teachers to gain further understanding of their professional roles.
- ✧ Trainers may refer to Slides 4 to 6 of Activity Two for the six descriptions of each professional role.

8) Consolidate and display (either in paper or electronic form) the views of each group.

Note:

- ✧ The keywords/concepts that teachers want to learn more about may reflect the areas in which they need further professional development. Schools are advised to make records and use them as reference for future planning on teacher professional development.

9) Consolidation of findings: Gather the keywords/concepts that teachers want to learn more about. Each group is to comment on at least one keyword/concept of other groups. Different groups may comment on the same keyword/concept by supplementing each other.

10) Trainers are to guide teachers through summarising what they have learnt in this session.

Notes:

- ✧ The Stages of Professional Maturity are descriptions of teachers' thoughts and deeds.

	<p>They are neither prescriptions nor rules or checklists.</p> <ul style="list-style-type: none"><li>✧ Years of service may not have a direct bearing on professional maturity and attainment of stages. Teachers/Principals may be at different stages of professional maturity in different aspects of their professional roles. For example, a teacher who is “Distinguished” in promoting whole-person education in school may be “Competent” in building rapport with stakeholders but still in the “Threshold” in understanding education policies; while another teacher may be “Distinguished” in developing entrepreneurial spirit in students but still in the “Threshold” in promoting self-directed learning.</li><li>✧ Some say that T-standard<sup>+</sup> is a blueprint of a teacher’s career. Teachers should take initiatives to renew their professional knowledge and skills at various stages and when taking up different positions. On career development, teachers being promoted to various posts should have a thorough understanding of their new duties and requirements, and possess leadership competencies to steer the developments of their teaching teams and the schools. Through relevant professional development activities, teachers will be able to achieve self-advancement, professional growth and their aspired career development.</li></ul>	
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