

Duty Visit Report



26-29 May 2014

Delegation from Hong Kong

COTAP

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Executive Summary

The insights and experience gained from the overseas visit to the Department of Education and Early Childhood Development by the delegation representing the Committee on Professional Development of Teachers and Principals (COTAP) have shed light on COTAP's work.

Enlightened by the National Professional Standards for Teachers and Principals in Australia, COTAP would further update the current Teacher Competencies Framework (TCF), develop a Principals' Competencies/ Capabilities Framework (PCF), and establish an interface between PCF and TCF, so as to formulate a holistic competencies framework for the teaching profession. Further, reassured by the Victorian experience, COTAP would consider devising on-line self-evaluation tools for practitioners to incorporate TCF and PCF into their daily practice and to facilitate the planning, implementation and evaluation of continuing professional development (CPD) at school level. A web-based Induction Tool Kit would also be developed to support interactive and professional exchanges between novice teachers and their mentors. Other than that, the Victorian Government's emphasis on evidence-based professional practice to promote excellence has resonated COTAP's deliberations to foster a centralised pool of teacher mentors to support the school-based induction for newly-appointed teachers. The setting up of Teaching Academies for Professional Practice to promote practice in practice and school-university partnership by the Victorian Government has also supported COTAP's continuous effort made to bridge communication and collaboration between the Teacher Education Institutions and schools so as to ensure better support for student teachers. The provision of credit-bearing leadership programs by Bastow Institute of Educational Leadership could be a model for Hong Kong to explore incentive measures to encourage teachers to undertake CPD. The use of system data by the Victorian Government to review implementation of policies on performance and development (P&D) of the teaching profession and inform future P&D planning also enthruses COTAP to consider putting in place a mechanism for collecting views at system level.

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Report on the Duty Visit to the Department of Education and Early Childhood Development, Melbourne on 26-29 May 2014

I. Objectives of the duty visit

1. An overseas visit to the Department of Education and Early Childhood Development (DEECD), Melbourne by the delegation representing the Committee on Professional Development of Teachers and Principals (COTAP) was arranged on 26-29 May 2014 to capitalise on the experience of Victoria in promoting the professional development of teachers and school leaders, and to establish networks for future collaboration with relevant parties.
2. It is expected that the insights and experience gained will shed light on the three main domains of COTAP's work, i.e. initial teacher education (ITE), teachers' continuing professional development (CPD) and school leadership.

II. Brief summary of the duty visit program

3. During the visit, meetings were arranged for professional exchanges with the DEECD, which was the host organisation, and seven other organisations, including Bastow Institute of Educational Leadership, Australian Institute for Teaching and School Leadership (AITSL), Victorian Institute of Teaching (VIT), Australian Council for Educational Research (ACER), Victorian Association of Secondary School Principals, Victorian Principals' Association and Catholic Education Commission, Victoria. To better understand the implementation of state-wide policies on professional development of teachers and school leaders in local school context, four schools were visited, including Silverton Primary School, St Joseph's Catholic Primary School, Eltham High School and Caroline Chisholm Catholic College.

III. An overview of Victoria’s policies and strategies/ initiatives relating to professional development of the teaching profession

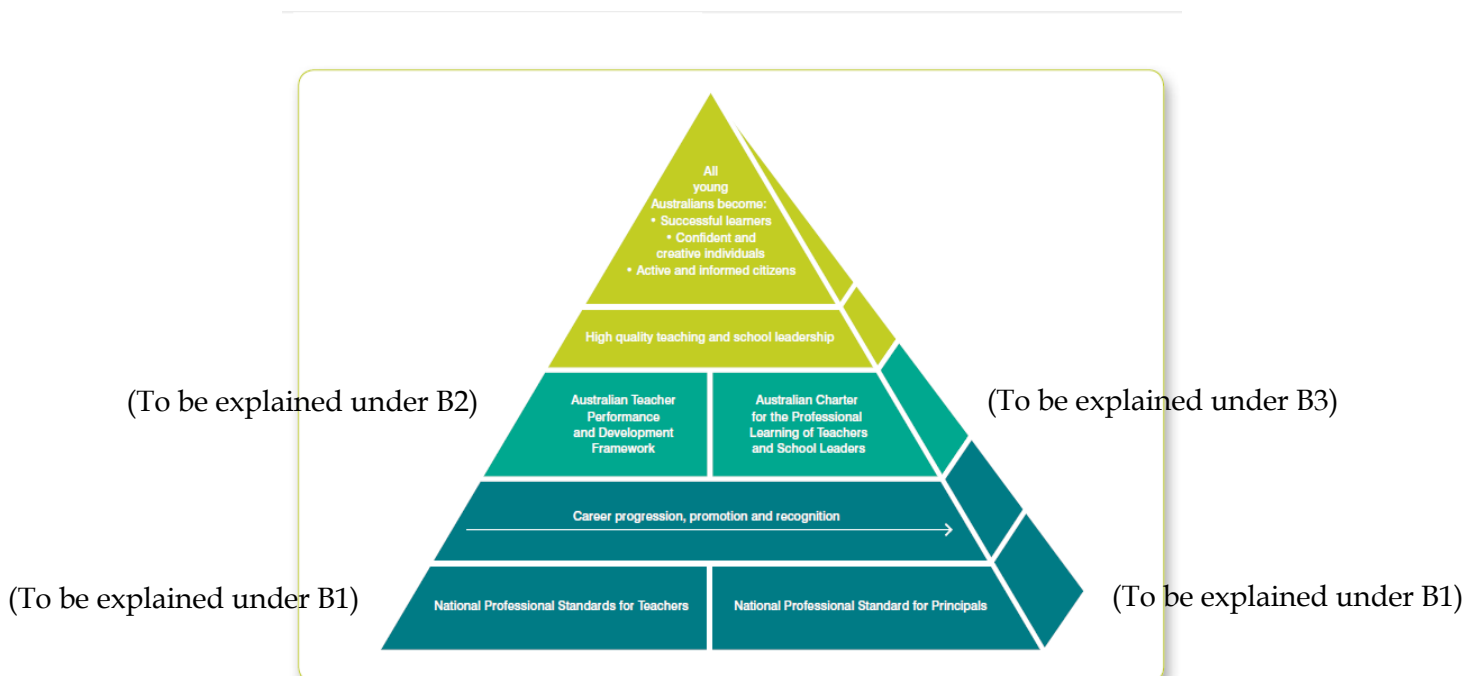
A. Policy objective

4. The Victorian Government’s policy objective on professional development of the teaching profession has been set as “Towards Victoria as a Learning Community - From New Directions to Action”.

B. Professional development of the teaching profession - Policy platform

5. Putting in school context, professional learning is considered as a means to an end and that end is **improved student learning outcomes** (refer to Diagram 1).

Diagram 1: Professional development of the teaching profession



B1. National Professional Standards for Teachers and Principals

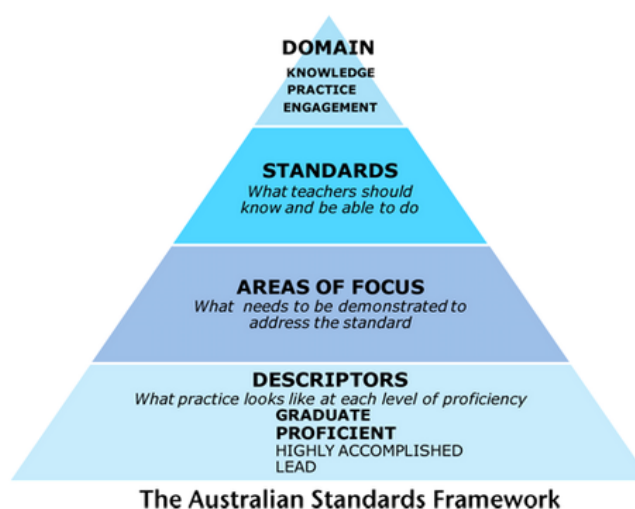
6. To meet this end, the **National Professional Standards for Teachers and Principals** have been laid down to explicitly spell out the expectations required of the teaching profession for career progression, promotion and recognition under a collaborative school culture.

7. For the **National Professional Standards for Teachers (AITSL, 2013)**, there are **seven Standards** under the **three Domains** of teaching (refer to Diagram 2). For each Standard, **areas of focus** are defined to spell out the expectations. Then for each area of focus, **descriptors** are set to articulate four levels of capability that teachers are able to demonstrate, i.e. **Graduate, Proficient, Highly Accomplished** and **Lead** (refer to Diagram 3).

Diagram 2: 7 Standards under the 3 Domains of teaching




AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS						
KNOWLEDGE		PRACTICE			ENGAGEMENT	
1. Know students and how they learn	2. Know the content and how to teach it	3. Plan for and implement effective teaching and learning	4. Create and maintain supportive and safe learning environments	5. Assess, provide feedback and report on student learning	6. Engage in professional learning	7. Engage professionally with colleagues, parents/ carers and the community

Diagram3: Domain > Standards > Areas of focus > Descriptors



8. To support the nation-wide implementation of the **National Professional Standards for Teachers (AITSL, 2013)**, AITSL has developed a **Self-Assessment Tool (SAT) (AITSL, 2013)** and **video illustrations** of practice that show what the Standards look like in classrooms across Australia. For the SAT results, the Standards and Descriptors are separated into three different graphic wheels that correlate to the three Domains of teaching identified in the Standards (refer to Diagram 4).

Diagram 4: Self-Assessment Tool (graphic wheels)

Wheel 1: Professional Knowledge - Standards 1 and 2	Wheel 2: Professional Practice - Standards 3, 4 and 5	Wheel 3: Professional Engagement - Standards 6 and 7
		

9. The **National Professional Standards for Principals (AITSL, 2011)** is based on **three leadership requirements**, which are (i) vision and values; (ii) knowledge and understanding; and (iii) personal qualities and social and interpersonal skills. These requirements are enacted through **five key professional practices**, including (i) leading teaching and learning; (ii) developing self and others; (iii) leading improvement, innovation and change; (iv) leading the management of the school; and (v) engaging and working with the community (refer to Diagram 5).

Diagram 5: The National Professional Standards for Principals

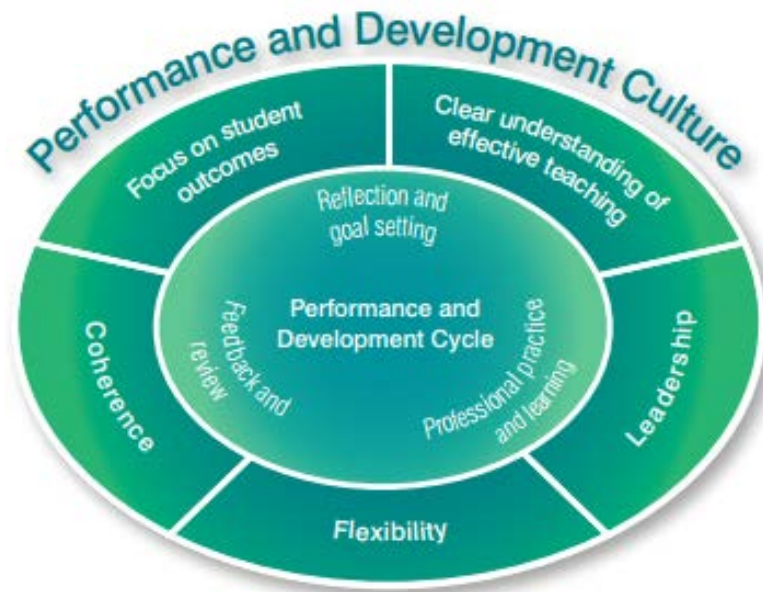


10. A **web-based 360 Reflection Tool** (AITSL, 2013) has been developed to provide principals, school leaders and aspiring school leaders with opportunities to connect with the **National Professional Standard for Principals** and gather **formative feedback** on the leadership behaviours they exhibit in their daily work.

B2. Australian Teacher P&D Framework

11. To call for the creation of a **P&D (P&D) culture** in all Australian schools, the **Australian Teacher P&D Framework** (AITSL, 2012) was launched. The Framework requires that **every teacher, every year, in every school** receives **regular, appropriate and constructive feedback** on their performance, opportunities to identify **areas for development**, as well as **effective and ongoing support** to further impact their practice (refer to Diagram 6).

Diagram 6: P&D Framework



12. All Victorian government schools participated in the **P&D Culture Accreditation Scheme 2005-2009**, in which schools were expected to continue to monitor and strengthen each of the five elements of their P&D culture, including (i) induction into the school or into a new role; (ii) multiple sources of feedback on practice; (iii) individual P&D plans aligned to school goals; (iv) quality professional learning; and (v) belief that the school has a P&D culture. Under the P&D Culture Accreditation Scheme, schools were encouraged to evaluate and monitor their P&D culture progress, and identify strategies and actions for strengthening their P&D Culture post accreditation based on a revised **Self Assessment Framework (DEECD, 2009)**, comprising three levels of performance (refer to Diagram 7).

Diagram 7: P&D Culture: Self Assessment Framework (Level 1)

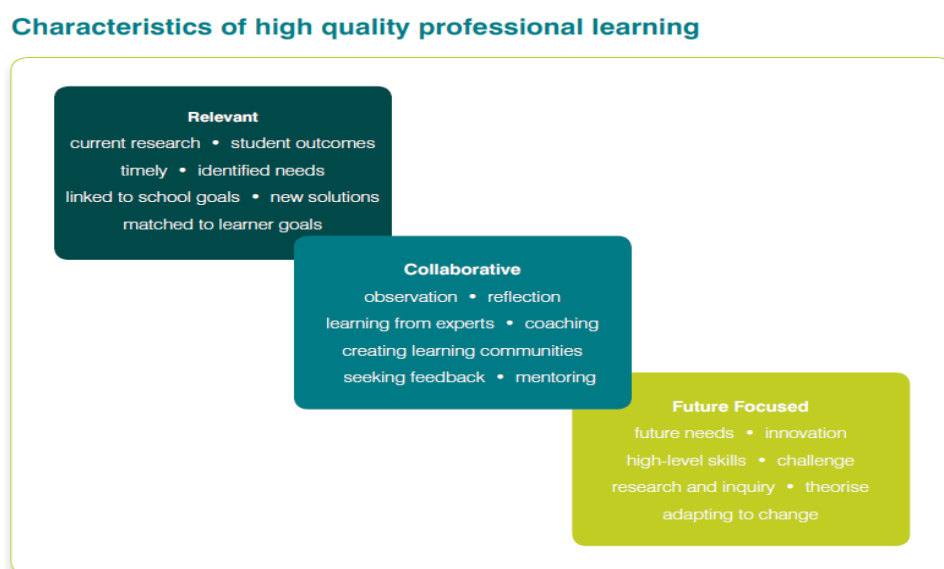
Element	Maturity Measures	Level 1 ACCREDITATION LEVEL This school:
1. Induction into the school or into a new role	Extent to which the school provides effective induction and mentoring support	<ul style="list-style-type: none"> has a comprehensive and current set of induction materials for teachers ensures that all new teachers are provided with effective induction support which includes mentoring provides initial training for teachers involved in mentoring and induction monitors and evaluates induction support on a regular basis ensures that induction support and mentoring are aligned with VIT and Department guidelines
2. Multiple sources of feedback on practice	Extent to which the school uses multiple sources of feedback to inform individual, team and collective practice	<ul style="list-style-type: none"> ensures that all teachers receive feedback from at least 3 sources including student learning outcomes data uses multiple sources of feedback to inform teacher development evaluates forms of feedback used
3. Individual performance and development plans aligned to school goals	Extent to which individuals have a performance and development plan aligned to school goals and informed by feedback	<ul style="list-style-type: none"> has current, individual performance and development plans for all teachers, informed by multiple sources of feedback aligns individual teacher performance and development plans to school goals and improved student outcomes regularly reviews and updates individual teacher performance and development plans
4. Quality professional learning	Extent to which a professional learning strategy reflects individual, team and collective development needs	<ul style="list-style-type: none"> ensures that all teachers participate in a structured professional learning program, which is explicitly linked to both individual needs and to school goals provides professional learning at both group and individual level links professional learning to career and succession planning and teachers' future aspirations ensures that professional learning programs reflect the Principles of Highly Effective Professional Learning effectively develops and implements professional learning policy and guidelines evaluates professional learning programs on an annual basis can demonstrate skill or knowledge transfer into the classroom
5. Belief that the school has a performance and development culture	Extent to which individuals feel that the school has the internal capacity to engage in ongoing improvement	<ul style="list-style-type: none"> teachers feel that the school supports individual professional growth and development

B3. Australian Charter for the Professional Learning of Teachers and School Leaders

13. Complementing the Australian Teacher P&D Framework, the **Australian Charter for the Professional Learning of Teachers and School Leaders (AITSL, 2012)** emphasises the expectation that all teachers and school leaders will **take responsibility** for and **actively engage** in professional learning throughout their careers, enabling them to successfully address the challenges of improving student learning, engagement and well-being.

14. The Charter highlights that effective professional learning is undertaken in **supportive and collaborative school environments**. Learning is most effective when it is **relevant, collaborative and future focused** (refer to Diagram 8).

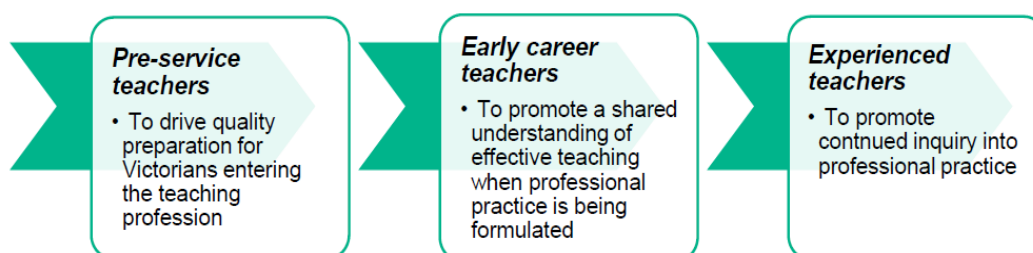
Diagram 8: Characteristics of high quality professional learning



C. Professional development of the teaching profession - Strategies/initiatives

15. Under the Victorian Government's policy objective of "Towards Victoria as a Learning Community - From New Directions to Action", **excellent teaching** is expected to be the standard in every school, fostered through career-long learning and development. The **Victorian Professional Practice Framework (DEECD, 2014)** is established for schools to ensure that there is a shared understanding of **what good teaching looks like** and **how it is measured** at different stages of career development from **pre-service teacher** to **early career teachers**, and then to **experienced teachers** (refer to Diagram 9). Various strategies/ initiatives are devised to uplift the quality of teaching at different stages.

Diagram 9: The Victorian Professional Practice Framework



C1. Strategies for attracting high performers to the teaching profession

16. By 2012, **Teach For Australia** has placed over 120 Associates across 45 secondary schools in Australia. The program provides opportunities for **top graduates** from various disciplines to undertake teacher and leadership education, while being employed in **educationally disadvantaged schools**. Strengths of the program include the **rigorous selection process** that identifies high quality candidates with the necessary ability and personal attributes to succeed in the program, the **quality of the teacher preparation program**, and the **significant support** the Associates receive. Apart from undertaking an on-going series of intensive study requirements, the Associates will be guided by an extensive professional support network of **Clinical Advisors, Training and Leadership Advisors** and **In-School Mentors**. Over the course of two years, the Associates will develop a unique and highly marketable set of skills, as well as emerge with **Masters in teaching**.

17. The **Victorian Career Change program** provides a paid pathway for qualified professionals to undertake a qualification in teaching while being **employed in schools**, with **weekly paid study leave** and other **financial benefits**. Industry experience is recognised and linked with a teaching qualification. By 2012, over 320 new teachers have entered the profession through this

program.

18. The Victorian Government has also offered various **scholarships for high-performing graduates**. For instance, in 2011, 400 scholarships were provided for “**graduate entry teaching study**”. Another amount of \$29.3 million was deployed to fund maths and **science** specialists in primary schools and attract more science graduates into teaching. A total of 210 new languages teaching scholarships were also offered to increase the number of qualified **language** teachers in schools.

C2. Continuous improvement of teacher quality through a national approach to accreditation of ITE programs and teacher registration

19. Alongside with the **National Professional Standards for Teachers (AITSL, 2013)**, a nationally consistent approach to **accreditation of ITE programs** and **teacher registration** contributes to continuous improvement of, and increased public confidence in, teacher quality.

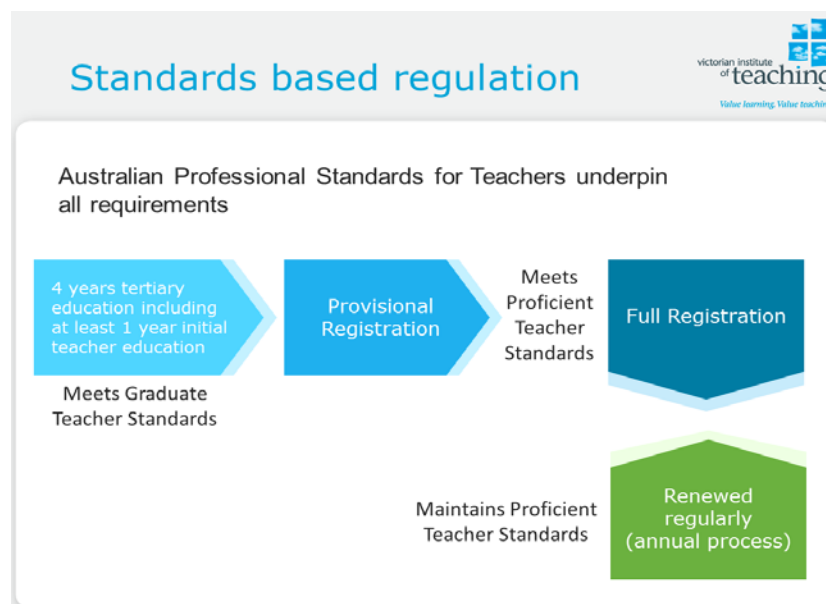
20. The national approach to the **accreditation of ITE programs** aims at improving teacher quality through the improvement of the quality of ITE programs. ITE programs are approved by the VIT with reference to the **Graduate Teacher Standards** (the Standards required of graduate teachers under the **National Professional Standards for Teachers (AITSL, 2013)**). Teachers graduating from these courses have reached Graduate Teacher capability and this is a requirement for provisional registration with the VIT. In 2011, a national approach to the accreditation of ITE programs, i.e. **Accreditation of ITE programs in Australia: Standards and Procedures (AITSL, 2013)**, was endorsed, outlining the requirements that ITE programs are assessed against, including **program standards, professional standards**, and the **accreditation process**. Program accreditation is undertaken by the state and territory **teacher regulatory authorities** based on a common set of Graduate Teacher Standards, program standards and agreed national accreditation process.

21. To further improve the **quality of ITE**, in 2013 budget, the Victorian Government committed **\$1.6m** to establish 12 **Teaching Academies for Professional Practice (TAPP)** in Victoria through advocating stronger **school-university partnerships**. TAPP adopts many of the features of a site-based training model. Pre-service teachers will practise and apply their theoretical learning whilst being encouraged to reflect on the impact of evidence-based teaching practice tailored to individual needs.

22. A national approach is also adopted to developing a consistent framework for **teacher registration** in all states and territories. In every state and territory, only registered teachers may be employed to teach in schools. In October 2011, the Education Ministers of all eight jurisdictions across Australia endorsed this framework, which has then been undertaken by the teacher regulatory authorities in all states and territories since 2013.

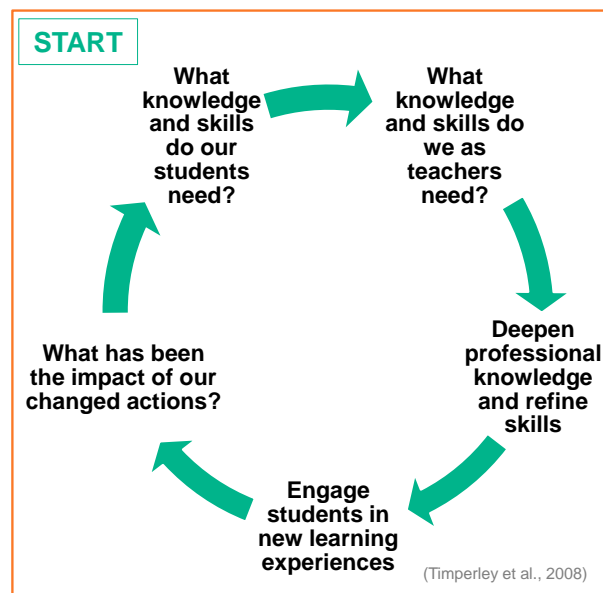
23. To attain full registration, other than having at least 80 days of teaching, teachers need to submit **documentation of evidence of professional practice** to show that they have met the **Proficient Standards**, and a school recommendation report (refer to Diagram 10).

Diagram 10: Standard-based Regulation



24. The **evidence-based process for full registration** stems from the **cycle of teacher inquiry** (Timperley et al, 2008), which depicts a systematic building of teacher knowledge in ways that lead to more effective teaching practice (refer to Diagram 11). Engagement in these cycles of inquiry and knowledge-building can occur on a day-by-day basis using **informal assessment information** from students, and through longer-term cycles when more **formally-analysed data on student learning** are used.

Diagram 11: Timperley's cycle of teacher inquiry

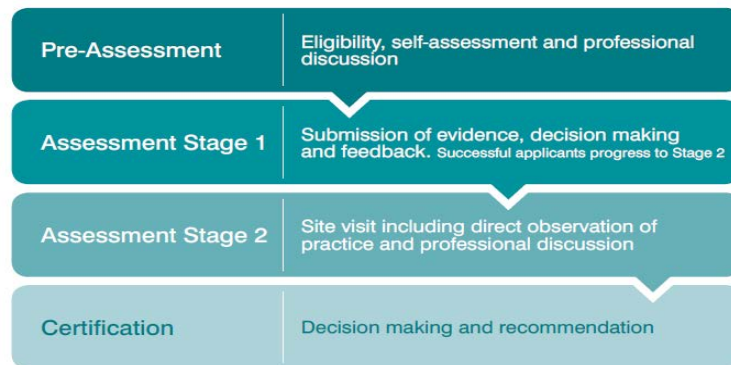


C3. Recognition, reward and career growth: Certification of highly accomplished and lead teachers

25. Community confidence in the teaching profession is important, as is public recognition of those skilled and dedicated teachers who are **highly accomplished** or **leaders** in the profession. **Certification** is an initiative that addresses both of those related needs. Teachers may choose to work through the certification process, in which they are required to think critically and deeply about their teaching practice. These teachers will be assessed through a rigorous process that includes **documenting and reflecting** on their impact on students and colleagues over time

and **having their practice observed**. The certification process comprises four stages, which are (i) pre-assessment; (ii) assessment stage 1; (iii) assessment stage 2; and (iv) certification, all of which are **evidence-based** (refer to Diagram 12).

Diagram 12: The certification process



C4. Leadership development

26. The ultimate target of leadership development along the principal class, as considered by the Victorian Government, is to nurture **system leaders** (refer to Diagram 13). System leaders are considered to be effective school leaders, sharing characteristic behaviours and skills that represent the actions of the **best educational leaders**.

Diagram 13: Leadership development along the principal class



27. The **Bastow Institute of Education Leadership** has been established by the Victorian Government to design programs to

develop teachers and foster school leaders at all stages of their career. In 2011, over 2500 participants engaged in Bastow’s leadership programs. From 2012, participants have also gained access to an **online learning management system** that provides resources, networks and online collaboration and allows them to harness new technologies. Bastow has mapped a **holistic leadership curriculum** (with a range of leadership development programs) following **extensive national and international research**. The curriculum reflects the **best leadership development in education and other sector**. Bastow’s holistic leadership curriculum consists of 16 modules grouped under four leadership themes: leading people, leading instruction, leading organization and leading futures (refer to Diagram 14).

Diagram 14: Bastow’s holistic leadership curriculum



28. Schools receive funding in the **Student Resource Package** to support the professional learning of their staff. A number of Bastow courses require a **co-contribution** from the school to support the participation of teachers and leaders in the professional learning process. This co-contribution ensures the **sustainability of Bastow’s high quality professional learning courses and resources**.

29. Participants who successfully complete all elements of the *Leading Instructional Practice* module, or *Leading Learning Space*

Design module, are eligible to apply for a 12.5 point **credit transfer into a Master of Education** by coursework at the **University of Melbourne**. Bastow also liaises with relevant institutions to establish formal recognition and accreditation of other Bastow leadership development modules.

30. In partnership with **Monash University** and the **University of Melbourne**, Bastow offers **postgraduate degree programs** (e.g. *Master in School Leadership*, and *Master of Instructional Leadership*) that seek to build leadership capacity.

31. Bastow has also developed a flexible online learning platform, i.e. "**Bastow 307**", to enable increased access to leadership courses for rural and remote participants; to provide a blended mode of learning; and to maximise the potential of new and emerging technologies.

D. Supporting effective P&D through managing teacher performance and promoting school improvement

32. In consultation with Victorian principal class employees, teachers and key organisations, and building on best practices that already exist in Victorian government schools, the Victorian Government has recently released a new model, i.e. **balanced-scorecard approach**, that will help to support effective P&D for teachers and principal class employees. Schools are then encouraged to align individual P&D with school's strategic plan and annual implementation plan. Along this line, the **National School Improvement Tool** has then been made available to all Australian schools to support school improvement planning.

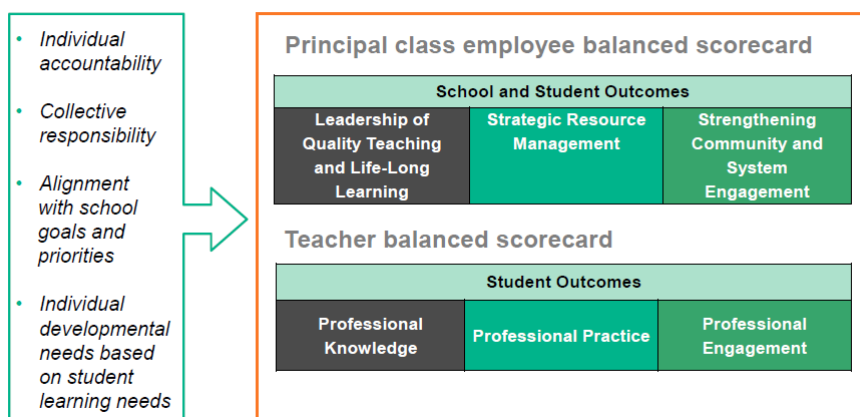
D1. Balanced-scorecard approach

33. Under this new model, a **balanced-scorecard approach** is adopted across the state to promote and support **high levels of excellence** in schools and allow teachers, principals, school staff, parents and students to work together to make sure Victoria's education system is one of the best in the world through

documenting, measuring and assessing P&D (refer to Diagram 15). With the adoption of the balanced-scorecard approach, teacher performance is **appraised across all elements of teaching practice**, including student outcomes, professional knowledge, professional practice and professional engagement. A **weighting** system enables all staff and their reviewers to place the greatest emphasis on areas they see as most important to achieving their schools' strategic priorities and to meeting the learning needs of students. As such, **individual P&D** is aligned with the **school's strategic plan** and **annual implementation plan**. P&D assessments of staff are based on **evidence of professional growth, improvement of practice and impact on school and student outcomes**. Staff are also required to provide **multiple sources of evidence** to demonstrate their progress towards the achievement of their goals. They are expected to draw on **evidence of their everyday practice**, e.g. a portfolio of student work including classroom artefacts and assessment against the Standards¹.

Diagram 15: Balanced-scorecard approach

Figure 1: The balanced scorecard approach



¹ Examples of assessment standards: (i) **AusVELS** (incorporating the Australian Curriculum F-10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards); (ii) **VCE (Victorian Certificate of Education)** is the credential awarded to secondary school students who successfully complete high school level studies (Year 11 and 12 or equivalent) in the Australian state of Victoria); and (iii) **NAPLAN** (The National Assessment Program – Literacy and Numeracy is an annual assessment for students in Years 3, 5, 7 and 9, and has been an everyday part of the school calendar since 2008)

D2. National School Improvement Tool

34. The **National School Improvement Tool** was endorsed in 2012 and has then been made available to all Australian schools for use in their school improvement planning since 2013. Bringing together findings from international research into the practices of highly effective schools and school leaders, the Tool assists schools to review and reflect on their efforts to improve the quality of classroom teaching and learning. It also supports school-wide conversations, such as those with parents and families, school governing bodies, local communities and students, about aspects of current practice, areas for improvement and evidence that progress is being made. **The ultimate goal of school improvement is to improve outcomes for students**, including levels of achievement and well-being. The Tool consists of **nine inter-related domains**: (i) an explicit improvement agenda; (ii) analysis and discussion of data; (iii) a culture that promotes learning; (iv) targeted use of school resources; (v) an expert teaching team; (vi) systematic curriculum delivery; (vii) differentiated teaching and learning; (viii) effective pedagogical practices; and (ix) school-community partnerships. A key feature of the Tool is the set of performance levels, **'Low', 'Medium', 'High' and 'Outstanding'**. These four levels enable schools to locate where they are on their improvement journeys, in order to set goals and design strategies for on-going improvement, and to monitor and demonstrate school improvement over time.

E. Collecting feedback to inform future planning and formulation of national P&D policies

35. In 2010, a nation-wide **survey on staff in Australia's schools (SiAS survey)** was conducted by ACER to understand staff's voices on various P&D issues. The survey serves to provide continuous feedback from staff to inform future planning and formulation of national P&D policies. It is also designed to provide comparative and updated data following on from the first SiAS survey conducted in 2006-07. The survey was structured around four target groups: primary teachers, secondary teachers,

primary leaders and secondary leaders. “Leaders” were defined as Principals, Deputy/Vice Principals, and their equivalents in the different school systems. Final survey responses were received from 4599 primary teachers (final response rate 34%), 10876 secondary teachers (32%), 741 primary leaders (44%) and 838 secondary leaders (39%). Other than demographic data, the survey collected the views of staff in Australia’s schools on various P&D issues, such as the perceived needs for professional learning, perceived benefits of professional learning, preparation for school leadership, helpfulness of pre-service teacher education, and future career intentions.

IV. Insights gained and application in the context of Hong Kong

A. The National Professional Standards for Teachers and Principals to serve as the premise for a robust policy platform for promoting P&D of the teaching profession at different career stages

A1. Insights gained (refer to IIIB1 & IIIB2)

36. Under the **National Professional Standards for Teachers (AITSL, 2013)**, four levels of capability are expected of teachers, namely **Graduate, Proficient, Highly Accomplished** and **Lead**. Premised on these agreed **Standards**, a robust policy platform for promoting P&D of teachers has been laid down by the Victorian Government. To start with, ITE programs for preparing student teachers are accredited with reference to the **Graduate** Standards. Then novice teachers are supported by schools to attain the **Proficient** Standards through evidence-based practices on their journey to full registration. For experienced teachers meeting the **Highly Accomplished** and **Lead** Standards, they may choose to work through the certification process to earn public recognition. In other words, with reference to the explicit Standards set by the Victorian Government, stakeholders’ expectations of teachers at different stages of career development are clearly articulated.

37. As for the **National Professional Standards for Principals (AITSL, 2011)**, its development is still at a preliminary stage although a framework has already been outlined. The Victorian

Government has planned to beef up the framework with different levels of Standards. By then, two sets of Standards, one for teachers and the other one for principals, will be ready for planning and review of P&D for the teaching profession at all career stages.

A2. Application in the context of Hong Kong

38. Our **Teacher Competencies Framework (TCF)** was first introduced in 2003 as a reference tool for CPD planning by teachers and schools. Like the **National Professional Standards for Teachers (AITSL, 2013)**, our TCF also describes **five** progressive stages of teachers' professional maturity, from **Threshold** (1 stage) to **Competent** (2 stages), and then to **Accomplished** (2 stages). It is worth noting that it has already been under COTAP's proposed Action Plan to update the TCF in the light of education reform and the proposed 15-year free education. Following the experience of the Victorian Government, COTAP could explore ways to further exploit the updated TCF, including using the **Threshold** descriptors as reference for improving and evaluating the curriculum of ITE programs, and employing the **Competent** and **Accomplished** descriptors for planning and review of CPD programs.

39. To equip school principals to become competent leaders, we have introduced **six core areas of leadership** since 2002, namely (i) Strategic Direction and Policy Environment; (ii) Learning, Teaching and Curriculum; (iii) Teacher Professional Growth and Development; (iv) Staff and Resources Management; (v) Quality Assurance and Accountability; and (vi) External Communication and Connection to the Outside World. These six core areas of leadership indeed help to shape the development of a Principals' Competencies/ Capabilities Framework (PCF) in the long run. Reassured by the experience of the Victorian Government, COTAP would continue to put conscientious effort into developing a PCF so that related policies for CPD of school leaders could be anchored. Other than that, positive steps would be taken to establish an interface between PCF and TCF so as to formulate a **holistic competencies framework for the teaching profession** at different stages of maturity (covering student, novice

and experienced teachers, as well as aspiring, newly-appointed and accomplished school leaders) along the **continuum of professional growth**, for **kindergarten, primary and secondary sectors**.

B. On-line self-evaluation tools to facilitate P&D planning, implementation and evaluation by individual teachers and school leaders

B1. Insights gained (refer to IIIB1)

40. From our school visits, the Victorian teachers and principals are mostly familiar with the **National Professional Standards for Teachers and Principals** because of easy accessibility of the Standards on the internet, and most important of all, their frequent adoption of the respective **on-line self-evaluation tools** to facilitate P&D planning, implementation and evaluation based on the Standards. The **Self-Assessment Tool (SAT)** for teachers is especially inspiring to us, as teachers' P&D achievements are clearly illustrated by means of graphical wheels to facilitate self-reflection. For principals, the web-based **360 Reflection Tool** also provides invaluable formative feedback on their leadership.

B2. Application in the context of Hong Kong

41. Alongside with the updating of TCF and development of PCF, COTAP could consider devising, in parallel, **on-line self-evaluation tools** for practitioners to incorporate TCF and PCF into their daily practice. Furthermore, COTAP has been inspired to consider the need to develop a **web-based Induction Tool Kit**, the text version of which was released to schools in 2008/09, to support interactive and professional exchanges between novice teachers and their mentors.

C. Emphasis on evidence of professional practice at different career stages to promote excellence

C1. Insights gained (refer to IIC2 & IIC3)

42. In Victoria, novice teachers have to undergo an evidence-based process, through which **documentation of evidence of professional practice** should be prepared to show that they have met the **Proficient** Standards, in order to attain full registration. From our school visits, Victorian principals have mentioned that keen support in forms of mentoring, conferencing and co-planning is offered to the new recruits to help them attain full registration within one to two years. For high-performing teachers, they may choose to be assessed through a rigorous certification process, in which **evidence of professional practice** to show that they have met the **Highly Accomplished** or **Lead** Standards should be submitted. Obviously, the Victorian Government has fully exploited the **National Professional Standards for Teachers (AITSL, 2013)** to lay down the benchmark requirements for different career stages, which are then well articulated by teachers with **evidence of professional practice**. At different career stages, from Graduate to Proficient (for full registration) and from Proficient to Accomplished or Lead (for certification), teachers are positively driven and motivated to pursue excellence through evidence-based practice.

C2. Application in the context of Hong Kong

43. In Hong Kong, a fresh graduate with teacher qualification (e.g. Post-graduate Diploma in Education, or Bachelor of Education), as well as documentary proof of teacher employment, can apply to be a registered teacher, which has been an established practice for decades. In recent years, there have been controversies over the need to impose a period of internship prior to full registration as teachers. However, proposed changes to established practices should be cautiously discussed to assess the magnitude of possible impacts from multiple perspectives. From the present state of play in Hong Kong, for the benefits of students' learning, it may be more agreeable to put more emphasis on promoting **evidence-based practice** in the first year of

school-based **induction** for newly-appointed teachers. Indeed, Victoria's experience has reassured COTAP's proposed plan to foster a **centralised pool of teacher mentors**, who are high-performing teachers with the ability to coach the new recruits by **transferring their practical knowledge and skills** through daily classroom practice, to support the planning and implementation of school-based induction.

D. The setting up of Teaching Academies for Professional Practice (TAPP) to promote practice in practice and school-university partnership

D1. Insights gained (refer to IIIC2)

44. TAPP, funded by the Victorian Government, puts an emphasis on the provision of site-based training for pre-service teachers through strong **school-university partnerships**. Apparently, TAPP is a realisation of the **clinical model**, one of the most pervasive pedagogies in teacher education.

D2. Application in the context of Hong Kong

45. The Victorian Government's support for TAPP resonates very well with COTAP's on-going effort made in promoting communication and collaboration between Teacher Education Institutions (TEIs) and schools. In COTAP's meetings with stakeholder groups from July to October 2013 upon its setting up in June 2013, there were voices from the TEIs that more importance should be attached to the role of schools/ mentors in assessing student teachers during their teaching practice. In general, TEIs are of the view that feedback from principals and mentors could possibly constitute part of the assessment of student teachers' performance during their teaching practice. In fact, COTAP, in line with the research findings worldwide on the outcomes of teacher education efforts, also supports the idea of "**learning about practice in practice**". It is believed that through carefully constructed field experiences, student teachers are given exposure to a rich repertoire of authentic and challenging scenarios for application and synthesis of the concepts learned in

coursework. Along this line, COTAP would continue to **bridge communication and collaboration between TEIs and schools** so as to ensure better support for student teachers, **especially during teaching practice**.

E. A holistic leadership curriculum to serve as an organising focus for various leadership programs

E1. Insights gained (refer to IIIC4)

46. The holistic leadership curriculum devised by the Bastow Institute of Education Leadership serves as an organising focus for leadership programs. Amongst the four domains derived from the curriculum (i.e. leading people, leading instruction, leading organisations, and leading futures), “leading futures”, which aims to equip school leaders with the essential leadership qualities required of them in the 21st century, is the most forward-looking and enlightening.

E2. Application in the context of Hong Kong

47. Bastow’s holistic leadership curriculum reminds us of the need to revisit the breadth and depth of our current leadership programs based on our **six core areas of leadership**, i.e. our framework for principal development launched in 2002, so as to identify the gaps and devise new programs to fill the gaps. There is also a need to review the six core areas of leadership to see if the current framework encompasses the capacities required of school leaders to cope with the challenges in future. Premised on the six core areas of leadership and interfaced with the TCF, a PCF could be developed with more elaborate descriptions of the knowledge and skills required of school leaders at different stages of maturity, from emerging leaders to middle leaders, and lastly to system leaders.

F. Effective measures to guarantee commitment in P&D programs and increase incentives

F1. Insights gained (refer to IIIC4)

48. Most of Bastow's leadership programs are financed through both government fund and **co-contributions** from schools. This is considered to be an effective way to ensure commitment and active participation. Further, to increase incentives, some modules of Bastow's programs are credit-bearing, enabling the participants to apply for **credit transfer into a Master of Education** by coursework at relevant institutions. Participants taking credit-bearing modules need to submit assignments for assessment of their performance.

F2. Application in the context of Hong Kong

49. The idea of co-contributions from schools definitely induces a stronger sense of ownership from participating schools/teachers. However, given that the CPD programs offered by the Education Bureau (EDB) have long been fully funded, the idea of co-contributions from schools might call for more deliberations as this might lead to increased administrative work and pressing concern on course quality as well as learning effectiveness. For Bastow's provision of credit-bearing leadership programs, it is worth exploring as an incentive measure to encourage teachers to undertake CPD. As such, COTAP would continue to collect views from teachers, principals and TEIs in this respect.

G. A framework for schools to head towards the goal of becoming learning organisations

G1. Insights gained (refer to IIIB2)

50. In the **Self Assessment Framework (DEECD, 2009)** under the **P&D Culture Accreditation Scheme**, the Victorian Government has explicitly spelt out three levels of school performance in building P&D culture. From our school visits, schools have made good reference to the **Framework** to reflect on

their own pace of building the P&D culture and set clear goals for long-term development into learning organisations.

G2. Application in the context of Hong Kong

51. The promotion of schools as learning organisations has long been advocated by the EDB. One major step taken by schools to cultivate a learning culture amongst teachers is to provide an enabling environment to facilitate collaborative lesson preparation, peer lesson observation and experience sharing. The **Self Assessment Framework (DEECD, 2009)** with three levels of descriptors provides a useful reference tool for schools to reflect on their progress made in heading towards the goal of becoming learning organisations. The Framework also suggests a variety of strategies for building a strong P&D culture which are worth exploring in the local context, such as providing regular opportunities for staff to consider educational research and the implications for individual and collective practice, and developing processes and resources to support promotion/transition into new roles.

H. Use of system data to review implementation of P&D policies and inform future planning

H1. Insights gained (refer to III E)

52. The Australian Government conducted the nation-wide **SiAS survey** in 2007 and 2010, both of which serve as a tool to collect feedback at **system level** to inform future planning and formulation of national P&D policies.

H2. Application in the context of Hong Kong

53. COTAP has been planning to collect feedback from schools on issues relating to professional development, such as schools' expectations of the knowledge, skills and attitudes of novice teachers to inform curriculum planning and implementation of ITE programs, as well as teachers' views on the quality and effectiveness of the various modes and types of CPD programs to meet the needs of the teaching profession. The SiAS survey,

which aims to collect staff's views on a range of P&D issues, resonates well with COTAP's intention to collect feedback from schools. In setting up a mechanism for collecting views at system level, COTAP could make reference to the design of the SiAS survey, including the sampling methods, questionnaire development, administrative measures taken to increase response rate, analysis and interpretation of data, etc.

V. Afterthought

54. From the Victorian experience, we could see a steadfast intention of the Victorian Government to engage all schools in working towards the state goal of "Towards Victoria as a Learning Community - From New Directions to Action" through ensuring agreed understanding of established system frameworks (e.g. National Professional Standards for Teachers, National Professional Standards for Principals, Graduate Teacher Standards, and Self Assessment Framework for P&D Culture) and promoting collective evidence-based practice against the Standards set under those frameworks. To help teachers and schools familiarise with various system frameworks, the Victorian Government has made good use of the on-line platform to provide handy and easily-accessible supporting tools for teachers and schools (e.g. Self-Assessment Tool and video illustrations for the National Professional Standards for Teachers, and 360 Reflection Tool for the National Professional Standard for Principals). From the school visits, it is evident that these supporting tools are widely adopted by teachers and principals for self-reflection. That said, Victoria has set up a rather robust "infra-structure" with system frameworks and supporting tools to facilitate the implementation of P&D policies by teachers and schools. We are indeed fascinated by the determination and efficiency of the Victorian Government in setting up the "infra-structure". However, like the experience in Hong Kong and other countries, implementation of the state goal at school level is the most challenging task. In Victoria, although effort has been made to put the system frameworks into practice, it still takes time for such frameworks to be implemented in full swing in schools and for a stringent

monitoring mechanism of the implementation process to emerge. Similar to Australia, Hong Kong also has official standards for the teaching profession and we would forge ahead in putting theory into practice after the TCF and PCF have been reviewed and revamped.

55. In Hong Kong, the CPD policy of encouraging teachers to engage in 150 CPD hours, as well as the TCF, was first introduced by the former Advisory Committee on Teacher Education and Professional Qualifications (ACTEQ) in 2003. Since then, much effort has been slanted towards promoting professional autonomy in CPD planning and implementation. On 1 June 2013, COTAP was reconstituted from ACTEQ to continue to champion the robust development of the teaching profession as a quality and professional teaching workforce to drive quality education for the improvement of student learning. COTAP would look after the divergent professional development needs of teachers and principals at different stages of their career with a view to further promoting the CPD of the teaching profession as a whole. The Victorian experience definitely inspires COTAP in adopting a holistic approach to formulating CPD policies and devising related strategies/ measures. The brief visit to Victoria also offers an opportunity for the reflection that we need to be mindful of the implementation strategies and monitoring process when our new initiatives are to be introduced in the near future.

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