

# Odyssey to Excellence...

A Learning Profession of Vibrancy  
A Teaching Profession of Excellence

Progress Report  
2015



Committee on Professional Development  
of Teachers and Principals  
Hong Kong

# Odyssey to Excellence

A Learning Profession of *Vibrancy*  
A Teaching Profession of *Excellence*

5 Our way forward



2 Forming shared views



1 Undergoing a positive transformation



4 Embracing the challenges ahead



3 Realising T-excel@hk



COTAP's logo signifies our aspiration in building a vibrant teaching profession of excellence in Hong Kong through



providing a platform for interactive exchange and collaboration in three main areas of work

Preparing teachers & retaining talent ▲

Promoting & supporting CPD ▲

Strengthening school leadership ▲

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## 1. Undergoing a positive transformation...

## 2. Forming shared views...

## 3. Realising T-excel@hk...

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## 4. Embracing the challenges ahead...

# Chapter 1: Undergoing a positive transformation

*Ahoy! Embarking on an uncharted journey...*

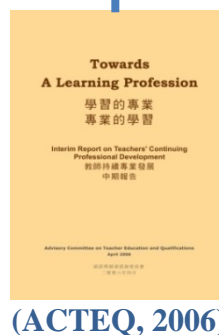


# ACTEQ laid down solid foundation for teacher CPD policy

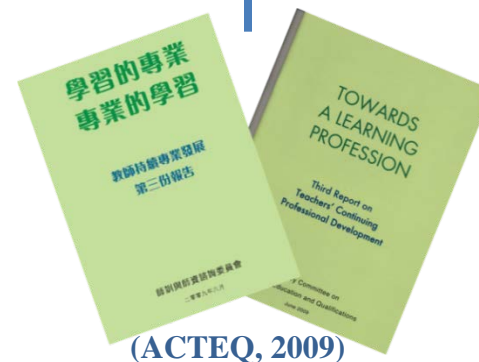
2003



2006



2009



## First Report

- Drew up Teacher Competencies Framework
- Instituted framework for teachers' CPD (school-based & 150 hours over 3-year cycle) (trial for 3 years)

## Interim Report

- Surveyed on CPD implementation
- Reaffirmed policy

## Third Report

- Consolidated experience and continued CPD policy with a soft target approach

# TEACHER COMPETENCIES FRAMEWORK

(since 2003)



**Teaching & Learning**



**Student Development**



**School Development**



**Professional Relationships & Services**

## Six Core Values

Belief that all students can learn

Love and care for students

Respect for diversity

Commitment and dedication to the profession

Collaboration, sharing and team spirit

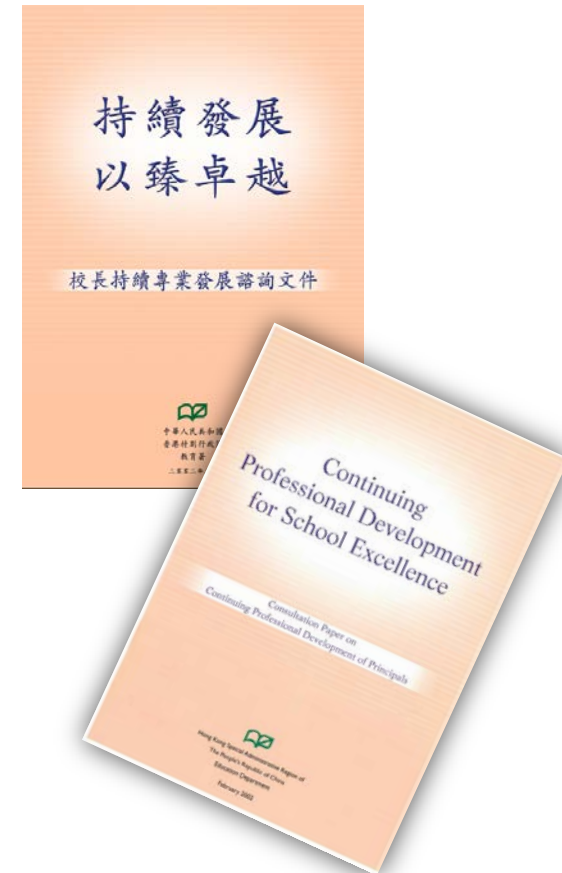
Passion for continuous learning and excellence

**Basic Premise: Personal Growth and Development of Teachers**



# Policy on principals' professional development

- **Beliefs:** underpinnings of CPD for principals
- **Leadership Domains:** broad forms of leadership required of principals
- **Six Core Areas of Leadership:** structure of values, knowledge, skills and attributes required of principals – guiding over-arching CPD programme



(2002)

# Keeping pace with the times...

## The local context

### School-based management (SBM) (1999+)

- School-based, student-centred and quality-focused
- Enhanced school governance – transparency and accountability

### Student performance

- HK students perform well in various international assessments (e.g. PISA, TIMSS & PIRLS) in areas such as reading, mathematics, science and creative problem solving

## International trend

- Growing recognition of the importance of effective school leadership in improving educational outcomes
- Explicit emphases on leading change and transforming schools through empowerment and team building



How could our **new generations** be better equipped for meeting the challenges in the **21<sup>st</sup> century**?



New

Leaf  
Impetus  
Heights





- Set up since 1 June 2013
- Advises on the professional development across the **continuum** of the teaching profession from teachers to school leaders
- Supports the importance of **school leadership** under SBM as the **driver** of professional development
- Aims at nurturing a quality teaching profession comprising teachers and school leaders who, in pursuit of continuous improvement and excellence, are
  - ◆ focused on student learning and growth
  - ◆ adroit in reflective and evidence-based practice
  - ◆ supportive of school accountability and effectiveness

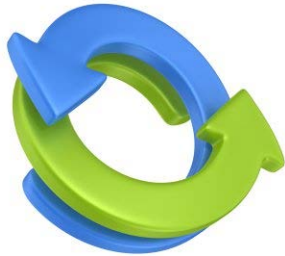
# COTAP – New Impetus



## (1) Paradigm shift in the school sector

- Schools as the locus of change
- Path to excellence
- Reflective school culture
- Continuous improvement in student performance and growth

## (2) Use of evidence and data at system level



- Educational research and evaluation studies
- Organic feedback loop in the formulation and improvement of policies and measures

## (3) Building a learning community and facilitating collaboration



- Platform to facilitate collaboration and professional exchange and to build a learning community

# COTAP – New Heights



## NEW HEIGHTS



Shared vision, mission, objectives and strategies  
for the betterment of **students' achievement** and  
**whole-person development**

***COTAP's  
vision,  
mission,  
objectives &  
strategies***



# Chapter 2: Forming shared views

Encompassing views...





# Three areas of work



The major views gathered can be summarised in three areas –

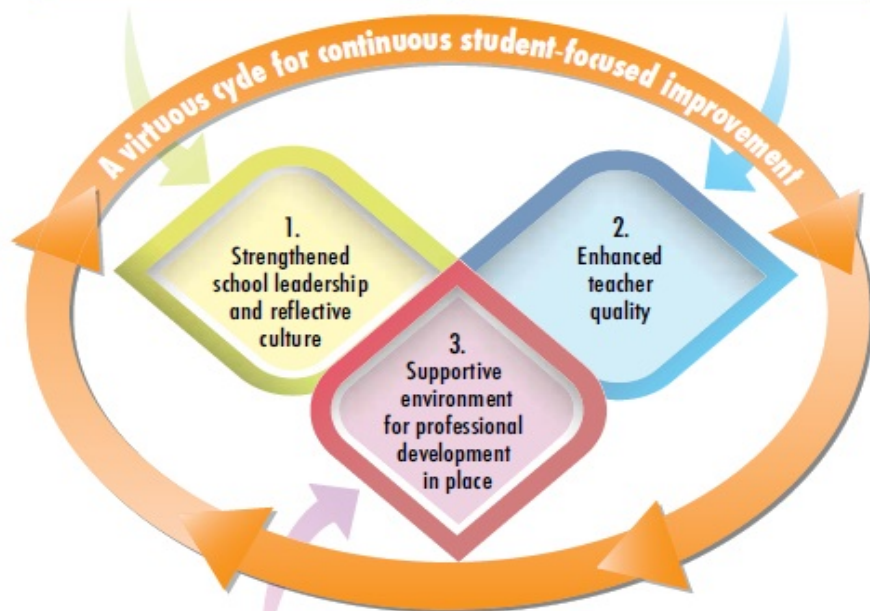
- ***Preparing teachers and retaining talent for sustaining a high-calibre teaching force***
- ***Promoting and supporting CPD for further enhancement of school effectiveness and teacher quality***
- ***Strengthening school leadership for school improvement and continuity of teaching expertise***

# Three main targets

Targets that COTAP works towards...

- 1.1 Schools are accountable, reflective and dynamic professional learning organisations
- 1.2 School leadership is enhanced to take forward school development
- 1.3 Reflective practice, self-improvement and effective CPD planning are realised at individual and organisational levels

- 2.1 Teachers are equipped with the necessary attributes and capabilities that meet the expectations of schools and society
- 2.2 High importance is attached to practice in practice
- 2.3 The quality of professional development programmes is enhanced



- 3.1 More space for CPD is created
- 3.2 Increased opportunities and modes of professional learning are provided to meet the needs of the teaching profession
- 3.3 Professional expertise is maximised to promote excellence in teaching and leadership in and outside schools
- 3.4 Talent is attracted, retained and engaged

Guided by its vision, mission, objectives and strategies, and taking into account the views of stakeholders, COTAP has decided on **three main targets**, each with a number of specific details:

1. *Strengthened school leadership and reflective culture*
2. *Enhanced teacher quality*
3. *Supportive environment for professional development in place*

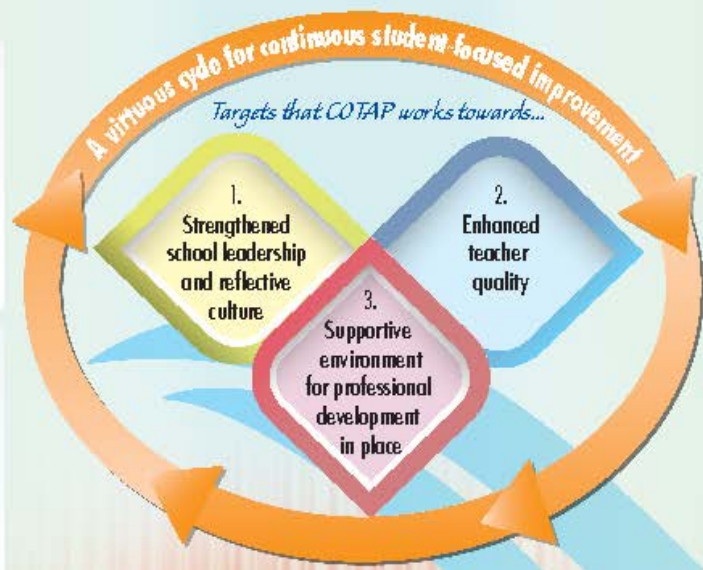
# Chapter 3: Realising T-excel@hk



Manoeuvring through waters...

**Shared vision, mission, objectives and strategies for the betterment of students' achievement and whole-person development**

<b>VISION</b>	A Learning Profession of <b>Vibrancy</b> A Teaching Profession of <b>Excellence</b>
<b>MISSION</b>	To foster a vibrant teaching profession of excellence for the benefit of <b>student learning and growth</b> through formulating strategies to – <ul style="list-style-type: none"> <li>✦ enhance teacher preparation</li> <li>✦ promote and support continuing professional development, and</li> <li>✦ strengthen school leadership</li> </ul>
<b>OBJECTIVES</b>	To nurture a <b>quality</b> teaching profession comprising teachers and school leaders who, in pursuit of continuous improvement and excellence, are – <ul style="list-style-type: none"> <li>✦ focused on <b>student learning and growth</b>,</li> <li>✦ adroit in reflective and evidence-based practice, and</li> <li>✦ supportive of school accountability and effectiveness</li> </ul>
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>✦ Catalysing a paradigm shift in the school sector,</li> <li>✦ Promoting use of evidence and data at system, school and individual levels, and</li> <li>✦ Building a learning community and facilitating collaboration</li> </ul>



- Tstandard<sup>+</sup>**  

 Unified set of standards for the teaching profession
- Tdataset<sup>FD</sup>**  

 Dataset built on territory-wide system survey
- Ttrain<sup>B</sup>**  

 New types and modes of training to be explored
- Tsurf<sup>24/7</sup>**  

 One-stop portal for professional development
- Tcraft<sup>3</sup>**  

 Three-tier mentorship scheme
- Tshare**  

 Reinforcement of professional learning communities
- Tapplause**  

 Promotional and contribution schemes
- Tbridge**  

 Feasibility studies on improvement of teacher preparation

T-standard<sup>+</sup>



Unified set of standards for the teaching profession

*Unified set of standards for the teaching profession to provide clear reference for teacher preparation, CPD and school leadership development, targeting a positive impact on student learning and growth*

Dataset built on territory-wide system survey

T-dataset<sup>PD</sup>



*Dataset built on territory-wide system survey to inform policies and strategies for the professional development of teachers and school leaders at different career stages, effecting a feedback loop at system and school levels to drive informed decision-making*

T-train<sup>B</sup>



New types and modes of training to be explored

*New types and modes of training to be explored to meet the changing professional development needs of teachers and school leaders, enhancing the quality and relevance of the programmes, and allowing for diversity*

One-stop portal for professional development



*One-stop portal for sharing of information and resources, and for self-paced professional development anytime, anywhere, facilitating professional learning and development*

T-craft<sup>3</sup>



Three-tier mentorship scheme

*Three-tier mentorship scheme to provide quality on-site support for practitioners transitioning into new career stages (student and novice teachers, middle leaders and newly-appointed principals)*

Reinforcement of professional learning communities



*Reinforcement of professional learning communities for networking, sharing, interactive exchange and collaboration, so as to drive robust school leadership, and promote innovations and improvement in pedagogy and student development*

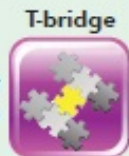
T-applause



Promotional and contribution schemes

*Promotional and contribution schemes to celebrate achievements of high-performing practitioners, in recognition, and for promotion, of the professionalism and status of the teaching profession, to help attract and retain talent*

Feasibility studies on improvement of teacher preparation



*Bridging the theory-practice gap through feasibility studies on how best to improve the design and delivery of teacher preparation programmes, e.g. clinical model, so as to help novice teachers better meet the challenges in schools*

# Chapter 4: Embracing the challenges ahead



Consolidating global revelations...

# COTAP's First Report – first phase of its work

- Professional development requires continuous and sustained efforts
- COTAP will work hand in hand with stakeholders
- More in-depth study and deliberation of issues in other specific areas  
*(developments in the kindergarten sector, students with special educational needs, non-Chinese speaking students...)*
- Appealing for concerted effort
  - *Special Meetings on Review of TCF*
  - *Territory-wide System Survey*
  - *... (more in future)*



「千里之行，始於足下。」

《老子》

*A thousand-mile journey begins with the first step.*

– BOOK OF THE DAO AND ITS VIRTUE BY LAOZI



# Our way forward



Augmenting an extensive theme...



# Continuous stakeholder engagement on future areas of work



*COTAP*



「願乘長風破萬里浪。」 《宋書》

*Be a windrider breaking wild waves.*

– HISTORY OF SONG OF THE SOUTHERN DYNASTIES

