

“Development and Training of Middle Leaders: School-based mentoring support programme



**HOI PING CHAMBER
OF
COMMERCE
SECONDARY SCHOOL**

**VICE PRINCIPAL
LEONG YUK PING**

經驗與實踐



安排

具校長經驗
的校外人士

擔任中層領導人員
的導師

Background



- Retirement of many senior teachers
- Succession problem
- Many novice teachers
- Many novice middle managers
- 10-15 novice middle managers with less than 4 years of experiences taking up different significant posts

Participants: aspiring and novice department heads



- English department panel chair
- Chinese department panel chair
- Putonghua in- charge
- Chinese department assistant panel chair & Acting Discipline Master
- Mathematics department panel chair
- Physics Panel Chair
- Mathematics department assistant panel chair and maintenance in charge
- Liberal Studies panel chair
- Integrated Science panel chair
- Home Economics panel chair and Health Education in charge
- Library in- charge and House Advisor
- Chinese History panel chair
- Music department panel chair
- History Panel Chair and Staff Development in –charge (QEF i/c)



- Worried
- Concerned
- Anxious

Our Needs



- The Needs of my school
- The Needs of a Novice teacher
- The Needs of a Middle Manager

Support and Training



- Training outside? EDB? Universities?
- Enough? Effective? Useful?
- Training by ourselves? Professional?
Enough? Effective? Useful?

Bottom-up brewing period



Shared with

- 1) Experienced teachers
- 2) Vice Principals
- 3) Alumni
- 4) Class teacher of the PGM course!



- Tailored-made
- Teacher driven
- Middle manager program
- Training? Retreat?



HOW HAS YOUR JOB IMPACTED YOUR PERSONAL LIFE?



37%

I have missed time with my kids (family, help with homework, sports games, recitals, etc.)



34% I cancel commitments to friends and family due to work



32% I lose sleep over work



26% My work has strained or ended a relationship with a loved one or close friend



17% I have experienced stress-related health issues such as high blood pressure



15% I don't feel great physically



6% It hasn't at all

中層管理人，**真係**兩面不是人？



Work under great pressure ?

承受工作 壓力後的 反應

- 容易覺得疲倦
- 擔憂緊張
- 情緒低落
- 失眠
- 易發脾氣
- 周身疼痛
- 萌生離職念頭
- 難以集人精神
- 對工作失去興趣
- 頭痛胸痛
- 飲食失調

Expected Competencies of Middle managers



領導能力

願景勾勒

策略規劃

指揮決策

鼓勵激勵

組織能力

職務設計

組織架構

職權規劃

守則制定

用人能力

人才選用

部屬發展

績效評核

獎勵懲處

計劃能力

需求定義

目標設定

成果計劃

工作計劃

監察能力

督導查核

追蹤評估

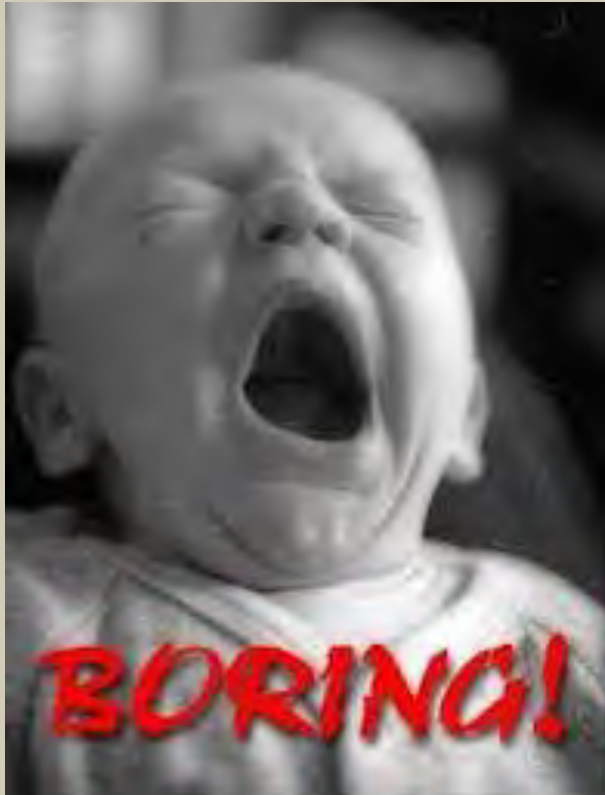
溝通檢討

問題解決

Let's go



Training!





- Teacher competencies framework =
What we need?
- =Leadership capacity?
- =Leadership qualities?
- =Professionalism?
- What about other countries?

AN OVERVIEW OF THE GENERIC TEACHER COMPETENCIES FRAMEWORK

TEACHING AND LEARNING DOMAIN	STUDENT DEVELOPMENT DOMAIN	SCHOOL DEVELOPMENT DOMAIN	PROFESSIONAL RELATIONSHIPS AND SERVICES DOMAIN
<ul style="list-style-type: none"> * Subject Matter Knowledge <ul style="list-style-type: none"> - command of subject matter knowledge - updating of subject matter knowledge and search for new subject knowledge - sharing and exchange of subject teaching practice * Curriculum and Pedagogical Content Knowledge <ul style="list-style-type: none"> - command and application of pedagogical content knowledge - curriculum design, implementation and improvement - updating and sharing of pedagogical content knowledge * Teaching Strategies and Skills, Use of Language and Multi-Media <ul style="list-style-type: none"> - knowledge and application of teaching strategies and skills - language proficiency - motivation of student learning through different teaching methods and multi-media - research and dissemination on teaching strategies and skills * Assessment and Evaluation <ul style="list-style-type: none"> - student assessment methods and procedures - use of student assessment results - evaluation and review of teaching and learning programmes 	<ul style="list-style-type: none"> * Students' Diverse Needs in School <ul style="list-style-type: none"> - understanding students' diverse needs - identifying and supporting students' diverse needs - collegial collaboration in identifying and supporting students' diverse needs * Rapport with Students <ul style="list-style-type: none"> - awareness of the importance of establishing rapport with students - building trust and rapport with students * Pastoral Care for Students <ul style="list-style-type: none"> - providing pastoral care for students - collegial collaboration in providing pastoral care * Students' Different Learning Experiences <ul style="list-style-type: none"> - participation and implementation - planning and organization - whole person development of students 	<ul style="list-style-type: none"> * School Vision and Mission, Culture and Ethos <ul style="list-style-type: none"> - adaptation to the school vision and mission, culture and ethos - actualisation of school beliefs, vision and mission - cultivation of a caring and inviting school climate - contribution to reviewing the school vision and mission, as well as promoting the school culture and school image * Policies, Procedures and Practices <ul style="list-style-type: none"> - understanding school goals and policies - implementation of school policies, procedures and practices - formulation of school policies, review of procedures and practices for continuous school development * Home-School Collaboration <ul style="list-style-type: none"> - understanding students' family backgrounds - communication with parents - involvement in parent-related activities - building trust with parents for further school development * Responsiveness to Societal Values and Changes <ul style="list-style-type: none"> - awareness and knowledge of societal changes in relation to their impact on school - responsiveness to societal changes and issues related to social values 	<ul style="list-style-type: none"> * Collaborative Relationships within the School <ul style="list-style-type: none"> - working relationships with individuals - working relationships with groups - working relationships within formal structures * Teachers' Professional Development <ul style="list-style-type: none"> - sharing of knowledge and good practices with others - contributions to teachers' professional development * Involvement in Policies Related to Education <ul style="list-style-type: none"> - awareness and knowledge of policies related to education - responsiveness to policies related to education - contributions to policies related to education * Education-related Community Services and Voluntary Work <ul style="list-style-type: none"> - interaction with the broader community - participation in education-related community services and voluntary work

SIX CORE VALUES THAT UNDERPIN THE WHOLE FRAMEWORK

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
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BASIC PREMISE: THE PERSONAL GROWTH AND DEVELOPMENT OF TEACHERS

Comparison of various teacher competency frameworks

The teacher leader competency framework 2014	Competency Framework for Teachers 2004	Graduand Teacher Competencies 2013	KIPP leadership competency model 1996	Generic Teacher competencies Framework 2003	Competence profile for senior teachers 2014
USA	Western Australia	Singapore	USA	HK (COTAP)	The Netherlands
http://www.leadingeducators.org/resource/1430299653000/pubs_2015_apr/LE_Teacher_Leader_Competency_Framework_CCBYNC4_2014.pdf	http://www.teindia.nic.in/Files/Research_on_TE/Competency_Framework_for_Teachers.pdf	https://www.nie.edu.sg/files/practicum/Practicum%20Structure/TE21%20-%20GTC.pdf	http://ntp.org/assets/tools/KIPP_Leadership_Framework_and_Competency_Model_FINAL.pdf	http://www.edb.gov.hk/attachmen/teacher/qualification-training-development/development/cpd-teachers/ACTEQ%20Document%20003%20-%20Eng.pdf	A. Bakx et al. / Studies in Educational Evaluation 40 (2014) 50–62
1. Developing self <ul style="list-style-type: none"> Self management Self-awareness Cultural Competence Goal setting 2. Coaching Others <ul style="list-style-type: none"> Relationship Building Communication Influence Facilitative Coaching Observation and Feedback Modeling and Co-teaching Coaching through Co-Planning 3. Leading Teams	1. Dimension 1 Facilitating Student Learning 2. Dimension 2 <ul style="list-style-type: none"> Assessing and Reporting Student Learning Outcomes 3. Dimension 3 Engaging in Professional Learning 4. Dimension 4 <ul style="list-style-type: none"> Participating in Curriculum Policy and Other Program Outcomes –focus 	A. Professional Practice <ol style="list-style-type: none"> Nurturing the whole child Providing quality learning of child Cultivating Knowledge: <ol style="list-style-type: none"> with subject mastery with reflective thinking with analytic thinking with initiative with creative teaching with a future focus B. Leadership & Management <ol style="list-style-type: none"> Winning Hearts and Minds <ol style="list-style-type: none"> Understanding the Environment 	Prove the Possible Student Focus <ol style="list-style-type: none"> Drive results <ul style="list-style-type: none"> Achievement Orientation Continuous Learning Critical Thinking and Problem –solving Decision-making Planning and Execution Manage People <ul style="list-style-type: none"> Direction-setting Team leadership Performance Management 	A. TEACHING AND LEARNING DOMAIN <ul style="list-style-type: none"> Subject Matter Knowledge Curriculum and Pedagogical Content Knowledge Teaching Strategies and Skills, Use of Language and Multi-Media Assessment and Evaluation B. STUDENT DEVELOPMENT DOMAIN	1. Flexibility /anticipating Level 1: change ideas and methods to changing circumstances Level 2: change robust patterns Level 3: apply new alternatives 2. Innovating Level 1: develop new, original methods and applications Level 2: propose and create alternatives for existing routines 3. Learning

<ul style="list-style-type: none"> ● Mission Alignment ● Meeting Facilitation ● Conflict Management ● Facilitating Professional Development ● Curriculum Alignment ● Data Driven Instruction ● Systems for Student Culture 4. Driving Initiatives <ul style="list-style-type: none"> ● Decision Making ● Change Management ● Project Planning and Management Core Values <ul style="list-style-type: none"> ● Equity ● Service ● Community ● Growth ● Results 	<p>ed Environment</p> <p>5. Dimension 5 Forming Partnerships within the School Community</p>	<ul style="list-style-type: none"> ii. Developing Others 6. Working with Others <ul style="list-style-type: none"> i. Partnering Parents ii. Working in Teams C. Personal Effectiveness 7. Knowing Self and Others <ul style="list-style-type: none"> i. Tuning into self ii. Exercising personal Integrity and legal responsibilities iii. Understanding and respecting others iv. Resilience and adaptability 	<ul style="list-style-type: none"> ● Talent Development 3. Build Relationships <ul style="list-style-type: none"> ● Stakeholder Management ● Communication ● Impact and Influence ● Self-awareness ● Cultural Competence 	<ul style="list-style-type: none"> ● Students' Diverse Needs in School ● Rapport with Students ● Pastoral Care for Students ● Students' Different Learning Experiences C. SCHOOL DEVELOPMENT DOMAIN <ul style="list-style-type: none"> ● School Vision and Mission, Culture and Ethos ● Policies, Procedures and Practices ● Home-School Collaboration ● Responsiveness to Societal Values and Changes D. PROFESSIONAL RELATIONSHIPS AND SERVICES DOMAIN <ul style="list-style-type: none"> ● Collaborative Relationships 	<p>Level 1: reflect upon one's own qualities and translate this into behavioural changes</p> <p>Level 2: look for/ create situations to learn</p> <p>Level 3: share learning Experiences with others and act as a role model</p> <p>4. Dealing with stress</p> <p>Level 1: take one's own limits into account</p> <p>Level 2: take things 'easy'</p> <p>Level 3: guard one's own limits and talk about this in the teachers' team</p> <p>5.Coaching</p> <p>Level 1: think in line with other people and talk about it</p> <p>Level 2: motivate and stimulate others to learn</p> <p>Level 3: stimulate</p>
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				<p>within the School</p> <ul style="list-style-type: none"> ● Teachers' Professional Development ● Involvement in Policies Related to Education ● Education-related Community Services and Voluntary Work 	<p>others and increase their self-confidence</p> <p>6. Problem solving</p> <p>Level 1: detect problems</p> <p>Level 2: solve problems</p> <p>Level 3: help others to solve their problems</p> <p>7. Cooperation</p> <p>Level 1: contribute to team goals</p> <p>Level 2: be responsible for team goals</p> <p>Level 3: look for cooperation with others</p> <p>Level 4: sustain teambuilding</p> <p>8. Results based acting</p> <p>Level 1: define and realize goals</p> <p>Level 2: stimulate and lead others</p> <p>Level 3: make sure plans can be realized (use of SMART goals)</p>
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Something more than skills...



- Developing Self and personal effectiveness
- Coaching others & Leading Teams
- Winning hearts and minds
- Flexibility and innovating
- Conflict management and Mission Alignment
- Decision making and change management
- Dealing with stress
- Coaching and developing others
- Resilience and adaptability

The competencies that I need

Please circle your appropriate answers

Competencies	My needs on is in my post e.g. My needs on Self-management is <u>quite urgent</u> in my post.			
	Very urgent	urgent	Quite urgent	Little or not urgent at all
1. Personal Effectiveness				
a) Self -management	4	3	2	1
b) Goal setting	4	3	2	1
c) Knowing Self	4	3	2	1
d) Understanding and respecting others	4	3	2	1
e) Resilience and adaptability	4	3	2	1
f) Dealing with stress	4	3	2	1
g) Problem solving	4	3	2	1
h) <i>(Be Proactive)</i> and flexible	4	3	2	1
i) Propose and create alternatives for existing routine	4	3	2	1
2. Coaching Others and manage people (<i>Synergize & Think Win Win</i>)	Very urgent	urgent	Quite urgent	Little or not urgent at all
a) Relationship Building	4	3	2	1
b) Communication	4	3	2	1
c) Influence	4	3	2	1
d) Direction-setting	4	3	2	1
e) Team leadership	4	3	2	1
f) Performance Management	4	3	2	1
g) Understanding the Environment	4	3	2	1
h) Developing Others	4	3	2	1
3. Leading Teams (<i>Seek First to Understand , then to be understood</i>)	Very urgent	urgent	Quite urgent	Little or not urgent at all
a) Mission Alignment	4	3	2	1
b) Conflict Management	4	3	2	1
c) Build Relationships	4	3	2	1
d) Stakeholder Management	4	3	2	1
e) Working in Teams	4	3	2	1
f) Sustain teambuilding	4	3	2	1
4. Facilitating Professional Development (<i>Sharpen the Saw</i>)	Very urgent	urgent	Quite urgent	Little or not urgent at all
a) Share learning experiences with others and act as a role model	4	3	2	1

b) Collaborative Relationships within the School	4	3	2	1
c) Involvement in Policies Related to Education -related Community Services and Voluntary Work	4	3	2	1
5. Providing quality learning of child	Very urgent	urgent	Quite urgent	Little or not urgent at all
a) Cultivating Knowledge:	4	3	2	1
i. with subject mastery	4	3	2	1
ii. with reflective thinking	4	3	2	1
iii. with analytic thinking	4	3	2	1
iv. with initiative	4	3	2	1
v. with creative teaching	4	3	2	1
b) Curriculum Alignment	4	3	2	1
c) Pedagogical Content Knowledge	4	3	2	1
d) Teaching Strategies and Skills	4	3	2	1
e) Use of Language and Multi-Media	4	3	2	1
f) Assessment and Evaluation	4	3	2	1
6. Driving Initiatives (<i>Begin with the end in Mind</i>)	Very urgent	urgent	Quite urgent	Little or not urgent at all
a) Decision Making	4	3	2	1
b) Change Management	4	3	2	1
c) Planning ,Management and Execution	4	3	2	1
d) Data Driven Instruction	4	3	2	1
e) Make sure plans can be realized	4	3	2	1
7. Sustain School Development	Very urgent	urgent	Quite urgent	Little or not urgent at all
a) Integrate School Vision and Mission, Culture and Ethos	4	3	2	1
b) Familiarize with Policies, Procedures and Practices	4	3	2	1
8. Responsiveness to Changes	Very urgent	urgent	Quite urgent	Little or not urgent at all
a) Cultural Competence	4	3	2	1
b) Societal Values	4	3	2	1

Teacher competency framework from various countries

1. United States: The teacher leader competency framework 2014 & KIPP leadership competency model 1996

http://www.leadingeducation.org/resources/1430299663050/pubs_2015_apr/LE_Teacher_Leader_Competency_Framework_CCBYNC4_2014.pdf

http://ntp.org/assets/docs/KIPP_Leadership_Framework_and_Competency_Model_FINAL.pdf

2. Western Australia: Competency Framework for Teachers 2004 http://www.teindia.nic.in/Files/Research_on_TB/Competency_Framework_for_Teachers.pdf

3. Singapore: Graduate Teacher Competencies 2013 <https://www.nie.edu.sg/files/Practicum/Practicum%20Structure/TE21%20-%20GTC.pdf>

4. Hong Kong: Generic Teacher competencies Framework 2003 <http://www.edb.gov.hk/attachment/en/teacher/qualification-continuing-development/developments/pd-teachers/ACTECP%20Document%2003%20-%20Eng.pdf>

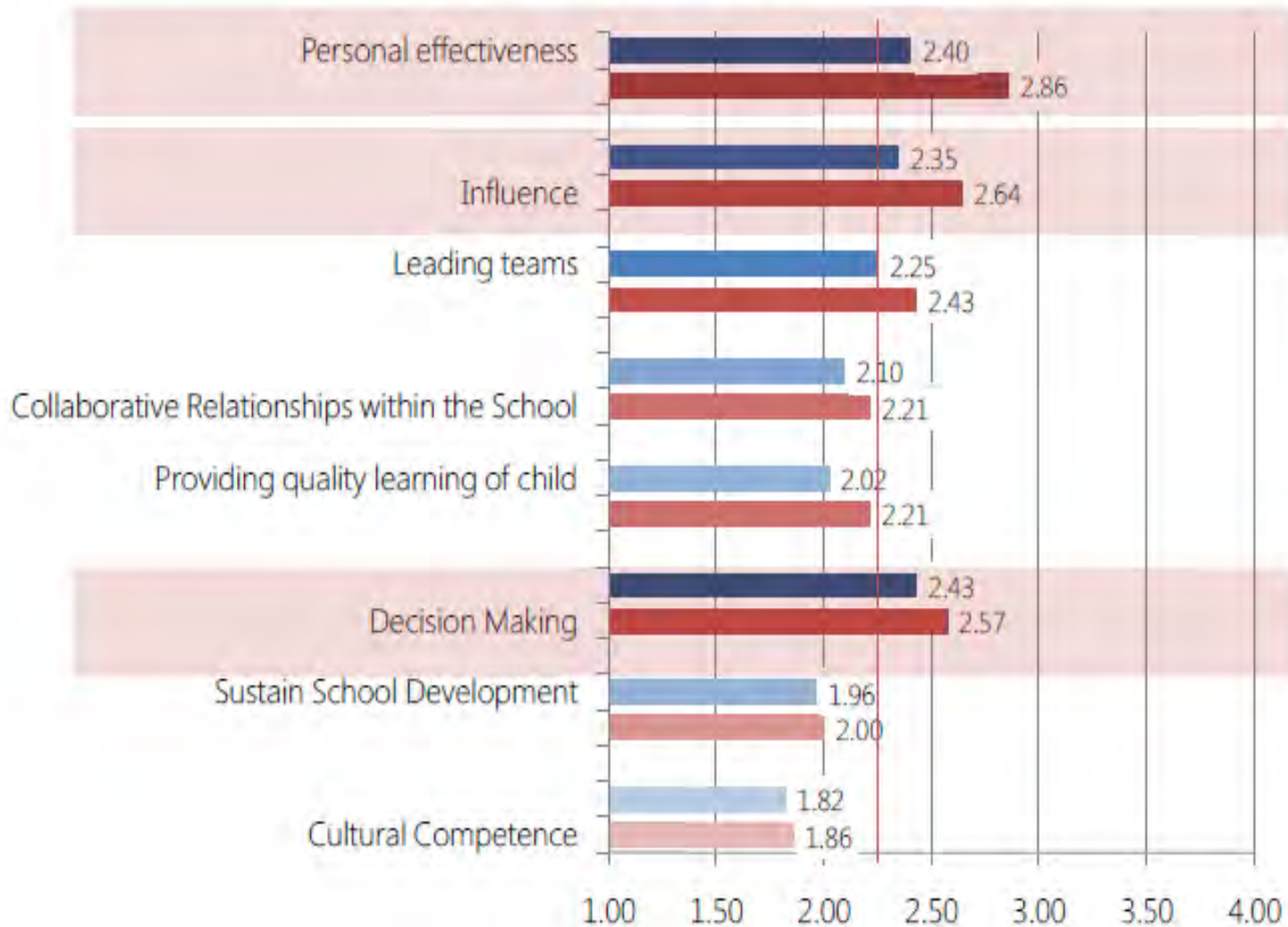
5. The Netherlands: Competence profile for senior teachers 2014

A Bakx et al. Development and evaluation of a summative assessment program for senior teacher competence, Studies in Educational Evaluation 40 (2014) 50–62

6. Stephen R. Covey, Seven Habits of highly effective people. <http://www.stephencovey.com/7habits/7habits.php>

Designed by LVP

Domain Average and Most Concerned item within Domain



提升學校新手中層管理人員的領導素質和能力 (基金計劃編號：2013/0741)



*Enhancing school leadership capacity
by advancing the leadership qualities and
professionalism of novice middle managers*

*Hoi Ping Chamber of Commerce Secondary School
Staff development in-charge Miss Leong yuk Ping*

Goals



- To provide **individual consultation** and **counseling** to novice middle managers
- To **support** participants in becoming **passionate** and **professional** middle managers who have the **mission** and **capacities** to lead, manage, and develop their panel members and to support the school in advancing to a new level
- To motivate them to foster a **desirable culture** in school **in line with school's** vision and mission

School Development Plan



- The school decided to strengthen the capacity of its middle-management as one of the school development strategies
- By making use of external support and networking, a more systematic school based middle management retreat program will be adopted so that novice leaders will become sustainable leaders in the future

Who should be their mentors?



Their panel heads? X

Two Vice Principals? X

Our Principal? X

Professionals from the education department of different universities???

Retired principals?

Principals from other schools?

Program Coordinators and Instructors

Program Coordinator	Chief Instructor
許為天先生 Dr. HUI Wai Tin	葉錦元先生 Mr. YIP Kam Yuen
2017-present Adjunct Principal Lecturer Department of Education policy and leadership The Education University of HK	2014-Present: Teaching Consultant, Department of Education Studies, HKBU
2013-2017 Principal Lecturer, Department of Education Studies, HKBU	1994-2013: Principal, Yu Chun Keung Memorial College No. 2
2007-2013: Senior Lecturer, Department of Education Studies, HKBU	
2009-Present: Experienced Consultant (Education) in DISC Analysis	
1994-2006: Secondary School Principal	

Program Coordinators and Instructors



Group Instructor	Group Instructor
朱啟榮博士 Dr. CHU Kai Wing	殷見歡女士 Ms. YAN King Foon Alice
2009-Present: Principal, CCC Heep Woh College	2018-19 Principal, Shau Kei Wan GSS 2014-2018 Principal, Tseung Kwan O Government Secondary School 2013-2014: Principal, Sheung Shui Government Secondary School

Characteristics of the plan



- Individual Consultation and counselling (Not less than 5 hours in a group/ individual basis)
- DISC Analysis
- 2-Day Camp
- Build up a personal learning portfolio/Reflective Journal
- Focus on reflections
- School Visits (Schools with different styles)

A school-based tailored-made novice Middle Manager training is arranged as follows:

Teachers involved	Project i/c: Ly Participants: Cy, Cc, Hw, Kl, Lt, Lsm, Lht, Lu, Nct, Nk, Pl, Wl WCL		
Time schedule and venue	Date	Activity	Venue & Time
	28 April 2015	- DISC Analysis - SWOT Analysis, Basic concept of Leadership	Art Room 3:45-6:45 pm
	May 2016 till March 2016	Individual consultation and counselling (not less than 5 hours in a group / individual basis)	N/A
	12 May 2015	Workshop I: How to equip yourself as successful middle school leader? (psychological and professional preparation)	Art Room 2:30 - 5:30 pm
	11 to 12 July 2015	A 2-Day camp for professional and personal growth/vision and mission	Breakthrough Youth Village, No. 33A Kung Kok Shan Road, Sha Tin, N.T.
	12 Jan 2016	Workshop II (with post-program DISC Analysis): Middle School Leader as Curriculum Leader (effective teaching and learning)	Art Room 2:00-5:00 pm
	14 or 15 March 2016 (2 hours, either day) (To be confirmed)	Evaluation and learning celebration	Art Room 3:40-5:40 pm

A set of professional training



- Management skills
e.g. decision-making and strategic planning
- Teaching and learning and curriculum leadership
e.g. school-based curriculum
- Human resources management
e.g. motivating, communicating, collaborating
& nurturing
- Consensus building
e.g. values forming, visioning building

Outcomes



- Participants will build up a **personal learning portfolio** for developing reflections and learning
- The portfolio:
 - a) **difficulties** participants facing in leading the department
 - b) **skills** that have been learnt in enhancing leadership qualities after each activities
 - c) **reflections** of how far these activities advance their **professionalism** in the long run

QEF program Participants and mentors



Personal SWOT



SWOT (personal)

Strength	Weakness
Opportunities	Threats

DISC & Needs Analysis



人格類型	象徵動物	特質優點	缺點	得分
支配型 Dominant		天生領袖、點子多、不害羞、講效率、接受挑戰、行事果決、勇往直前、指揮者、追求權力	不體貼、不會謙虛有理、不善讚美、沒耐心、善變不會取悅別人、不能忍受別人的笨	
影響型 Influencing		社交者、樂觀主義、愛表現、注重人際關係、熱心、有創意、愛說話(說自己)、追求認同、有趣、具說服力、不怕陌生人、注重友誼、活力充沛、追求舞台	話太多、天馬行空、情感衝動、注意力不持久	
安定型 Security		協調者、追求穩定、好的傾聽者、友善、情緒穩定、重團隊合作、關心別人的感覺、寬容別人、注重工作細節	害怕做重大決定、不願改變、怕衝突、過分小心、猶豫不決	
分析型 Critical		思考者、追求資料、完美主義、有長期目標、嚴謹重分析和邏輯、深思熟慮、細心、會安排優先次序、井然有序	吹毛求疵、把問題複雜化	

步調快、果斷、直接、外向

D Directive 指揮型

- 發號施令者
 - 獨立果決
 - 自尊心較高
 - 創新多變
- 希望：改變
動力：實際成果
面對壓力時可能會：
沒耐心、發脾氣
希望別人：
回答直接、掌握狀況
害怕：失去掌握

C Careful 縝密型

- 擅分析／重思考
 - 以程序為主
 - 注重細節
 - 高標準、完美主義者
- 希望：精準有邏輯的方法
動力：把事做好
面對壓力時可能會：
憂慮、鑽牛角尖
希望別人：
提供完整說明、詳細資料
害怕：被批評

I Influential 影響型

- 口才佳／擅長交際
 - 追求互動
 - 活潑且樂觀
 - 散發熱忱
- 希望：認同、友好關係
動力：團隊認同
面對壓力時可能會：
輕率、情緒化
希望別人：
講信用、給予聲望
害怕：失去認同

S Supportive 支持型

- 設身處地／擅傾聽
 - 以步驟為主
 - 堅持信念，容易預測
- 希望：維持現狀、
改變前先要做適應
動力：標準原則
面對壓力時可能會：
猶豫不決、唯命是從
希望別人：
提出保證、且盡量不改變
害怕：失去保障

獨立、以事為主、喜支配

講關係、以人為重、愛助人

步調慢、保守、間接、內向

Sample

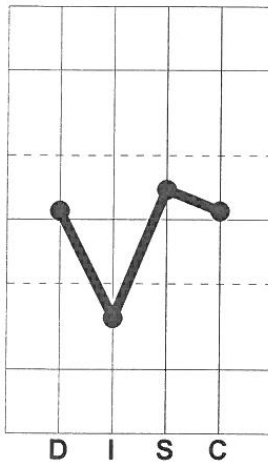


中學科組主任 (行政)

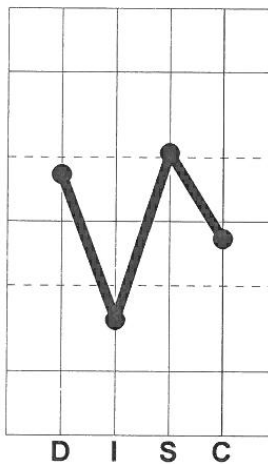
此特殊工作配對分析已經以評估模式編譯，適合配對應試者的行為作風，以得知他們目前以他們的行為分析表來看，此應試者對於此職位應該是非常適合，適合指數為91%。

圖形對照

黃靈鳳

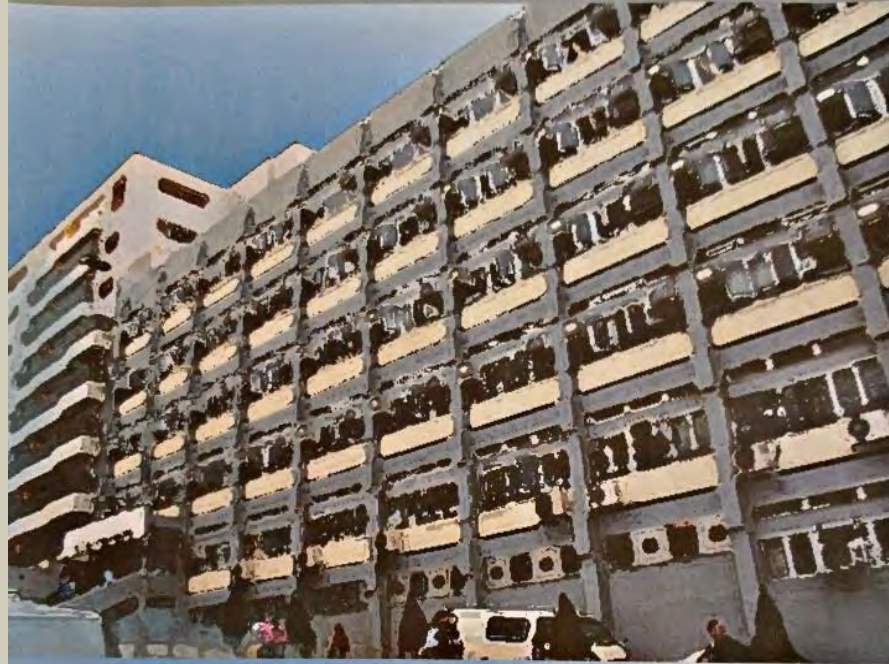


中學科組主任



	應試者	分析表	評語
支配型	52%	61%	稍微偏低
影響型	27%	27%	接近符合
穩健型	57%	66%	稍微偏低
服從型	52%	46%	稍微偏高

**Enhancing school leadership capacity
by advancing the leadership qualities
and professionalism of novice middle leaders 2015-2016**



Hoi Ping Chamber of Commerce Secondary School



Hong Kong Baptist University
Department of Education Studies



Self Analysis on DISCus Report

List which aspects of your DISCus report seem to CONFIRM what you perceive about yourself and your leadership. Please state why you believe this

CONFIRMED by DISCus	Evidence to support	What your colleague says?

List which aspects of your DISCus report seem to COUNTER your perception about yourself and your leadership. Please state why.

DISAGREED with DISCus	Evidence to support	What your colleague says?

Reflective Journal

2015/04/28

SWOT Analysis, Basic concept of Middle Leadership

What have you learnt? (A – Attitude/Belief; S – Skill; K – Knowledge)

How about your response?

(K – Keep; C – Change: maybe one or two fundamental things or skills about leadership)

Review about the Change (Please complete it before the next event)

Reflective Journal

2015/04/28

Summative Reflection

Challenge / Difficulty

(P – Personal: D – Departmental: S – School)

Seeking for Advice

(P – Personal; D – Departmental)

Please email this page to your instructor before 2015/5/8 for her/his preparation.

Workshops I :



How to equip yourself as successful middle school leader?
(psychological and professional preparation)



Workshop II:(with post-program DISC Analysis):



Middle School Leader as Curriculum Leader (effective teaching and learning)



School Visit I: CCC Heep Who College



School Visit II :Elegantia College



A camp for retreat: Breakthrough Youth Village



Middle Manager Training camp schedule

11/7/2015 (Saturday)			
1	3:00	Arrival	Guest Speaker(s)
2	3:30-6:00	<ul style="list-style-type: none"> ● Ice breaking ● Sharing ● Seven habits ● Team building I ● Personal statement 	Cheng Wai Kin Simon, Senior Manager (Training and Development) of Human Resources Division, Hospital Authority
3	6:00-7:15	Dinner	
4	7:15 -9:30	<ul style="list-style-type: none"> ● Group vision ● Action taken ● In school context 	Simon Principal Yip
5	9:30-10:30	Shall we talk	
12/7/2015(Sunday)			
6	8:00-9:00	Breakfast	
7	9:00-11:30	Pinky Team building II	Pinky from Wings consultant Limited
8	12:00-1:00	Lunch	
8	1:00	leaving	

Objectives of the Camp



Program Objectives:

- To enhance our leadership capacity through appreciation of the gist of 7 Habits and their applications in life and at work
- To foster synergetic teamwork through team activities and sharing
- To grasp tips to build wellness and strengthen self-effectiveness

Day One (11 July 2015)

Time	Activities	Led By
14:20	Gather at Shatin Station Exit B (Shuttle bus at 14:30)	
15:00	Arrival & Registration	
15:20 – 15:30	Opening Remarks & Workshop Objectives	Vice Principal Leung & Mr. SHING
15:30– 15:50	Warm-up Activities	Simon CHENG (HR Division, H.A.)
15:50–16:50	7 Habits - Your Life & Work (Part I)	Simon CHENG
16:50– 17:10	Team Challenge (I)	Simon CHENG
17:10 – 18:00	7 Habits - Your Life & Work (Part II)	Simon CHENG
18:00 – 19:00	Dinner & Group Photos	
19:00 – 19:30	Team Mix Analysis – Social Styles	Simon CHENG
19:30 – 20:10	Team Challenge (II)	Simon CHENG
20:10 – 20:45	Sharing of Personal Display Items	Simon CHENG
20:45 – 21:30	From Mission to Actions	Simon CHENG
21:30 – 22:30	Shall We Talk	

***Mentors/Guests: Principal Yip and Principal Yan**



Day Two (12 July 2015)

Time	Activities	Led By
08:00 – 09:00	Morning Exercise & Breakfast	
09:00 – 11:30	Building Your Wellness	Pinky LAM (Wings Consultant Company Limited)
11:30 – 11:45	Reflections & My Commitment	
12:00 – 13:00	Lunch & Round up	

Seven habits training by Simon



Work as a team



Mission impossible



Reflective Journal

2015/07/11

Training Camp Day 1

What have you learnt?

(A – Attitude/Belief;

S – Skill;

K – Knowledge)

How about your response?

(K – Keep; C – Change: maybe one or two fundamental things or skills about leadership)

Review about the Change

(Please complete it before the next event)

School Mission



HOI PING CHAMBER OF COMMERCE SECONDARY SCHOOL MISSION AND VISION

OUR SCHOOL IS COMMITTED TO:

- providing an all-round education for the development of high morals and positive values in our students;
- cultivating among our students kindness, a sense of responsibility, moral integrity and social awareness;
- providing students with the knowledge and skills to cope with work and study and helping students develop independent thinking skills and become autonomous learners;
- helping students maintain physical and mental health; and
- encouraging students to make every endeavour to excel.

SCHOOL MOTTO

Morality, Wisdom, Health and Diligence

Sharing of Mr. Shing and VP Leung




Reflections of participants



Presentation of certificate to participants





It is good for developing teachers' reflections in the long run as the reflective practices will be an effective way of professional development of teachers

Writing reflections after each training and activities is a good try

Teachers usually learnt something outside and seldom have enough time to reflect what have learnt

Participants are free to voice out their strengths and weaknesses in leading the team, the challenges they met and the strategies they used

To provide individual consultation and counseling by mentors to novice middle managers is an effective way to help novice middle managers



Most of the participants pointed out that this was the first time to do the DISC analysis and the personal SWOT

The first time our school had a training camp specific for middle managers

It is a good try for middle managers to retreat and review their own strengths and weaknesses and the leadership qualities

By the way, the vision statement and the personal statement written helped us to review the mission and vision not only as a teacher but also a middle manager

The workshop reinforced the role of middle managers

Difficulties



- Not enough budget
- Difficult to find appropriate mentors
- Some middle managers are not willing to join at the very beginning

Solutions



- Top up the budget by the school
- Provide human resources by the school
- Suggest applying for the category above 150,000 to increase the feasibility and effectiveness of the project
- Share the **personal mission and group vision with each others**
- Seek help from the alumni and experienced teachers (role models)

One vision, One team



After the QEF...
the way forward...



Use of **Teachers' Manual** and **department handbooks**

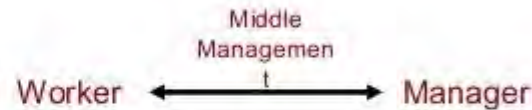


- To ensure **standardised practices** within the department;
- To establish **shared expectations** on curriculum, assignments, assessments, etc.;
- To promote professional development among panel members;
- To facilitate colleagues in carrying out various duties;
- To **minimise misunderstanding** and **maximize work efficiency**;
- **To allow issues/ disputes in the department to be solved objectively.**

Review the role of middle management from time to time

Role of Middle Management

- Lead by example
- Be directly involved
- Be motivated & Proactive
- Be knowledgeable
- Be understanding
- Be Firm
- Be accountable!



Engage! ↔ Communicate! ↔ Monitor! ↔ Report!

Sustainability of school-based middle manager workshop (23 January 2019)





How to synergize a team with
different generations!

Do we know their characteristics?

調查：應屆大專畢業生月薪升至近 1.7 萬元 14%堅決不超時工作

香港 01

2019 年 1 月 24 日 下午 1:46

14 則留言

調查：應屆大專畢業生月薪升至近 1.7 萬元 14%堅決不超時工作

有求職平台發表調查結果，發現整體大專畢業生的首份月薪平均高達近 1.7 萬元，超過八成受訪者滿意其首份工作。

報告亦提到，「跨國與有興趣加入「中資差近三倍。

至於如何可以吸引

班時間」、「於節日

有一個星期五能早

受訪者堅決否定超

求職平台 JobsDB 發

調查報告》，訪問了 553 名本地大專畢業生和本科生。調查發現，受訪畢業生的首份月薪平均為港幣 16,892 元，較上

一次調查所得之港幣 14,978 元高出 13%。報告又指，52%的受訪者預期月薪最多只有港幣 16,000 元，稱反映畢業生對自己首份工作的薪酬要求，符合市場實況。



企業」成為最受歡迎的僱主，企業」的大專畢業生數目相

應徵者？調查指，「彈性上

可早退」，以及「每月最少

退」均有吸引力，亦有 14%

時工作。

表《2018 年大專生就業狀況

Five Generations Working Side by Side in 2020



TRADITIONALISTS

Born 1900-1945

Great Depression
World War II
Disciplined
Workplace Loyalty
Move to the 'Burbs'
Vaccines

BOOMERS

Born 1946-1964

Vietnam, Moon Landing
Civil/Women's Rights
Experimental
Innovators
Hard Working
Personal Computer

GEN X

Born 1965-1976

Fall of Berlin Wall
Gulf War
Independent
Free Agents
Internet, MTV, AIDS
Mobile Phone

MILLENNIAL

Born 1977-1997

9/11 Attacks
Community Service
Immediacy
Confident, Diversity
Social Everything
Google, Facebook

GEN 2020

After 1997

Age 15 and Younger
Optimistic
High Expectations
Apps
Social Games
Tablet Devices

Generation	Age	Years Born	Personal Traits	Work Traits
Traditionalists/ Silent Generation	74 +	1922-1945	Conservative, Disciplined, dedicated, hardworking, believes in sacrifices	Time Stay with Company, Loyal, No discussion on WLB, Respect authority, Duty oriented.
Baby Boomers	55-73	1946-1964	Idealistic , Optimistic, ,Status Conscious	Workaholic, Competitive, the ladder of success, Mixed attitude towards authority and management
Gen X	39-54	1965-1980	Cynical, Pessimistic, High degree of Self Resilience, Knowledge is important, Practical, Flexible, Give emphasis to quality of life.	Loyal to Company, Technical, Needs WLB, Comfortable with Change, Career Focused.
Gen Y	15-38	1981-2004	Confident, High expectations, Emphasis on Social Issues , Quality of Life, Tech savvy, Active in Social Network, Require Instant Reward and Gratification ,Question why ,Fast, Bother about appearance, Dressing.	Multi-Tasking, Tech-savvy, Need Public Praise, Importance on WLB, Build Parallel Careers, Work should be measured by Instant Rewards, Instant Feedback, Goal Oriented, Need Ongoing Learning, Arrogant to the Authority.

Managing Generation Y Employees-HR
Challenges and Opportunities

Dr Subhasree Kar
Associate Professor
Sambhram Academy of Management
Studies
Bangalore

「新時代好老師特質」10大排行榜

排名	項目	票數	占比
1	【教學】上課幽默風趣，充滿教師個人魅力	866票	29%
2	【教學】教學深入淺出，講得讓學生容易理解	393票	13%
3	【生活】時常激勵學生，適時引導人生方向和做人態度	333票	11%
4	【研究】跟得上產業趨勢和外界變化，不躲在象牙塔裡研究	255票	9%
5	【教學】不只給答案，更藉由實作或問題引導學生思考	246票	8%
6	【生活】真心關懷學生，並能提供實質上的幫助	240票	8%
7	【管理】能站在學生立場，扮演學生與學校間的溝通橋梁	229票	8%
8	【教學】因材施教，根據學生學習狀況調整教學方式或進度	176票	6%
9	【研究】學識淵博，讓學生感覺有挖不完的寶	126票	4%
10	【管理】以身作則，要求學生前先要求自己做到	104票	4%

總投票數：2968

Yahoo!奇摩 - 網友微革命



What other competencies do we think we should have in order to lead our teams?

Create more platforms for fun and leisure!



Group activity for stress relief

Movie Appreciation

-
“Distinction”
(非同凡響)

Venue:
Hall

Travel Photography Class
- using smartphones /cameras to take awesome travel photos
- editing photos with picture apps
Venue: Rm 209

Bakery Class
- Taiwanese Pineapple cake
(製作Q版鳳梨酥)

Venue: Home Econ Rm

Makeup Class
- makeup for various occasions e.g. teachers' makeup for Speech Day; students' makeup for dance and drama competitions
Venue: Needlework Room

Habit #5
**SEEK FIRST TO UNDERSTAND
THEN TO BE UNDERSTOOD**

Listen before you speak

- I listen to others without interrupting.
- I raise my hand when I want to speak and I wait to be called on.
- I don't blurt out.
- I try to understand other people's views and feelings, even if they are different from my own.



Habit #6
Synergize

Together is better.

- I get along well with other people and work well in groups.
- I value the strengths of others and allow myself to learn from them.
- I know that by working together as a team we can get more done and come up with better solutions than we could alone.



Habit 7:
**Sharpen the
Saw**

I take care of my body by eating right, exercising, and getting sleep.

**Balance
Feels
Best**



I find meaningful ways to help others.

I spend time with family and friends.

I learn in lots of ways and places, not just at school.

Habit #4
THINK WIN WIN

Everybody can win!

- I can problem solve when an issue comes up with another person.
- I think about what other people want and not just what I want.
- I am kind to others and try to think of ways to help everyone to be happy.



"Alone we can do
so little; together
we can do so
much."

Helen Keller

"You can do
what I cannot
do. I can do
what you
cannot do.
Together we can
do great
things."

- Mother Teresa

ypleong@teacher.hpccss.edu.hk

PULLING TOGETHER

10 RULES FOR HIGH PERFORMANCE TEAMWORK

