

Frequently-asked Questions

(For reference of school principals and teachers)

(1) Professional Ladder for Teachers

Q1 : What are the purposes and functions of the Professional Ladder for Teachers? How would the Education Bureau support the professional development of teachers with the implementation of the Professional Ladder for Teachers?

A1 : The Education Bureau (EDB) has established the Professional Ladder for Teachers in Hong Kong 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⁺" 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 aspiration to actualise the professional roles of "T-standard⁺", teachers can reflect on their professional development and formulate professional development plans with regard to their professional stages.

To implement the Professional Ladder for Teachers and support the professional growth of teachers, EDB has devised systematic training for Newly-joined Teachers (NJT) and in-service teachers, and enhanced the training requirements for promotion of teachers. These training programmes serve to equip teachers with the professional competencies and abilities required for different duties and posts.

Q2 : Are there any changes to the prevailing Continuing Professional Development (CPD) policy? How should schools implement the Professional Ladder for Teachers?

A2 : The existing CPD policy remains unchanged. All training programmes that support the Professional Ladder for Teachers are implemented under the prevailing CPD policy. Making reference to the Professional Ladder for Teachers, schools could review teachers' professional development

needs as a whole to formulate school-based strategies and set feasible professional development plans with teachers to support their fulfilment of the requirements. Schools should also provide guidance to help teachers meet the respective CPD requirements within every three-year cycle, regularly review teachers' participation in CPD activities, and report to SMCs/IMCs.

(2) Training Programme for Newly-joined Teachers (The Programme)

A. Training Purposes and Contents

Q3 : Why are NJTs required to attend the Programme? What are the programme contents?

A3 : The Programme is developed to cater for their needs of professional growth. The core training aims to promote NJTs' reflection on their professional roles and to enhance their understanding of local education policies and initiatives, as well as national and international education development. The elective training provides opportunities for NJTs to attend relevant programmes/activities according to their strengths, interests or career development needs. For details of the Programme, please refer to EDB webpage <https://www.edb.gov.hk/cpd/en>.



Q4 : What are the contents of the core training of the Programme? When are the courses usually held?

A4 : The core training programmes are provided by EDB and regularly organised every school year. The course ID begins with PDT. NJTs should refer to the announcement on the Training Calendar System (TCS) and EDB webpage regularly. The table below provides a summary of the core training for NJTs:

Content of Core Training		Training Hours	
Category 1	Workshop on Teachers' Professional Identity	6	12 in total
	"T-standard ⁺ " Online Course	3	
	Training Programme on the Constitution, Basic Law and Hong Kong National Security Law	3	
Category 2	Mainland Study Tour for Newly-joined Teachers	18	

Note: Each of the above courses should be taken once only. No CPD hours will be awarded for repeated enrolment on the same course.

Q5 : What are the differences between the "T-standard⁺" Online Course ("Online Course") and the Training Package on "T-standard⁺" for Schools ("Package")?

A5 : The Online Course provided by EDB is designed to cater for NJTs' needs at work. The contents include scenario analysis, interactive games and videos which are pertinent to their daily work such as classroom management, teacher-student relationship, teaching strategies, etc. The course belongs to the Core Training (Category 1) and the enrolment of NJTs is mandatory.

As for the Package, it is provided for schools' flexible deployment on staff development days or at other appropriate training opportunities, taking into account their school-based circumstances, to enhance teachers' continuous professional development as well as to cultivate a reflective culture.

NJTs who have participated in school-based training programme that is designed with reference to the Package **cannot** be considered as completing the Online Course.

Q6 : Does the Mainland Study Tour for NJTs belong to the core training of the Training Programme for NJTs?

A6 : The Mainland Study Tour for NJTs organised by EDB belongs to the Core Training (Category 2). NJTs should join the Mainland Study Tour organised by EDB and complete all the arranged training activities in order to meet the training requirements.

Q7 : Some NJTs will enrol in the postgraduate diploma in education or other master's degree programmes during the first few years of their service. Could these programmes be counted as the Programme?

A7 : EDB has been encouraging NJTs to enrol on suitable programmes/activities according to their individual professional and school development needs. All structured learning provided by EDB, teacher education universities, School Sponsoring Bodies (SSB) or schools can be counted as elective training programmes. Hence, the postgraduate diploma in education or other master's degree programmes that NJTs attended in their first three years could be counted as elective training programmes.

Q8 : In general, schools will provide induction/support programmes for NJTs. Could these school-based professional development programmes be counted as the core training provided by EDB? In addition, are all courses on TCS regarded as elective training programmes?

A8 : In general, school-based induction/support programmes for NJTs are mainly developed based on schools' development needs. The core training provided by EDB aims to assist NJTs to understand their professional roles and demonstrate professional values and conduct as well as to acquire the latest developments in education policies and practices. As the content of the core training is different from that of the school-based induction/support programmes, NJTs are **required to** complete the core training offered by EDB. In fact, SSB/school-based induction programmes for NJTs can be counted in the elective training.

The elective training mainly includes professional development programmes/ activities related to Key Learning Area(s), subject(s), and fostering students' whole-person development. Generally speaking, most of the courses posted on TCS are regarded as elective training programmes. To facilitate teachers' enrolment in relevant programmes and assist NJTs in identifying the core and elective training programmes/activities, course organisers provide programme/activity details with clear indication (please see below).



On TCS, only the courses marked as “New Teachers (Core)” or “New Teachers (Elective)” can be counted as the core or elective training hours for NJTs respectively. Other courses (including courses only marked as “All Teachers (Core)”) **cannot** be counted as the training hours of NJTs.

Q9 : Could the school-based professional development activities, such as collaborative lesson planning, peer lesson observation and panel meetings in schools, be counted as elective training?

A9 : The elective training for NJTs must be structured learning, including local/non-local conferences, seminars, thematic lectures, workshops, and local/non-local study tours. Other modes of CPD activities, such as collaborative lesson planning and peer lesson observation, are not regarded as elective training. These hours may be counted as training other than the core (30 hours) and elective (60 hours) training when achieving the goal of undertaking 150 hours of CPD activities every three years.

B. Target Participants

Q10 : Who are the target participants of the Programme for NJTs?

A10 : The Programme is targeted at full-time teachers appointed to teach in public sector schools (including government schools, aided schools, caput schools) or Direct Subsidy Scheme schools for the first time on or after 1 September 2020, including regular teachers, contract teachers, monthly-paid temporary teachers (excluding daily-rated supply teachers) and Native-speaking English Teachers (NETs). Teachers who had taught in private schools and transferred to local public sector schools or DSS schools as full-time teachers on or after 1 September 2020, regardless of their teaching experience, must also complete the Programme within the first three years of the transfer as required. The relevant appointment records on EDB e-Services Portal should prevail. For checking of the identity as NJTs, please refer to Q12.

Q11 : Do NJTs under “NET Scheme” and non-Chinese speaking teachers need to complete the Programme? If so, are there relevant courses taught in English to suit their needs?

A11 : Both full-time NJTs under the “NET Scheme” and non-Chinese speaking NJTs meeting the criteria stated in Q10 are required to complete the Programme. EDB will organise the Programmes in English for them to enrol.

Q12 : How is the first appointment date or school year defined?

(new)

A12 : The first appointment date of NJTs is the date on which the teacher is appointed as a full-time teacher for the first time in public sector schools (including government schools, aided schools, caput schools) or schools under the Direct Subsidy Scheme. NJTs can verify their first appointment dates with their serving schools.

For the first appointment school year, it lies between 1 September every year and 31 August of the following year.

For example, if a fresh graduate is appointed by an aided school as a full-time contract teacher for the first time on 16 August 2023, his first appointment school year will be the 2022/23 school year.

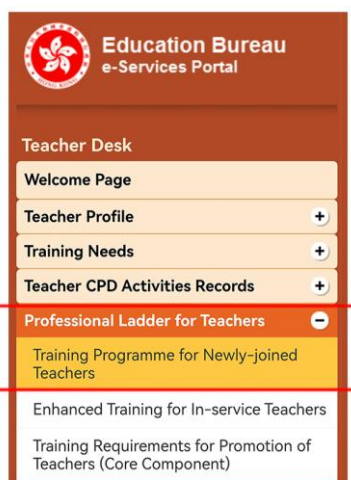
Even if the teacher concerned later transfers to another school, or switches from a contract teacher to a regular post, his **first appointment date and school year will remain unchanged.**

C. Viewing Training Progress

Q13 : How can NJTs view their training progress?

A13 : NJTs can log on to EDB e-Services Portal (<https://eservices.edb.gov.hk>), and view their training progress. Details are as follows.

1. Select “Training Programme for Newly-joined Teachers” under “Professional Ladder for Teachers”.



2. View the details of core and elective training completed, including end dates of the courses and training hours. Each core training course should be taken once only. For repeated enrolment, no CPD hours will be awarded.

Course Title (Core Training)	Training Hours		End Date
	Category 1	Category 2	
No record found.			
	Total Hours	0.0/12.0	0.0/18.0
Course Title (Elective Training)	Training Hours		End Date
2021 School Development Day		6.0	04/07/2021
Mathematics - Demonstration Lesson by Awarded Teacher of the Chief Executive's Award for Teaching Excellence		3.0	01/12/2021
2022 Putonghua Programme for Teachers of Kindergartens, Primary and Secondary Schools (Online course) (for Primary, Secondary and Special Schools)		4.0	01/08/2022
IT in Education Subject-related Series: Using IT Tools to Enhance e-Assessment for Mathematics in Primary Schools (Basic Level)		3.0	03/08/2022
	Total Hours	16.0/60.0	

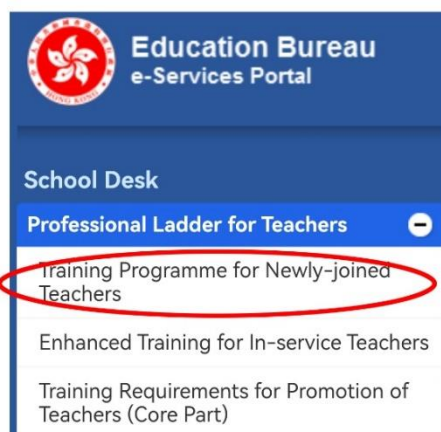
Q14 : Why can't I find the "Training Programme for NJT" page on EDB e-Services Portal?

A14 : The Programme is designed for full-time teachers who teach for the first time in public sector schools (including government schools, aided schools, caput schools) or schools under the Direct Subsidy Scheme on or after 1 September 2020. If your current position is not a full-time teacher (e.g. teaching assistant, part-time teacher), or you had worked as a full-time teacher in a public sector school or DSS school before 1 September 2020, you need not enrol in the Programme. As such, when you log on to EDB e-Services Portal, the "Training Programme for NJT" page will not be displayed.

Q15 : How can schools view the training progress of NJTs?

A15 : Schools can log on to EDB e-Services Portal (<https://eservices.edb.gov.hk>), and view the training progress of NJTs. Details are as follows.

1. Select "Training Programme for Newly-joined Teachers" under "Professional Ladder for Teachers".



2. View the list of NJTs, their "First Appointment Date in Public Sector or DSS School" and "Completed Hours of Training Programme for NJTs". If teachers are not appointed as a full-time teacher to teach in public sector schools or schools under the Direct Subsidy Scheme for the first time in the 2020/21 school year or later, they will not be included in the list.

Teacher Name	First Appointment Date in Public Sector or DSS School	Completed Hours of Training Programme for Newly-joined Teachers	
		Core (30 Hours)	Elective (60 Hours)
Select Teacher(s)	Select by Date		
<input type="checkbox"/>	01/09/2020	0	13.0
<input type="checkbox"/>	01/09/2020	0	13.0
<input type="checkbox"/>	01/09/2020	0	0
<input type="checkbox"/>	01/09/2020	0	13.0
<input type="checkbox"/>	01/09/2021	0	7.0
<input type="checkbox"/>	01/06/2021	0	16.0
<input type="checkbox"/>	01/09/2021	0	7.0
<input type="checkbox"/>	01/09/2021	0	7.0
<input type="checkbox"/>	01/09/2020	0	13.0
<input type="checkbox"/>	01/09/2020	0	16.0
<input type="checkbox"/>	01/09/2020	0	26.5
<input type="checkbox"/>	01/09/2020	0	15.5
<input type="checkbox"/>	01/09/2020	0	16.0

After selecting teachers, click 'Search' to view the teachers' participation in Training Programme for Newly-joined Teachers

3. Tick the box(es) of individual teacher(s) and click “Search” to view their training details, including course names and end dates of the courses.

Teacher Name: CHAN TAI MAN | First Appointment Date in Public Sector or DSS School: 01/09/2020

Course Title (Core Training)	Training Hours		End Date
	Category 1	Category 2	
Core Training Programme for Newly-joined Teachers (I) (2022/23) - Teachers' Professional Identity (Re-run)	6.0	-	05/11/2022
Core Training Programme for Newly-joined Teachers (I) - "T-standard" Online Course (Re-run)	3.0	-	26/03/2023
Core Training Programme for Newly-joined Teachers - Training Programme on the Constitution, Basic Law and National Security Education (Re-run)	3.0	-	31/05/2023
Mainland Study Tour for Newly-joined Teacher (2022/23) - Wuhan	-	18.0	03/04/2023
Total Hours	12.0	18.0	30.0

Course Title (Elective Training)	Training Hours	End Date
Briefing on e-Services Portal 2022	3.0	01/08/2022
Quality School Improvement Project: Tracking Students' Learning through Comprehensive Enhancement of Assessment Literacy	3.0	03/08/2022
Online Knowledge Enrichment Programmes on "Understanding Our Country": (2) National Security (Eighth intake in 2022/23 school year) (Re-run)	3.0	03/05/2023
Total Hours	9.0	

Q16 : Why are CPD activities input on EDB e-Services Portal not counted towards CPD hours of the elective training for the Programme?

A16 : When schools or teachers input CPD activities, the option for “if the course is an Elective Training Programme for Newly-joined Teachers” should be indicated for the system to recognise the corresponding activities and accurately calculate CPD hours for the Programme.

Add/Update TCPD Activity (Teacher-input)

0.00 / 3.00

Domain(s) (May select more than one choice): *

- I. Teaching & Learning
- II. Student Development
- III. School Development
- IV. Professional Relationships & Services
- V. Personal Growth & Development
- VI. Others

Please indicate if the course is an Elective Training Programme for Newly-joined Teachers. *

(For details, please refer to [EDBC No. 6/2020](#))

Yes No

Content

- KLA or subject-based professional development programmes or activities
- Programmes or activities on fostering the whole-person development of students
- School sponsoring body or school-based induction programmes for newly-joined teachers

Yes No

Two categories

- Category I: Teachers' Professional Roles, Values and Conduct
- Category II: Local, National and International Education Issues

Q17 : NJTs are required to complete the training within the “first three years of service”. If I quit my job during this period, how will the training period be counted? Will I have to retake the courses upon reinstatement?

A17 : The training period of NJTs is counted based on the accumulated number of days that teachers serve as full-time teachers (excluding daily-rated supply teachers), and the duration will be 1095 days (3 years x 365 days). Therefore, if teachers leave their teaching posts during the period to pursue further study, switch to non-full-time teaching posts, or transfer to private schools, the system will temporarily freeze their training periods, and will continue counting after reinstatement. Also, the teachers concerned only need to complete the remaining courses and need not retake the completed courses.

Q18 : Schools are required to submit teachers’ training records to SMCs/IMCs. How should SMCs/IMCs use or follow up on the information?

Q18 : Schools should regularly review NJTs’ participation in CPD activities and report to SMCs/IMCs for appropriate follow-up. If NJTs fail to meet the training requirements, SMCs/IMCs should continue to follow up and provide guidance for NJTs to meet the training requirements as early as possible. In addition, SMCs/IMCs could devise school-based teachers’ professional development plans based on the analysis of the information on teacher training.

D. Enrolment

Q19 : How can NJTs find out about the upcoming core training programmes organised by EDB?
(new)

A19 : NJTs can browse the latest course information on the Training Calendar System (tcs.edb.gov.hk). In addition, to facilitate NJTs’ early planning and enrolment in relevant courses, EDB has set up a dedicated webpage for "Training Programme for NJTs". This webpage provides information on core training programmes planned for each school year, as well as updates on the latest information and related policy

documents. NJTs can access the relevant information by visiting relevant EDB website (<https://www.edb.gov.hk/njt/en>) or scanning the QR code on the right.



Q20 : How can NJTs enrol in core training courses and elective training courses?

A20 : Teachers can apply for the courses through TCS (tcs.edb.gov.hk). New icons shown below are added on TCS for teachers to identify and check for the relevant training courses.



In addition to the courses organised by EDB, some structured learning programmes/activities organised by the teacher education universities, school sponsoring bodies or schools (including 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) can also be counted as elective training. After completing the programmes/activities, teachers need to input the relevant information into the e-Services Portal and submit them to the school for verification. Only verified activities can be included in their own CPD activities.

E. Others

Q21 : Do NJTs need to meet the “soft target” of undertaking no less than 150 hours of CPD activities in each three-year cycle?

A21 : With the prevailing CPD policy for teachers remaining unchanged, NJTs should also undertake no less than 150 hours of CPD activities in each three-year cycle, including 30 hours of core training for NJTs and 60 hours of elective training.

(3) Enhanced Training for In-service Teachers

Q22 : Why is it necessary to enhance the training for in-service teachers?

A22 : To align with the full implementation of the all-graduate teaching force policy under which all teachers are required to shoulder more diversified professional duties, EDB plans to develop more focused training programmes in response to teachers' needs in different stages of professional growth and working posts. Teachers are expected to plan their individual professional development plans more systematically, cultivate a reflective culture in the teaching profession, align with the school development, and enhance the quality of learning and teaching.

Q23 : How should schools assist teachers in enhancing the in-service training?

A23 : When devising school-based CPD plans, schools should make reference to the Professional Ladder for Teachers to formulate school-based strategies based on the overall professional development needs of their teachers and devise 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 CPD requirements and regularly review teachers' participation in CPD activities, including sparing 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.

Q24 : When will EDB provide the relevant programme information and training resources for schools and teachers? Are there any concrete guidelines or examples on how the schools should make good use of these resources?

A24 : Starting from the 2020/21 school year, EDB has provided in-service teachers with training programmes under two major

categories. Teachers could search and apply for the appropriate programmes through TCS. To facilitate schools organising a systemic school-based training activities under Category 1, EDB has launched the Training Package on “T-standard⁺” for Schools in February 2023 and also the Training Package on “Teachers’ Professional Values and Conduct” for Schools in June 2023 in which users instructions and concrete examples will be provided. Schools may taking into account their schools and teachers’ developmental needs, make good use of the resources to arrange the school-based professional development activities under Category 1.

Q25 : Apart from joining the training programme/activities provided by EDB, could the teachers enrol in the training programme/activities offered by other institutions for CPD?

A25 : In addition to the courses organised by the Education Bureau, in-service teachers can also participate in some structured learning programmes/activities organised by teacher education universities, school sponsoring bodies (SSBs) or schools, 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. SSBs/schools can also make good use of the training resources provided by EDB for planning SSB/school-based professional development activities.

Q26 : As the three-year CPD cycle varies among individual teachers, how should schools assist teachers in fulfilling the training requirements?

A26 : As the “soft target” of requiring teachers to participate in no less than 150 hours of CPD activities in every three-year cycle has been implemented for years, many schools have developed a well-conceived CPD policy that can effectively identify and calculate teachers’ CPD hours. Taking into account the school-based circumstances, schools could flexibly adjust and assist teachers to incorporate the enhanced training requirements into their original professional development plans.

Q27 : Are teachers allowed to carry forward their CPD hours from one school to another during school transfer?

A27 : For the purpose of continuing professional development, teachers can carry forward their CPD hours from one school to another within the same 3-year CPD cycle.

Q28 : Do NJTs and in-service teachers only need to undertake 90 and 30 CPD hours respectively?

A28 : As the prevailing CPD policy remains unchanged, the “soft target” for teachers to engage in CPD activities of not less than 150 hours every three years is still in effect. The provision of core training and the relevant training requirements by EDB for NJTs and in-service teachers in the 2020/21 school year aims to help them formulate more systematic professional development plans in accordance with their individual professional development and needs of career development. In addition to completing the designated core training programmes, teachers should continue their professional development to achieve the “soft target” of 150 hours of participation in every three years to promote professional growth.

Q29 : Who are the target participants of the Enhanced Training for In-service Teachers?

A29 : The target participants of the Enhanced Training for In-service Teachers are full-time teachers in government, aided, caput schools and schools under Direct Subsidy Scheme, including NET.

Q30 : What are the possible topics of the professional development programmes/activities under Category 1 of the Enhanced Training for In-service Teachers?

A30 : Topics of the professional development programmes/activities under Category 1 of the Enhanced Training for In-service Teachers may include teachers’ professional roles, values and conduct, the Constitution, Basic Law and Hong Kong National Security Law, as well as values education in various domains such as civic education, national

education, Constitution and Basic Law education and national security education.

(4) Enhanced training requirements for promotion

Q31 : Why are changes introduced to enhance the long-standing training requirements for promotion?

A31 : The Government attaches great importance to teachers' professional development, and has implemented various measures to enhance teachers' professional competencies and sustain excellence in education. With the growing complexity in teachers' responsibilities, teachers, in particular the middle leaders, must possess professional competencies and perspectives (e.g. understanding of social and policy developments as well as global education trends, etc.) to meet the needs in the promotion posts. Enhancing the training requirements for promotion can keep teachers abreast with the latest developments and adequately equip them with the necessary professional competencies to meet the needs in the promotion posts. Please refer to Annex 4 of EDB Circular No. 6/2020 for details of the enhanced training requirements for promotion.

Q32 : Why is the validity period for the training for promotion shortened to 5 years?

A32 : With the growing complexity in teachers' responsibilities, teachers, in particular the middle leaders, must possess professional competencies and perspectives (e.g. understanding of social and policy developments as well as global education trends, etc.) to meet the needs in the promotion posts. EDB shortens the validity period of training for promotion for the middle management to ensure that teachers receive up-to-date training that aligns with the latest social development and education trends and meets the needs in the promotion posts.

Q33 : Can SMCs/IMCs consider accepting higher degree programmes, teacher's certificates or post-graduate diplomas in education as the training programmes of the Elective Part?

A33 : Under the enhanced arrangements of training for promotion, SMCs/IMCs should follow the guiding principles stipulated in Annex 4 of EDB Circular No. 6/2020 when considering whether to accept a higher degree, teacher's certificate or a post-graduate diploma in education as the training programme of the Elective Part. SMCs/IMCs could consider factors such as course contents, learning modes, contact hours and training providers, etc. when endorsing courses. Nevertheless, teachers still have to complete the designated training programmes in the Core Part provided by EDB in order to fulfil the training requirements for promotion.

Q34 : Will the Bureau continue to offer the Refresher Training and Management Training as training for promotion?

A34 : The Refresher Training offered by EDB could be accepted as the training programme(s) in the Elective Part under the enhanced arrangements of training for promotion. With the full implementation of the enhanced training requirements for promotion on 1 September 2023, the Management Training is no longer offered.

Q35 : Under the enhanced arrangements of the training for promotion, how should schools handle the promotion of teachers who fail to fulfil the training requirements for promotion?

A35 : Schools should consider a basket of factors, including but not limited to the training requirements for promotion, when promoting teachers to a higher rank. The Codes of Aid stipulate that to be eligible for substantive promotion to a higher rank of grade, a candidate must have undertaken training specified by or acceptable to the Permanent Secretary for Education. In the case where teachers meet all requirements for promotion except the training requirements, the teachers can act up the promotion posts until the fulfilment of all requirements. Please refer to the Codes of Aid and relevant

EDB Circular(s) for details.

Q36 Is it necessary for a teacher who transfers from one aided school to another and directly appointed at the same promotion rank to retake the enhanced training programmes for promotion?

A36 A teacher who has attained the Enhanced Training Requirements for Promotion/ Training Requirements for Promotion of Teachers and confirmed to be promoted to a higher rank in Aided Schools will not be required to retake the enhanced training programmes for promotion upon re-appointment to that promotion rank, provided that he/she has left the post for less than two years.

Q37 : Is it obligatory for SMCs/IMCs to use the “Record Form for Training Requirements for Promotion” provided by EDB when reviewing teachers’ fulfilment of the training requirements for promotion?

A37 : The “Record Form or Training Requirements for Promotion” (Record Form) is provided by EDB to facilitate schools’ review of teachers’ fulfilment of the training requirements for promotion. Schools are welcome to document teachers’ training records in their own ways or download the Record Form from EDB Website¹ for adaptation. Irrespective of the forms of records, schools must properly maintain the records with related documents (e.g. proof of attendance in courses, certified true copies of the training certificates, etc.) for the purpose of inspection.

Q38 Under the enhanced arrangements of training for promotion, does a teacher aspiring for promotion need to participate in Mainland Study Tours to fulfil the training requirements for promotion?

A38 If the teacher aspiring for promotion has completed the designated Core training programmes provided by EDB (30 hours) and the Elective Part (60/100 hours), teachers will be deemed to have fulfilled the requirements for promotion and

¹ The Record Form has been uploaded to EDB webpage ([Home > Teachers Related > Qualifications, Training and Development > Development](#))

could be substantively promoted to a higher rank. Starting from 1 September 2023, the public sector school teachers who are substantively promoted to a higher rank must participate in the “Mainland study tours for promoted teachers” (MSTs) organised by EDB within two years of their substantive promotion in order to meet all the training requirements. Please refer to the EDB Circular No. 10/2023 for details.

Professional Development and Training Division
Education Bureau
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