FOREWORD

Teacher quality, which is the key to student learning, demands that teachers continue to learn to enhance their professional capacity. In 2003, the Advisory Committee on Teacher Education and Qualifications (ACTEQ) released a document – "Towards a Learning Profession: The Teacher Competencies Framework and the Continuing Professional Development of Teachers" – in which it proposed a framework for teachers' continuing professional development (CPD). ACTEQ also suggested a "try-out period" for the implementation of the framework to give schools and teachers an opportunity to explore and experiment with different CPD practices.

In 2006, we released a second report – "Towards a Learning Profession: Interim Report on Teachers' Continuing Professional Development" – to take stock of and reflect on the current situation. We were encouraged by the extent to which progress had been made, and our deep appreciation goes to principals and teachers for their support and work in advancing teachers' CPD. In view of the significance of teachers' CPD, ACTEQ is now releasing a third report to consolidate past experiences and set a direction for the future. We hope that this report can serve as a further platform for sustaining professional dialogue with the education sector and other members of the wider community so that further advances can be made in fostering a professional culture of teachers' CPD.

On behalf of ACTEQ, I would like to express special gratitude to educational partners and stakeholders both inside and outside the education sector, especially those who have at various stages participated in professional exchanges with us, for the help they have given us in formulating the recommendations contained in this document. At the core of teachers' CPD is improvement in students' learning and development, and we look forward to your continued support and collaboration in the effort to promote teachers' professional development.

CHEUNG Pak-hong
Chairman, ACTEQ

CONTENTS

CHAPTER 1

INTRODUCTION

The Importance of Teachers' Professional Development

1.1   The core business of schools is to educate students, and this involves fostering their whole-person development and catering for learner diversity. Schools have to help students develop the capacity for life-long learning and the abilities needed for meeting the changes and challenges in society, so that they can lead full and meaningful lives in the future.

1.2   It is no easy task to educate students in Hong Kong, a knowledge-based society characterised by change. In addition to changes in students' learning needs and growth, teachers have to adapt to the fast advances in knowledge and technologies, different systems and policies, and rapid developments in the wider socio-economic environment. Teachers also have to respond to the expectations of parents and society at large. Because of these rapid changes and high expectations, teachers' work has become more varied and complex in nature.

1.3   To meet these challenges requires a high degree of teacher professionalism. In Hong Kong, the great majority of teachers have already received either pre-service or in-service teacher training to acquire the professional knowledge and skills necessary for assuming the role and responsibilities of a teacher. However, it is essential that they pursue ongoing professional development to keep abreast of the times. Through engaging in continuing professional learning and reflection, teachers can strengthen their capacity for advancing school development and student learning.

1.4   The teachers' role is pivotal to educating our students in an ever-changing world. We believe that a high-quality teaching force is a professional learning force; and in fact, the need for continuing professional development (CPD) is a deep-rooted conviction in the teaching profession – to "strive in every way for any improvement … so as to fulfil society expectations of a profession".[1] Life-long learning for the teaching profession is thus a natural consequence of contemporary developments and the challenging nature of teaching itself.

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[1] The Code for the Education Profession of Hong Kong (1990).

The Underpinnings of Teachers' Continuing Professional Learning

1.5   ACTEQ's efforts to promote teachers' CPD are based on several premises[2], *viz.*

- Teaching is a learning profession. Like their counterparts in other professions, teachers need to demonstrate a commitment to and a capacity for life-long learning to enhance their professionalism;

- At the heart of teachers' CPD is professional learning[3], with the goal of improving their ability to promote student learning and development;

- Teachers are masters of their own CPD. As they grow in professional maturity, they can choose to specialise in specific areas to strive for excellence;

- Teachers can learn through a variety of means to update their knowledge and skills, as well as develop values and attitudes. Teachers' CPD should therefore range widely enough to meet their learning needs at different stages of professional development;

- Teachers' CPD has an integral relationship with school development. To strengthen this link and gain the full benefits of teachers' CPD for schools, it should be focused clearly on the school context;

- Schools are learning communities in which all teachers are learners. Teachers' mutual learning, support, sharing and practice can stimulate other teachers to engage in learning for professional development and growth, thereby contributing to schools' overall capacity and the development of the whole teaching force into a wider learning community; and

- CPD necessitates collegial input and support from the education and other sectors.

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[2] The membership of ACTEQ is in <u>Appendix I</u>.

[3] Professional learning refers to "all training and development opportunities, formal and informal, individual and shared, that provide opportunities for professional discourse, interaction, practice, reflection and analysis. Professional learning can occur face-to-face, online or through other modes of delivery". (New South Wales Department of Education and Training (2004), *Professional Learning: Policy for Schools,* p.4.)

The First and Second Reports on Teachers' CPD

1.6   Teachers' professional development is a continuum comprising the phases of initial teacher education, induction for beginning teachers, and in-service teachers' CPD. In 2003, ACTEQ issued its first report on teachers' CPD, entitled "Towards a Learning Profession: The Teacher Competencies Framework and the Continuing Professional Development of Teachers" (referred to hereafter as "CPD Document 2003"). In this document, ACTEQ proposed a three-year "try-out period" for the CPD framework and its recommendations for promoting teachers' CPD. Schools could start their first CPD cycle either in the 2003/04 or 2004/05 school year.

1.7   During the "try-out period", a Steering Committee on Teachers' CPD was set up to keep track of its implementation[4]; and ACTEQ also commissioned research studies and met with stakeholders to gather relevant empirical data and views. In April 2006, ACTEQ issued its second report – "Towards a Learning Profession: Interim Report on Teachers' Continuing Professional Development" ("Interim Report" hereafter) – which reviewed developments in the area since 2003.

1.8   As the trial period has ended and schools have started a new cycle of CPD, it is an opportune time for this third report on teachers' CPD, to share the progress made in Hong Kong over the past few years and, more importantly, make recommendations for the coming years.

The Organisation of this Report

1.9   In formulating further recommendations on teachers' CPD, ACTEQ's main concern is to sustain the impetus for teachers' professional learning and increase its impact on teachers' professional growth, school development and student learning.

1.10   In Chapter 2, we recapitulate briefly the essential features of the teachers' CPD framework, with reference made to the related Teacher Competencies Framework (TCF). Next, Chapter 3 presents the findings

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[4] The membership of the Steering Committee on Teachers' CPD is in Appendix II.

of a recent research study commissioned by ACTEQ.[5] In Chapter 4, we raise several issues on which we make further recommendations for sustaining the advances made in teachers' CPD. The Report closes with some general comments in Chapter 5.

1.11   This report is available at http://www.acteq.hk. All education practitioners are most welcome to send their comments:

- by email to: pdotpd2@edb.gov.hk

- by fax to: (852) 2537 2446

- by post to: ACTEQ & Professional Development Section
        Education Bureau
        Room 1703, 17/F, Murray Building
        Garden Road
        Central
        Hong Kong
    (Enquiry telephone number: (852) 3150 8006/3150 8039)

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[5] In September 2007, ACTEQ commissioned Policy 21 Ltd., the University of Hong Kong to conduct a research study on teachers' CPD. For details of the findings, see Chapter 3.

CHAPTER 2

THE IMPLEMENTATION OF TEACHERS' CPD

The Teachers' CPD Framework

2.1   To foster a culture of teachers' CPD, ACTEQ released "CPD Document 2003"[6] in November 2003 and proposed a teachers' CPD framework. The aim was to institutionalise the practice of teachers' CPD to encourage all teachers to engage in learning in various domains and so enhance their professionalism. Salient features of the framework include:

- **an objective target for CPD participation** – A "soft" target of 150 CPD hours in a three-year cycle is set, within which teachers can deliberate on the direction and content;

- **a broad definition of CPD** – Teachers' CPD refers to all kinds of learning opportunities that help them strengthen their professional practices. Teachers in general embrace formal training programmes, which are broadly categorised as "structured learning". More importantly, they should also take on CPD activities that encompass various types of informal learning taking place within and across schools. These CPD activities are broadly categorised as "other CPD modes"[7];

- **varied and balanced professional learning experiences** – It is recommended that teachers spend no less than 50 hours in a three-year cycle on "structured learning" and no less than 50 hours on "other CPD modes" so that they can benefit from rich and balanced professional learning opportunities;

- **a spirit of "professional judgement" and "school-based decisions"** – The effectiveness of teachers' CPD hinges on the extent to which teachers and schools find their CPD needs are satisfied. The CPD framework therefore attaches considerable importance to giving teachers and schools

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[6] "CPD Document 2003" can be downloaded from ACTEQ's website at http://www.acteq.hk.

[7] "Structured learning" includes long-term or short-term courses, conferences, symposia, workshops, higher academic studies and offshore study visits. "Other CPD modes" include job enrichment activities, mentoring, action learning, and service to education and the community. See Appendix V of "CPD Document 2003".

discretion to decide on the CPD strategies and plans which are most appropriate for their contexts;

- **the alignment of teachers' CPD and school development** – For a positive effect on school development, there must be a coherent linkage between the development needs of both individual teachers and their schools. In this regard, teachers' involvement in the process of identifying CPD needs at individual and school levels is highly conducive to building a consensus; and

- **an emphasis on the quality of teachers' CPD** – Teachers' participation in CPD is crucial for cultivating a pervasive CPD culture. However, while promoting teachers' involvement, ACTEQ places greater emphasis on the quality, rather than the quantity, of CPD activities because the primary aim is to benefit students, schools and teachers themselves.

The Teacher Competencies Framework

2.2   ACTEQ also recommended a generic Teacher Competencies Framework (TCF)[8] in "CPD Document 2003" to provide schools and teachers with a reference for planning and evaluating the direction and content of CPD. The TCF also serves as a common language for facilitating professional dialogue among practitioners.

2.3   The content and design of the TCF are geared primarily to promoting teachers' professional growth. With teachers' personal growth and core professional values as its basic premise, the TCF comprises descriptors specifying the competencies expected of a teacher at different stages of professional development in each of the four core domains of his/ her work[9], namely "Teaching and Learning", "Student Development", "School Development" and "Professional Relationships and Services".

2.4   By referring to the TCF descriptors, individual teachers can reflect on their own stage of professional development and, based on their own

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[8] The electronic version of the TCF is available on ACTEQ's website at http://www.acteq.hk.

[9] The TCF has conceptualised the continuum of teachers' professional development in terms of three stages, namely "Threshold", "Competent" and "Accomplished" levels. See Chapter 2 of "CPD Document 2003".

experience, plan how to advance to the next stage through CPD. The TCF also enables schools to look at the collective competencies of their staff and then draw up appropriate school-based staff development plans to address their specific needs and foster school development.

Interim Progress in Trying Out the Teachers' CPD Framework

2.5　To assess the progress made on teachers' CPD in the "try-out" period, ACTEQ invited the Hong Kong Primary Education Research Association and the Education Convergence to conduct "ACTEQ Study 2005". The key findings, observations and interim recommendations of this study were shared in the "Interim Report" released in April 2006.[10]

2.6　As indicated in the "Interim Report", teachers have acknowledged the importance of CPD and agreed that it is their professional responsibility to participate in it. Over the past few years, teachers and schools have been actively involved in a wide range of CPD activities. Teachers generally have also supported the CPD framework, including its spirit and goals, implementation principles, target hours, coverage in the four core domains and proposed classification of "structured learning" and "other CPD modes", as well as the recognition arrangements for CPD activities. Hence, in the "Interim Report", ACTEQ reaffirmed that the spirit and approach underpinning the teachers' CPD framework should be maintained.

Questions for Further Investigation

2.7　ACTEQ is concerned about how teachers' CPD can build on the present sound basis and, in examining the relevant issues, regards the following questions as particularly relevant.

2.8　ACTEQ observes that in the past few years, some schools have already made significant progress on CPD and, to understand the conditions in place which account for this, it is pertinent to ask:

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[10] The "Interim Report" can be downloaded from ACTEQ's website at http://www.acteq.hk.

- What are the contributing factors?

- What are the inhibiting factors?

2.9   Second, among the factors which motivate teachers to take part in CPD, their attitudes to teaching and their perceptions of continuous learning are very important. To promote the engagement of all teachers in CPD, it is relevant to investigate:

- What are the motivating forces that underpin teachers' enthusiasm for teaching?

- How do they view teacher learning?

- What can they share with regard to continuous professional learning?

2.10   Third, since the ultimate goal of teachers' CPD is to enhance the capacity of schools and teachers to improve student learning, we need to consider its benefits and effectiveness. In the coming years, with the appropriate data, we can seek to explore the effects of teachers' continuous learning on student learning. Relevant questions include:

- How can teachers' learning contribute effectively to enhancing student learning?

- What should teachers learn?

- Which forms and models of CPD activities are most effective?

2.11   Fourth, while teachers have spent a considerable amount of time on CPD activities, they sometimes feel disappointed with the quality and usefulness of the CPD programmes offered.

- Are there ways to enhance the quality of CPD activities?

2.12   All these questions are interlocking, and serve as useful guides for investigating how teachers' CPD can help schools and teachers enhance their capacity for meeting the added challenges as their professional development and teaching careers progress. They constitute part of the scope of "ACTEQ Study 2007", which is reported in the next chapter.

CHAPTER 3

THE CURRENT SITUATION AND PROGRESS

"ACTEQ Study 2007"

3.1 To gain deeper insights into issues related to teachers' CPD, ACTEQ commissioned Policy 21 Ltd., the University of Hong Kong, to conduct a further research study in September 2007 ("ACTEQ Study 2007" hereafter). Both quantitative and qualitative information was gathered in this project – the former based on a questionnaire survey administered to principals and teachers, and the latter collected through school visits and interviews with a sample of awardees of the Chief Executive's Award for Teaching Excellence. A summary of the methodology employed is attached in **Appendix III**, and the questionnaires used are in **Appendix IV**.

The Scope of the Research Study

3.2 The survey aimed to study the following aspects:

I.   the progress on teachers' CPD;

II. teachers' attitudes to CPD;

III. schools' support for teachers' CPD;

IV. the perceived benefits of CPD; and

V.   contributing factors and conditions.

The Major Findings of the Research Study

I. *The Progress on Teachers' CPD*

Teachers' participation

3.3   The survey results showed that more than two-thirds of teachers took part in more than 50 CPD hours in the 2006/07 school year.[11] In this regard, the percentages of primary and special school teachers were slightly higher than that of secondary school teachers. More than half of the principals and about a quarter of the teachers even indicated that teachers' participation in CPD had increased significantly over the past two years. The research data and feedback collected in the recent years have provided fairly strong evidence that most teachers have no difficulty in meeting the "soft" target.

3.4   The distribution of CPD time in the four TCF core domains was skewed towards "Teaching and Learning". About 60% of teachers' CPD time was spent on this domain, with only 10% to 15% on each of the other three domains[12], which reflects the attention teachers pay to the area of teaching and learning. When analysed by types of schools, the findings with respect to teachers from primary, secondary and special schools were similar.

Variety of CPD activities

3.5   The survey findings showed that teachers' involvement in the different CPD modes was quite balanced: about 60% related to "structured learning" and the remaining 40% was devoted to "other CPD modes".

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[11] For convenience of data collection in the survey, teachers were requested to provide their CPD data for only one year. In the research conducted by the Hong Kong Primary Education Research Association and Education Convergence in 2004, it was also found that the majority of teachers had engaged in not less than 50 CPD hours in one year. See the "Interim Report", p.11.

[12] According to "ACTEQ Study 2007", the allocation of teachers' CPD hours in the four domains was: 58% on "Teaching and Learning"; 15% on "Student Development"; 13% on "School Development"; 10% on "Professional Relationships and Services"; and 4% on "Others". The emphasis on "Teaching and Learning" was greater than in the findings of "ACTEQ Study 2005", which showed the following allocation of teachers' CPD: about 35% on "Teaching and Learning"; 20% on "Student Development"; 20% on "School Development"; 15% on "Professional Relationships and Services"; and less than 10% on "Personal Growth and Development". See the "Interim Report", pp.13-14.

The findings with respect to teachers from primary, secondary and special schools were very similar. These findings indicated that teachers had adopted a broader conception of CPD and undertook a variety of CPD activities to enrich their learning experiences.

II.   Teachers' Attitudes to CPD

Teachers' perceptions of the target

3.6   While principals generally regarded the "requirement" of 150 CPD hours in a three-year cycle as appropriate, some teachers considered it somewhat high. The research data showed that these teachers participated less in CPD activities. In addition, the interviews with principals and teachers indicated that in schools which had put various measures in place to facilitate teachers' CPD, more of their teachers tended to agree with the CPD target and noted that they had no major difficulty in participating in 150 CPD hours over three years. Although the research data show that most teachers are able to meet the target, ACTEQ realises that some teachers still have reservations about the quantitative "requirement".[13]

3.7   ACTEQ believes that the perception of the "requirement" as being rather high can be attributable partly to what are recognised as CPD activities and the way in which CPD hours are calculated; and it is related also to the nature and amount of support provided. Hence, more attention can be given to clarifying the definitions and classification of CPD, and more opportunities and support for CPD can also be provided, to help teachers recognise that it is not difficult to meet the "requirement" and allay their concern about CPD hours.

Teachers' views on the principles underpinning CPD

3.8   The vast majority of principals and teachers agreed to all of the following principles underpinning CPD:

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[13] The Hong Kong Primary Education Research Association conducted a survey in March 2008 to collect the views of primary school teachers on the education reform. Of the 631 primary school principal and teacher respondents, two-thirds said that they agreed or did not object to the requirement for teachers to participate in no less than 150 CPD hours over three years, while about one-third noted that they did not agree with the requirement. In addition, 78 respondents (about 12.4%) considered that the requirement should be delayed.

- Teachers are responsible for their own professional development through life-long learning;

- Teachers' CPD should cater for the development needs of individual teachers;

- Teachers' CPD contributes to the collective wisdom of the whole school; and

- Teachers' CPD should cater for school development needs.

3.9   Over 90% of principals and about two-thirds of teachers agreed to the following two principles:

- The prioritisation of CPD is a matter of agreement between individual teachers and their schools; and

- Teachers should contribute to colleagues' professional development.

The content of CPD

3.10   With regard to whether teachers' CPD should include all the professional competencies in the four domains of the TCF, the level of agreement among principals was very high, reflecting their consideration of the broad and varied nature of teachers' work.

3.11   For teachers, the level of agreement on the "Teaching and Learning" domain was highest, with about 90% of them agreeing that their CPD activities should encompass all the professional competencies in this domain. The extent of agreement on the "Student Development" and "School Development" domains was also high, with about 82% and 75% of teachers respectively agreeing that their CPD activities should include the professional competencies in these two domains.

3.12   In the "Professional Relationships and Services" domain, the levels of agreement on "participation in education-related community services and voluntary work" and "interaction with the broader community" were comparatively lower, but about 60% of teachers still considered it necessary to include these elements in their CPD.

3.13   While the majority of principals and teachers agreed that teachers' CPD should include all the professional competencies of the TCF, the level of agreement among principals was higher than that among teachers. With respect to the following items in relation to the "School Development" domain, a much higher proportion of principals (more than 90%) than teachers (about 75%) considered that teachers' CPD should cover these items:

- Adaptation to and actualisation of the school's beliefs, vision and mission;

- Awareness and responsiveness to societal changes and issues related to social values; and

- Understanding and implementation of school policies, procedures and practices.

3.14   On the whole, although some teachers raised concerns about the quantitative "requirement", principals' and teachers' attitudes to CPD were positive and there was a general consensus that teachers' CPD should cater for school development as well. The level of agreement among principals and teachers on the need for teachers' CPD to cover all the four domains of the TCF was very high, indicating their recognition of the wide coverage of a teacher's responsibilities.

III.   *Schools' Support for Teachers' CPD*

Factors affecting teachers' CPD

3.15   From the survey data, 73% of teachers and 72% of principals considered finding time to be the main factor affecting participation in CPD. Whether the schedules of CPD activities matched their work schedules was an important consideration for the vast majority of teachers. Moreover, whether the CPD activities could enhance their personal development prospects and whether they could obtain financial and resource support were both regarded by about two-thirds of teachers as important influences on their CPD choices. When analysed by types of schools, the views of primary, secondary and special school teachers were similar.

Schools' measures to facilitate teachers' CPD

3.16   The teacher questionnaire listed 13 measures for promoting CPD and teachers had to indicate whether their schools had adopted them and whether they found them useful. These measures were:

- setting specific requirements for the contents of individual teachers' CPD;

- setting specific requirements for individual teachers' CPD hours;

- providing opportunities for teachers to apply what they have learnt from CPD activities;

- making financial arrangements to facilitate teachers' attendance at CPD activities;

- making timetabling arrangements to facilitate teachers' attendance at CPD activities;

- inviting regularly external professionals to share teaching practices and experiences with teachers;

- arranging regularly experience-sharing sessions for teachers;

- encouraging teachers to pursue personal professional development activities;

- collecting CPD-related information;

- setting up a mechanism to assist teachers in recording their professional development activities;

- discussing their professional development with teachers on an individual basis;

- formulating CPD policy with teachers' participation and discussion; and

- setting up a system to co-ordinate matters relating to the professional development of teachers.

3.17 More than 70% of teachers indicated that their schools had already adopted five of the above measures to promote their CPD, *viz.*

- inviting regularly external professionals to share teaching practices and experiences with teachers;

- arranging regularly experience-sharing sessions for teachers;

- encouraging teachers to pursue personal professional development activities;

- setting up a mechanism to assist teachers in recording their professional development activities; and

- setting up a system to co-ordinate matters relating to the professional development of teachers.

3.18 These measures were mainly administrative arrangements related to ways of facilitating teachers' CPD pursuits, and about 90% of teachers considered them useful to some extent.

3.19 Also, about 80% of teachers saw the measures noted below as useful and about half of them said that these measures had been implemented in their schools. Where they have not yet done so, schools could therefore consider adopting the following practices:

- providing opportunities for teachers to apply what they have learnt from CPD activities;

- making financial arrangements to facilitate teachers' attendance at CPD activities;

- making timetabling arrangements to facilitate teachers' attendance at CPD activities;

- collecting CPD-related information;

- discussing their professional development with teachers on an individual basis; and

- formulating CPD policy with teachers' participation and discussion.

3.20 From the questionnaire survey, about 40% of teachers indicated that their schools had laid down specific requirements for the content and quantity of CPD. Compared with the other 11 measures noted in paragraphs 3.17 and 3.19, the following two measures were considered by the smallest percentages of teachers as helpful:[14]

- setting specific requirements for the contents of individual teachers' CPD; and

- setting specific requirements for individual teachers' CPD hours.

3.21 In comparison with primary and secondary, a higher proportion of special school teachers indicated that their schools had adopted various measures to help them pursue CPD. Data from the school visits showed that schools' support could make a marked difference to teachers' participation in CPD: in schools where more support measures were in place, the teachers were more actively engaged in CPD and had more positive perceptions of the process.

IV. The Perceived Benefits of Teachers' CPD

Helpfulness of "structured learning" and "other CPD modes"

3.22 Research evidence shows that teachers in general have a positive perception of the benefits of CPD. The views held by primary, secondary and special school teachers were similar. Based on the questionnaire survey, over 90% of them considered "structured learning" activities – such as staff development days, workshops, talks and seminars – to be helpful.

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[14] For the questionnaires, see <u>Appendix IV</u> of this report. The "Interim Report" also indicated that "fulfilling the requirement of CPD hours as proposed in the CPD policy" was among the three motives regarded by the smallest percentages of teachers as important. See the "Interim Report", p.14.

3.23   As regards "other CPD modes", over 80% of teachers viewed the following as helpful: sharing of teaching practice; exchanges with stakeholders within and outside school; lesson observations; joint lesson preparation; and the sharing of readings and ideas in the context of learning/study circles. Teachers participated relatively less in action research and mentoring but, despite this, about 70% still indicated that they had taken part in these CPD activities and found them useful.

3.24   More than half of the teachers noted that they had experience in serving as trainers, facilitators and speakers for professional development programmes, being members of education-related committees or writing academic papers. Teachers who have not yet participated in these kinds of CPD activities may consider engaging in them to broaden and enrich their learning experiences.

Whether the objectives of pursuing CPD were achieved

3.25   As seen in the survey results, most teachers saw the most important objectives to be in the "Teaching and Learning" and "Student Development" domains. These objectives included:

- enhancing one's own teaching competence;

- helping to improve the effectiveness of learning and teaching;

- enhancing one's understanding of subject matter knowledge; and

- enhancing one's capacity for dealing with students' diverse learning needs.

3.26   In their responses, the principals generally shared teachers' views. Despite this, 25% of principals considered that "helping to strengthen awareness of sharing and collaboration among teachers in school" should also be among the key objectives of CPD, on the grounds that sharing among teachers could help other teachers develop knowledge, skills and attitudes.

3.27 As shown in the research data, over 90% of teachers considered that through teachers' CPD, all the most important objectives listed in paragraph 3.25 above were achieved to some extent.

3.28 In addition, over 80% of teachers thought that the following objectives, which were related to school development and teachers' professional development, were achieved to some extent:

- raising the sense of identity in the teaching profession;

- becoming familiar with educational policies;

- understanding the future direction for professional development; and

- helping to strengthen awareness of sharing and collaboration among teachers.

3.29 Of all the objectives of CPD included in the survey, "helping to improve home-school collaboration" and "helping to understand the socio-economic development of the local community and the world" were thought to have been achieved to a relatively lesser extent. Nonetheless, about 70% of teachers still considered that these two objectives had been achieved.

Teachers' job satisfaction and professional autonomy

3.30 The survey also attempted to explore the link of teachers' CPD with job satisfaction and teacher autonomy. The findings indicated that, in general, teachers who had undertaken a larger number of CPD hours had a greater sense of job satisfaction and autonomy. This is an encouraging sign, suggesting a "virtuous circle": the more CPD involvement, the greater the job satisfaction and autonomy at work.

3.31 On the whole, the survey findings also showed that the views of teachers in primary, secondary and special schools were similar. Moreover, on most items, senior teachers' views were closer to those of basic rank teachers than to principals' views.[15]

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[15] Senior teachers included teachers at PGM/SEO, SGM/EO, PSM, PAM, SAM and AM ranks. Basic rank teachers included those at GM/AEO, APSM and CM ranks.

V. Contributing Factors and Conditions

3.32 Besides the questionnaire survey, the research consultant commissioned by ACTEQ conducted school visits and interviews with a sample of awardees of the Chief Executive's Award for Teaching Excellence in an effort to understand what motivates teachers to pursue CPD. According to the interviewees, teachers' passion for and commitment to teaching constitute an important driving force for sustaining involvement in CPD. For them, the following were also important contributing factors and conditions:

- trust and support from the school management, especially the principals;

- an open and collaborative atmosphere in schools;

- respect for and sensitivity to teachers' diversity;

- schools' support for appropriate arrangements in terms of teachers' workload, facilities and time; and

- the provision of opportunities for observations, collaboration, innovation and feedback.

3.33 The interviewees suggested that teachers could benefit from external expertise from which they could gain fresh ideas and share good practices. This could create valuable opportunities for enhancing school capacity for innovation and for effecting paradigm shifts.

3.34 To conclude, the findings of "ACTEQ Study 2007" have shed light on the progress made on teachers' CPD and some of the factors and conditions that have contributed to the process. Particularly important, teachers generally feel that CPD has strengthened their professional capacity. In the near future, drawing on references from the relevant literature and conducting further studies, ACTEQ hopes to explore further the impact of teachers' CPD on student learning.

Observations on the Progress Made on Teachers' CPD

3.35   Overall, the data gathered over the past few years indicate that teachers' CPD has made considerable progress. Teachers have become more active in CPD activities, and principals and teachers generally agree that CPD is an ongoing process integral to teachers' professional practice and that they are responsible for their own professional development through life-long learning.

3.36   In addition, we have observed the following salient developments:

   (a) Teachers' CPD activities have become more diversified over the past few years. There has been an increase in the variety of CPD programmes organised by the Education Bureau (EDB), teacher education institutions (TEIs) and other organisations. New formats for professional development have been designed, including action research and collaborative projects with external institutions, both inside and outside school. There is also a growing trend for schools to organise school-based CPD programmes to cater for teachers' and schools' needs. In-house collegial sharing, peer observation, mentoring and cross-school networking have become more common CPD activities.

   (b) In many schools, teachers' CPD has been accorded high priority in the school development agenda. In the spirit of professional autonomy and trust, many schools have also developed their own school-based CPD frameworks to promote teachers' CPD. The following are among the effective practices:

   • engaging teachers in the process of identifying CPD needs, and articulating clearly whole-school and departmental needs in the school development plans;

   • emphasising school-based CPD[16] and the building of professional learning communities by valuing the expertise and potential of

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[16] The school itself is regarded as an important base or site for teachers' CPD with a view to effecting school development and student learning. Within teachers' workplace, there can be a wide range of school-based staff development initiatives, including job-embedded collegial interaction within school, networking among schools, and the use of external resources and expertise to provide training for teachers and follow-up on-site support. See Chapter 5 of the "Interim Report".

their own staff and attaching great importance to the promotion of collegial interaction and support within school;

- drawing on external resources (e.g. participation in partnership schemes with the EDB or tertiary institutions and inviting relevant experts) to motivate and enrich staff's CPD;

- providing opportunities for teachers to apply and reflect on what they have learnt;

- creating special timetabling arrangements to provide time for school-based CPD activities; and

- emphasising the use of student learning outcomes to formulate schools' CPD priorities.

(c) Among schools and teachers, there is a gradual shift of focus from the quantity of CPD to its beneficial effects for student learning and development. While the notion of a quantitative target remains a motivator, teachers increasingly raise questions about the quality of CPD activities and how conducive they are to their professional development.

3.37   In short, the positive experiences reported and the evidence available testify that teachers' CPD has been progressing well and there are no issues of urgent concern. Nevertheless, ACTEQ feels that further improvement can be made in some areas. For instance, to reap greater benefits for teacher and school development, it considers that the professional role of staff responsible for CPD coordination could be further enhanced. In addition, teachers' concerns about a lack of time and the quality of some activities can hinder their involvement in CPD. The issues are addressed in the next chapter, and recommendations are put forward for the future development of teachers' CPD.

CHAPTER 4

THE WAY FORWARD

Introduction

4.1 Evidence gathered in the past few years has confirmed that the present approach to implementing the teachers' CPD framework is appropriate and is supported by most principals and teachers. ACTEQ, therefore, does not recommend any major changes in the present direction, principles and approach. The next phase in developing teachers' CPD should build on its existing strengths and focus on the issues of quality and effectiveness.

4.2 ACTEQ's recommendations relate to the following four themes:

I.   professional autonomy and school-based decisions;

II. school-based CPD;

III. the quality and focuses of teachers' CPD; and

IV. school leadership and support for CPD.

Theme I: Professional Autonomy and School-based Decisions

A.   Continuation of a "Soft" Approach

4.3 Successful implementation of teachers' CPD should be guided by teachers' professional autonomy and judgement, as a top-down approach can have adverse effects on teachers' involvement. Moreover, our research data and feedback from stakeholders have indicated that quantity is no longer a major concern. Therefore, ACTEQ is of the view that the spirit underlying the teachers' CPD framework in "CPD Document 2003" should remain unchanged. Rigid requirements or a set of regulations for teachers' CPD should not be imposed, but instead schools should enjoy professional discretion to make their own judgements on the quality, quantity and modes of CPD so that teachers can choose activities which are most appropriate for them.

4.4   *It is recommended that*

> the "soft" approach put forward in "CPD Document 2003" should continue, *viz.*
>
> (a) a target of about 150 CPD hours over three years;
>
> (b) the modes and content of the CPD activities to be defined by schools; and
>
> (c) schools to exercise professional autonomy in monitoring the implementation of teachers' CPD.

B.   *Reporting on the CPD Modes*

4.5   Since the release of "CPD Document 2003", it has been recommended that teachers participate in "structured learning" and "other CPD modes". A major purpose of this approach has been to encourage participation in a wide array of CPD activities, including formal and less formal ones. ACTEQ realises that there is still the misunderstanding that CPD is merely equated with attendance at formal training programmes outside school. In fact, CPD refers to all kinds of learning opportunities that help teachers strengthen their professional practices. It is an essential part of a teacher's professional life. The different kinds of activities, be they "structured learning" or "other CPD modes" taking place inside or outside school, should all be recognised and counted towards CPD. See also paragraph 2.1 of Chapter 2.

4.6   To widen teachers' CPD experiences, schools and course providers have increasingly adopted the two CPD modes, as well as combining them, in their programmes. ACTEQ understands that teachers sometimes feel unsure about how to record the mixed-mode activities on the present classification of CPD modes.

4.7   As "ACTEQ Study 2007" has provided evidence that teachers have, to a large extent, achieved balanced participation in the two CPD modes, ACTEQ agrees to remove any uncertainty about the recording of CPD activities.

4.8   *It is recommended that*

(a) teachers should continue to avail themselves of rich and varied CPD experiences through balanced participation in the different modes of CPD activities; but

(b) specifying and recording the allocation of teachers' CPD hours in each of the "structured learning" and "other CPD" modes are no longer needed, with a single category for both modes being sufficient.

Theme II: School-based CPD

A.   *School-based CPD Activities*

4.9   Both "ACTEQ Study 2005" and "ACTEQ Study 2007" showed that teachers considered various kinds of CPD activities to be useful learning opportunities. These two studies also indicated that while teachers regarded external CPD activities as useful for learning new ideas and practices, there has been an increased emphasis on school-based CPD over the past few years as this can be planned to address individual schools' specific development priorities and students' learning needs.

4.10   School-based CPD activities can be viewed broadly as those which take place within a school and are focused on the school's context. Such activities can take a variety of forms, including seminars and workshops, in-house sharing sessions, mentoring, coaching, collaborative lesson planning, lesson observation, action research, as well as participation in projects organised by the EDB, TEIs or other professional bodies.

4.11   With teachers learning together to tackle schools' common concerns, school-based CPD helps cultivate a learning culture inside the school. Expertise from external partners can also give teachers added exposure to CPD experiences and stimulate their thinking.

4.12   Teachers are often involved in the process of designing school-based CPD. This leads them to consider and discuss their own needs as well as those of students, thereby enhancing the alignment of teachers' CPD with school development needs; and it can also strengthen teachers' collaboration and sense of ownership. Resources can then be deployed

to the areas of CPD from which teachers are likely to benefit most.

4.13 ACTEQ considers that schools themselves are an important base for teachers' CPD and so prefers an emphasis on school-based CPD activities.

4.14 *It is recommended that*

(a) schools could strengthen the provision of school-based CPD activities to enhance the incentive for and effectiveness of teachers' participation;

(b) schools could apply the TCF in taking forward or refining school-based professional development work as it helps provide both direction and substance for teachers' CPD;

(c) more opportunities could be provided for teachers to learn from actual practices, and reflect on and follow up student learning outcomes in order to identify sharper focuses for CPD; and

(d) advice and expertise from external partners could be tapped further to enhance the level and scope of teachers' professional learning.

B. *Collaborative CPD*[17]

4.15 A collaborative approach to teachers' professional learning can build teacher capacity to enhance school quality.[18] Collaborative CPD

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[17] Collaborative CPD is defined as "involving working on a sustained basis with one or more professionally relevant colleagues for the purposes of meeting identified learning objectives that have the potential to affect teaching and learning". Prominent features of collaborative CPD include:
- observation;
- feedback;
- the use of external expertise;
- processes to encourage, extend and structure professional dialogue;
- scope for teacher participants to identify their own focus; and
- an emphasis on peer support rather than a managerial approach.

(See Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre) (2003), *The Impact of Collaborative CPD on Classroom Teaching and Learning*, pp.17 and 51.)

[18] In "ACTEQ Study 2005", a high percentage of teachers considered "collegial support and sharing of experience among teachers" to be effective. (See Chapter 3 of the "Interim Report".) In "ACTEQ Study 2007", teachers indicated that informal or unstructured collegial sharing and peer observations were the most useful forms of CPD with the greatest impact on their teaching practices.

emphasises sharing and practice, and drawing on teachers' own expertise and experience. Indeed, individual teachers' experience constitutes a rich resource bank for sharing among all teachers in the school.

4.16   A precondition for collaborative CPD is that teachers see themselves as members of a "learning community", where they engage in interaction, dialogue, feedback and reflection, view colleagues as learning partners and are willing to contribute to peers' learning. Collaborative CPD can help change teachers' learning behaviour and widen their shared knowledge base.

4.17   As was seen in "ACTEQ Study 2007", only about two-thirds of teachers agreed that "teachers should contribute to colleagues' professional development", though the great majority of them cherished collaborative CPD activities. In this light, ACTEQ considers that the notion of "teachers as co-learners" should be actively promoted to exert a good influence on other teachers, cultivate a collective learning culture and atmosphere, and help activate the process of change. In the longer run, this will also help promote and strengthen the sustainable development of professional communities both in school and beyond school.

4.18   Peer observation and coaching have been increasingly identified as an effective form of CPD. In "ACTEQ Study 2007", many teachers expressed enthusiasm for observing their peers teaching the same or similar topic areas and felt that such peer observation constituted cost-effective and useful professional development opportunities. As peer observation in school provides strong encouragement for strengthening teachers' professional sharing and collaboration, schools can make greater use of this process to foster teachers' CPD.

4.19   Overall, ACTEQ considers that collaborative CPD opportunities should be enhanced as this will help teachers' own schools and also other schools develop into a dynamic learning community.

4.20   *It is recommended that*

(a) collective participation by groups of teachers from the same subject departments, functional groups or grade levels should be arranged as far as possible so that a sound organisational structure for collaborative learning can be established; and

(b) the potential of peer observation could be tapped further to promote peer learning and reflective practices, taking into account teachers' readiness and setting an appropriate pace for practice.

C. Strengthening the Link between CPD and School Development

4.21 As indicated in "ACTEQ Study 2007", a great majority of teachers agreed that teachers' CPD should cater for the development needs of both individual teachers and the school. It is good practice for schools and teachers to build a consensus on the direction of CPD, so that schools can reap the benefits of CPD for teachers' professional growth and school development.

4.22 It has not been a common practice for teachers and schools to discuss jointly CPD priorities for capacity-building.[19] ACTEQ considers it essential to strengthen the practice of engaging teachers in the process of identifying CPD priorities to enhance the link between individual teachers' CPD needs and school development, so that teachers' CPD can be geared to the capacity-building of teachers and schools.

4.23 With students' development needs at the core, the Teacher Competencies Framework (TCF) can serve as a basis for helping schools and teachers specify their shared CPD goals and needs.

4.24 *It is recommended that*

(a) teachers' participation in the process of identifying CPD needs and formulating a school-based CPD policy should be enhanced;

(b) the alignment of the CPD priorities of the school, subject departments/ functional groups and individual teachers should be enhanced; and

(c) schools are encouraged to tap further the potential of the TCF for mapping out staff professional development plans.

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[19] "ACTEQ Study 2007" indicated that it was not common for schools to discuss teachers' professional development needs with them individually; nor was it common for schools to formulate a teachers' CPD policy with teachers' participation and discussion.

Theme III: The Quality and Focuses of Teachers' CPD

A.   *The Issue of Quality*

4.25   The quality of CPD is determined by a number of variables, including how well the CPD activities are planned, and whether they address the school contexts and participants' expectations. Teachers are usually concerned about whether CPD activities address effectively their need to improve student learning and see this as a very important criterion for assessing quality.

4.26   We believe that the quality of CPD activities can be improved if, in the course of planning, special attention is paid to the development needs of both schools and teachers, the expectations of participants and the impact of the activities on student learning.

4.27   In addition, systematic evaluation of CPD can enhance its quality. The evaluation may cover, for example, the levels of teachers' responses, the learning achieved, and its application and impact on learning and teaching. The evaluation data can provide useful information about the quality of CPD activities, which can in turn help inform and improve future CPD planning and organisation. Therefore, course providers and schools are encouraged to strengthen and gradually extend the evaluation mechanisms for CPD programmes as a basis for their improvement. Also, staff responsible for CPD coordination and development should be provided with training so that they can be better equipped with the knowledge and skills for CPD evaluation; and they should also be provided with opportunities for cross-school sharing of experience in CPD planning, organisation and evaluation. In this way, they can make appropriate adjustments to improve the quality of the CPD activities.

4.28   *It is recommended that*

(a) when planning CPD activities, schools and CPD providers should pay special attention to the development needs of both schools and teachers, the expectations of participants and the impact of the CPD activities on student learning;

(b) staff entrusted with CPD coordination and development should be provided with training so that they are better equipped with the

knowledge and skills for CPD evaluation; and they should also be given opportunities to share their experience in planning, organising and evaluating CPD activities; and

(c) schools and course providers should try to strengthen the evaluation mechanisms to improve the future planning and organisation of CPD activities.

B.   The Focuses of CPD

4.29   As indicated in ACTEQ's research studies, teachers have paid a great deal of attention to the "Teaching and Learning" domain of the TCF in their CPD activities, with much less time being devoted to the other domains. ACTEQ understands that this is inevitable as "Teaching and Learning" constitutes the core of a teacher's work. However, we consider that student learning involves not just academic studies but also other aspects, such as the development of values and attitudes, as well as affective and social development. Moreover, as society continues to change, issues of concern about student learning arise which demand that students' whole-person development needs are given due consideration when planning teachers' CPD. Teachers also need to enhance their professional capacity in the "School Development" domain, as a good understanding of education policies, the school's background and policies is conducive to fostering school development.

4.30   It is to be expected that teachers have different priorities for their professional development at different stages of careers and professional growth. School middle managers and teachers aspiring to advance their professional development should also pay greater attention to the "School Development" and "Professional Relationships and Services" domains, in order to enhance their leadership capacity for school development.

4.31   *It is recommended that*

(a) teachers' CPD in the "Student Development" domain should be enhanced to meet students' diverse learning and development needs;

(b) teachers should focus their CPD involvement on emerging priorities related to student learning and development;

29

(c) middle managers and teachers aspiring to advance their professional development should also pay greater attention to the "School Development" and "Professional Relationships and Services" domains, in order to enhance their capacity for leadership; and

(d) collaboration with stakeholders such as parents and other relevant parties in the community should be extended to provide more opportunities for teachers' CPD in the various domains.

Theme IV: School Leadership and Support for CPD

A.   CPD Leadership

4.32   There should be a clear emphasis on promoting teachers' CPD in schools, as it is only when it is embedded in a school's philosophy and is well supported by the organisational structure that a culture of continuous learning begins to thrive.

4.33   As teachers' CPD is an organisational commitment, it is vital that it involves a concerted effort by the whole school community, in particular the school management team and the staff responsible for CPD coordination and development.

4.34   Teacher induction is an integral part of teachers' professional development. To ensure that beginning teachers progress, it is necessary for schools to integrate teacher induction into their professional development frameworks and policies, and to formulate an appropriate overall implementation plan.

School sponsoring bodies

4.35   School sponsoring bodies have generally attached considerable importance to teachers' CPD, with many of them providing various CPD opportunities for it such as joint school programmes and job shadowing. Some have also given financial and resource support to motivate teachers' participation in CPD.

4.36   *It is recommended that*

> building on the present good progress, more joint school CPD programmes for schools under the same sponsoring body should be offered to facilitate teachers' sharing and the establishment of cross-school networks for mutual professional support.

Incorporated Management Committees (IMCs)/ School Management Committees (SMCs)

4.37   Support from IMCs/SMCs is important for taking forward or further developing teachers' CPD at the school level.

4.38   *It is recommended that*

> IMCs/SMCs should help schools make teachers' CPD one of the priority items in school development agendas.

School management

4.39   The enthusiasm for and emphasis placed on professional learning by the school management, especially the principal, can play an important role in motivating staff. In this regard, ACTEQ wishes to pay a special tribute to school management teams and principals for their dedicated work in fostering a CPD culture in schools.

4.40   *It is recommended that*

> (a) due priority be given to placing teachers' CPD on the school development agendas;
>
> (b) regular sharing sessions be conducted for teachers on the vision and goals in promoting CPD; and
>
> (c) staff be encouraged to reflect on the impact of CPD on their professional growth, school development and student learning so that they can set the direction for their CPD.

Staff responsible for CPD coordination

4.41   Many schools have assigned a member of staff to coordinate teachers' CPD. These staff can play a very important role in assisting the principal to align the CPD needs of individual teachers and the school, and to formulate an appropriate overall strategy. They need to provide staunch support to the principal in areas such as: identifying staff development needs; drawing up overall strategies; organising CPD activities; administering CPD matters; overseeing the progress of teachers' CPD; and conducting CPD evaluation.

4.42   The duties involved in CPD coordination are quite extensive and for them to be carried out effectively requires the support of principals and colleagues. While this coordinating role can make a significant contribution to facilitating and advancing colleagues' CPD, at present the deployment of staff for this purpose is generally unstable, and the functions performed by them vary considerably across schools. Greater stability in the deployment of staff for coordination will help promote teachers' CPD. In some schools, the role has already been taken up by a deputy head or a senior teacher. ACTEQ agrees that coordinating teachers' CPD is very important and should be recognised as carrying a functional responsibility. Moreover, the role should be assumed by a senior member of the school staff, such as a vice-principal, since he/she will be in a good position to relate teachers' CPD to the school context.

4.43   Training should be provided by the EDB and relevant stakeholders to equip the staff responsible for CPD coordination with the relevant knowledge and skills; and the EDB and other institutions can also facilitate the setting up of cross-school networks among these staff, which will help broaden their knowledge base and building their capacity through mutual learning and sharing.

4.44   *It is recommended that*

   (a) the duty of coordinating teachers' CPD should be recognised as carrying a functional responsibility and be assumed by a senior member of the school staff;

   (b) training should be provided to staff responsible for CPD coordination to help them enhance their professional role; and

(c) efforts should be stepped up to build cross-school networks among the staff responsible for CPD coordination to help them share experiences and practices.

Middle managers

4.45 For the effects to be optimised and sustained, CPD needs to take place at the whole-school level and be cascaded at different levels across the school. In this regard, the role of middle managers in linking the professional development of their departments with the school development needs is critical.

4.46 *It is recommended that*

(a) middle managers integrate the school development needs into the development plans of their subject departments and functional groups; and

(b) subject department/functional group heads, in close collaboration with the staff responsible for CPD coordination, promote colleagues' CPD through the creation of collaborative learning opportunities within and across departments/functional groups.

B. *Support for CPD*

4.47 An appropriate physical infrastructure and a supportive environment (e.g. common rooms, arrangements for seating in staff rooms, the intranet) are important for promoting teachers' CPD in schools.

4.48 *It is recommended that*

(a) the physical infrastructure and the environment inside schools should help facilitate teachers' professional sharing and dialogue; and

(b) resources and learning materials could be better managed for teachers' easy access.

4.49   Another significant factor is the availability of time. In their busy working lives, teachers often find it difficult to reconcile different demands on their time. They could be encouraged to explore various learning modes, including self-directed learning, such as participating in online courses and consulting materials available online. As these avenues of learning offer greater flexibility, teachers can study at their own pace, according to their own schedules and needs.

4.50   As regards support measures, it is essential that schools can incorporate teachers' CPD into their school development plans and allocate time and appropriate resources accordingly in their overall planning. At present, many schools have already adopted measures for the purpose of creating space for teachers. For instance, some schools employ additional staff to share teachers' non-teaching duties so as to provide time for teachers' participation in CPD, and others set aside common periods in the timetable for collaboration and sharing among teachers. ACTEQ understands that the settings, resources and capacity may vary among schools. It is therefore important that due regard is paid to these factors in the course of developing practices for promoting teachers' CPD. Sharing among schools can open up valuable sources of reference for other schools.

4.51   *It is recommended that*

(a)   teachers be encouraged to exploit the potential of different learning modes including self-directed learning, which can be undertaken flexibly in their own time and at their own pace; and

(b)   more opportunities and channels be offered to enable schools to share their practices and experience on ways of providing time, allocating resources and adopting strategies to advance teachers' CPD.

4.52   In the foregoing sections, we have set out a list of recommendations with an integrated focus on professional autonomy, school-based CPD, the quality and relevance of CPD, and CPD leadership and support. Our vision is to provide the sector with a CPD framework that facilitates and supports teachers' involvement in CPD as active learners, co-learners, and reflective learners, as well as contributing members of a learning community and profession, so that the culture of teachers' CPD will be firmly rooted in schools and in the profession. For ease of reference, a summary of these recommendations can be found in **Appendix V**.

CHAPTER 5

CONCLUDING REMARKS

5.1   Professional development is a gradual and developmental process for capacity-building which requires teachers to continuously refresh themselves through learning, sharing and contributing to the professional knowledge base, for the ultimate benefit of student learning and whole-person development.

5.2   The implementation of the teachers' CPD framework over the past few years has provided evidence which assures us that considerable progress has been made and the impetus has been sustained. The "try-out period" of the teachers' CPD framework and the recommendations set out in "CPD Document 2003" have therefore marked a major stage in the promotion of teachers' CPD in Hong Kong.

5.3   As society keeps changing, and people's expectations of teachers remain high, teachers' professional development will continue to be an ongoing concern for the entire profession. With a shift in the focus of CPD from "quantity" to "quality" and "relevance", it is expected that questions such as "How effective is our CPD in improving student learning?" and "How might teachers' CPD be made more effective?" will increasingly occupy our attention.

5.4   Looking to the future, it is evident that the key to teachers' CPD is still "learning". The development of the whole teaching force into a learning community hinges on teachers' active engagement in professional learning as well as their commitment to contributing to the learning of other teachers within and beyond their schools.

5.5   The future of teachers' CPD depends on educationists and practitioners constantly reflecting on and reviewing likely developments and planning for them, with due regard for changes in the systemic or global environment. In view of the upcoming senior secondary structural reform and the effects stemming from the changing demographics, ACTEQ considers that the concerted efforts of all stakeholders in

our education system are desired to provide a stable and conducive environment to facilitate the implementation of the proposals as outlined in this report. Capitalising on the present positive development regarding teachers' CPD, ACTEQ will continue to consider the relevant issues and collaborate with stakeholders in sustaining it with a view to achieving a common goal – high-quality education for developing students' potential to the full.

APPENDIX I

MEMBERSHIP OF THE ADVISORY COMMITTEE ON TEACHER EDUCATION AND QUALIFICATIONS (FROM 1 JUNE 2008 TO 31 MAY 2009)

Name	School/ Organisation
1. Mr CHEUNG Pak-hong, BBS (Chairman)	Munsang College (Hong Kong Island)
2. Dr CHEUNG Fung-yee, Sara	Vision Skill Consulting Ltd.
3. Dr CHEUNG Man-biu, Robin, MH	Tsung Tsin College
4. Dr CHEUNG WONG Wan-yiu, Angela, JP	The Hong Kong Council of the Church of Christ in China
5. Mrs DAI HO Tin-mei, Emily	Diocesan Girls' Junior School
6. Mr HUI Chin-yim, Stephen, MH	The Hong Kong Council of the Church of Christ in China
7. Prof Edmond KO, JP	The Hong Kong University of Science and Technology
8. Prof LEE Chi-kin, John, JP	The Chinese University of Hong Kong
9. Mrs MAK CHEN Wen-ning, Josephine, BBS	QESOSA Education Promotion Organization
10. Dr NG Kwok-hung	Caritas Lok Kan School
11. Prof TSE Shek-kam	The University of Hong Kong
12. Dr WONG May-may, JP	Tack Ching Girls' Secondary School
13. Ms WONG So-yuk	Hong Kong Soka Kindergarten
14. Sister WONG Yeuk-han, Cecilia	Sacred Heart Canossian School
15. Mr Trevor YANG	Jebsen & Co Ltd.
16. Ms Jenny YIP (Ex-officio Member)	University Grants Committee Secretariat
17. Mr CHENG Man-yiu, JP (Ex-officio Member) (until February 2009)	Education Bureau
Mrs IP TSANG Chui-hing, Betty (Ex-officio Member) (from February 2009)	Education Bureau
18. Mr LEE Yuk-fai, Steve (Secretary) (until February 2009)	Education Bureau
Mr LEE Sha-lun, Sheridan (Secretary) (from February 2009)	Education Bureau

APPENDIX II

MEMBERSHIP OF THE STEERING COMMITTEE ON TEACHERS' CPD

Name	School/ Organisation
1. Mr TSOI Heung-sang, MH (Convener)	QESOSA Education Promotion Organization
2. Dr CHEUNG Man-biu, Robin, MH	Tsung Tsin College
3. Dr CHIU Chi-shing	The Chinese University of Hong Kong
4. Ms KWONG Yun-foon, Alice	SKH Tin Wan Chi Nam Primary School
5. Prof LAM Chi-chung	The Hong Kong Institute of Education
6. Ms MAK Wai-ching	Tai Kok Tsui Catholic Primary School (Hoi Fan Road)
7. Dr NG Kwok-hung	Caritas Lok Kan School
8. Mrs SO KWONG Mei-mei	CCC Ming Kei College
9. Rev YUEN Tin-yau	The Methodist Church, Hong Kong
10. Mr CHEUNG Pak-hong, BBS (Ex-officio Member)	Munsang College (Hong Kong Island)
11. Mr LEE Yuk-fai, Steve (Ex-officio Member) (until February 2009)	Education Bureau
Mr LEE Sha-lun, Sheridan (Ex-officio Member) (from February 2009)	Education Bureau
12. Mrs YU LAW Siu-man	Education Bureau
13. Ms CHAN Pik-wa, Gloria (Secretary)	Education Bureau

APPENDIX III

"ACTEQ STUDY 2007"

Study Methodology

1.   The Study involved both quantitative and qualitative elements. For the quantitative component, a questionnaire survey was conducted in September 2007 to elicit views and feedback from principals and teachers in a random sample of 213 primary and secondary schools. Principals from 154 schools responded, representing a response rate of 72%; and 5,686 teachers from 157 schools also responded, a response rate of 74%. On the whole, these response rates were very satisfactory. The questionnaires used in the study are in **Appendix IV**.

2.   The qualitative aspect was based on visits to eight schools (three primary, four secondary and one special) for in-depth interviews with principals and teachers during the period from January to May 2008. The selection of the schools was based on their level of participation in CPD, as indicated in their responses to the questionnaire survey, including schools with (a) higher than the average CPD hours; (b) about the average CPD hours; and (c) lower than the average CPD hours. The purpose of adopting such a selection scheme was to gather the views of principals and teachers from a cross-section of schools with varying numbers of hours devoted to CPD.

3.   In addition, in-depth interviews were conducted with five awardees of the Chief Executive's Award for Teaching Excellence between December 2007 and February 2008. Through these interviews, factors, including those related to CPD, which might have helped them become outstanding teachers, were analysed.

"ACTEQ STUDY 2007"

Questionnaire for Principals

Please tick only one box for each of the questions below, unless stated otherwise.

1. **Number of years as Principal:** _____ year(s)

2. **Number of years as Principal of this school:** _____ year(s)

3. **Age:**
   (1) ☐ 30 or below
   (2) ☐ 31 – 40
   (3) ☐ 41 – 50
   (4) ☐ above 50

4. **Highest academic qualification:**
   (1) ☐ Secondary graduate
   (2) ☐ Post-secondary graduate
   (3) ☐ University graduate
   (4) ☐ Post-graduate

5. **Professional qualifications:** (Please tick all boxes that are applicable.)
   (1) ☐ Certificate of Education
   (2) ☐ Diploma of Education
   (3) ☐ Bachelor of Education
   (4) ☐ Master of Education
   (5) ☐ Doctor of Education/PhD in Education
   (6) ☐ Others, please specify: _____

6. **Have teachers in your school encountered the following situations when pursuing CPD activities? (Please tick all boxes that are applicable.)**
   (1) ☐ Teachers are not interested in pursuing professional development activities.
   (2) ☐ Teachers do not have sufficient time to pursue professional development activities.
   (3) ☐ No suitable professional development activities are available.
   (4) ☐ Most professional development activities available are of poor quality.
   (5) ☐ Professional development activities that are suitable and of good quality are too expensive.
   (6) ☐ Inadequate places are available for suitable professional development activities.
   (7) ☐ Others, please specify: _____
   (8) ☐ No comment
   (0) ☐ None of the above situations

7. **Has your school made any arrangements to encourage or facilitate teachers' CPD?**
   - (1) ☐ Yes
   - (2) ☐ No
   - (3) ☐ No comment

   If YES, please specify the arrangements below: (Please tick all boxes that are applicable.)
   - (1) ☐ Set up a system to co-ordinate matters relating to the professional development of teachers (e.g. Teachers' Professional Development Committee)
   - (2) ☐ School has formulated teachers' CPD policy with teachers' participation and discussion.
   - (3) ☐ Discuss with individual teachers their own professional development
   - (4) ☐ Set up a mechanism to assist teachers in recording their professional development activities
   - (5) ☐ Collect CPD-related information for helping teachers participate in related programmes
   - (6) ☐ Encourage teachers to pursue personal professional development activities
   - (7) ☐ Arrange regularly experience-sharing sessions for teachers
   - (8) ☐ Invite regularly external professionals to share teaching practices and experience with teachers
   - (9) ☐ Make timetabling arrangements to facilitate teachers' attendance at CPD activities
   - (10) ☐ Make financial arrangements to facilitate teachers' attendance at CPD activities
   - (11) ☐ Provide opportunities for teachers to apply what they have learnt from CPD activities
   - (12) ☐ School has specific requirements for individual teachers' CPD hours.
   - (13) ☐ School has specific requirements for the content of individual teachers' CPD.
   - (14) ☐ Others, please specify: _____

   If NO, please give the reasons: (Please tick all boxes that are applicable.)
   - (1) ☐ Teachers are expected to pursue CPD themselves without the school actively urging them to do so.
   - (2) ☐ Whether teachers would pursue CPD depends on factors beyond the control of school.
   - (3) ☐ School has no resources to facilitate or encourage teachers' pursuits in CPD.
   - (4) ☐ Others, please specify: _____

8. **Do you agree or disagree with the following statements related to teachers' CPD?**

	Strongly agree (4)	Quite agree (3)	Quite disagree (2)	Strongly disagree (1)	No comment (0)
a) Like most other professionals, teachers are responsible for their own professional development through lifelong learning.	☐	☐	☐	☐	☐
b) Teachers work as members of the school community and their CPD contributes to the collective wisdom of the whole school.	☐	☐	☐	☐	☐
c) Teachers should contribute to colleagues' professional development.	☐	☐	☐	☐	☐
d) Teachers' CPD should cater for the developmental needs of individual teachers.	☐	☐	☐	☐	☐
e) Teachers' CPD should cater for school developmental needs.	☐	☐	☐	☐	☐
f) The prioritisation of CPD is a matter of agreement between individual teachers and their schools.	☐	☐	☐	☐	☐

9. **What are your opinions on the following items related to teachers' CPD hours?**
    Please tick the appropriate circle below. The scale is from (1) to (5). Please tick the box "No comment" if you do not wish to express any opinions.

	Required hours too low ←		Required hours suitable		→ Required hours too high	No comment (0)
a) Engagement in CPD activities of not less than150 hours in a three-year cycle	(1)	(2)	(3)	(4)	(5)	☐
b) In a three-year cycle, not less than 50 CPD hours should be spent on structured learning	(1)	(2)	(3)	(4)	(5)	☐
c) In a three-year cycle, not less than 50 CPD hours should be spent on other modes of CPD	(1)	(2)	(3)	(4)	(5)	☐

10. **On the whole, are there any significant changes in teachers' CPD activities in your school over the past 2 years in terms of hours?**
    (1) ☐ A significant increase
    (2) ☐ No significant change
    (3) ☐ A significant decrease
    (4) ☐ No comment

11. **On the whole, are there any significant changes in teachers' CPD activities in your school over the past 2 years in terms of nature (e.g. mode, content)?**
    (1) ☐ Has significant changes; those changes were: _____
    (2) ☐ No significant changes
    (3) ☐ No comment

12. **Do you think teachers' CPD activities in your school should include the following domains?**

	Strong need (4)	Need (3)	No need (2)	Absolutely no need (1)	No comment (0)
Teaching and Learning Domain:					
a) Subject-matter knowledge	☐	☐	☐	☐	☐
b) Curriculum and pedagogical content knowledge	☐	☐	☐	☐	☐
c) Teaching strategies and skills; use of language and multi-media	☐	☐	☐	☐	☐
d) Assessment and evaluation	☐	☐	☐	☐	☐
Student Development Domain:					
e) Understanding, identifying and supporting students' diverse needs	☐	☐	☐	☐	☐
f) Rapport with students	☐	☐	☐	☐	☐
g) Pastoral care for students	☐	☐	☐	☐	☐
h) Planning, organisation and participation of students' different learning experiences	☐	☐	☐	☐	☐

i) Whole-person development of students	☐	☐	☐	☐	☐
School Development Domain:					
j) Adaptation to and actualisation of school's beliefs, vision and mission	☐	☐	☐	☐	☐
k) Cultivation of a caring and inviting school climate	☐	☐	☐	☐	☐
l) Understanding and implementation of school policies, procedures and practices	☐	☐	☐	☐	☐
m) Home-school collaboration	☐	☐	☐	☐	☐
n) Awareness of and responsiveness to societal changes and issues related to social values	☐	☐	☐	☐	☐
Professional Relationships and Services Domain:					
o) Collaborative relationships within the school	☐	☐	☐	☐	☐
p) Sharing of knowledge and experience with others	☐	☐	☐	☐	☐
q) Contributions to teachers' professional development	☐	☐	☐	☐	☐
r) Involvement in policies related to education	☐	☐	☐	☐	☐
s) Interaction with the broader community	☐	☐	☐	☐	☐
t) Participation in education-related community services and voluntary work	☐	☐	☐	☐	☐
Others:					
u) Others, please specify: _____	☐	☐	☐	☐	☐

13. **(A) What should be the objectives of teachers in pursuing CPD activities? Please tick the relevant boxes below. (You can tick more than 1 box, and please tick all boxes that are applicable.)**

(B) Do you think these objectives have been achieved on the whole?

	(A) This is teachers' objective in pursuing CPD activities (Please tick all that are applicable.)	(B) If this is teachers' objective in pursuing CPD activities, do you think the objective was achieved on the whole?					
	(1)	Fully achieved (4)	Achieved to a large extent (3)	Achieved to a small extent (2)	No achievement (1)	No comment (0)	Don't know at this moment (99)
a) Enhance individual teachers' teaching competence	☐	☐	☐	☐	☐	☐	☐
b) Enhance individual teachers' understanding of subject-matter knowledge	☐	☐	☐	☐	☐	☐	☐
c) Enhance individual teachers' self-confidence in teaching	☐	☐	☐	☐	☐	☐	☐
d) Raise individual teachers' sense of identity in the teaching profession	☐	☐	☐	☐	☐	☐	☐

e) Help individual teachers understand better the future direction for own professional development	☐	☐	☐	☐	☐	☐	☐
f) Enhance individual teachers' capacity in dealing with students' diverse learning needs	☐	☐	☐	☐	☐	☐	☐
g) Enhance individual teachers' confidence in handling students' behavioural and emotional problems	☐	☐	☐	☐	☐	☐	☐
h) Help individual teachers to know how to conduct research and evaluation on teaching effectiveness	☐	☐	☐	☐	☐	☐	☐
i) Enhance individual teachers' organisational skills (e.g. organising ECAs and life-wide learning activities with external organisations)	☐	☐	☐	☐	☐	☐	☐
j) Help enhance participation in CPD by the whole teaching staff in school	☐	☐	☐	☐	☐	☐	☐
k) Help strengthen awareness of sharing and collaboration among teachers in school	☐	☐	☐	☐	☐	☐	☐
l) Help individual teachers become more familiar with policies related to education	☐	☐	☐	☐	☐	☐	☐
m) Help individual teachers understand the socio-economic development of the local community and the world	☐	☐	☐	☐	☐	☐	☐
n) Help improve home-school collaboration	☐	☐	☐	☐	☐	☐	☐
o) Help raise students' interest in learning	☐	☐	☐	☐	☐	☐	☐
p) Help raise effectiveness in learning and teaching	☐	☐	☐	☐	☐	☐	☐
q) Others, please specify: _____	☐	☐	☐	☐	☐	☐	☐

13. (C) **Please refer to items (a) to (q) above and indicate 3 items that you think are the most important objectives of CPD activities. (Please mark the English letters in the relevant spaces provided.)**

The most important objective is: _____

The 2nd most important objective is: _____   (0) ☐ No comment

The 3rd most important objective is: _____

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14. What kinds of continuing professional development activities would you like teachers in your school to undertake in the coming two years?

_____

_____

15. Do you have any other opinions regarding teachers' continuing professional development?

_____

_____

– End of Questionnaire –

"Acteq Study 2007"

Questionnaire for Teachers

Please tick only one box for each of the questions below, unless stated otherwise.

1. **Number of years as a teacher:** _____ year(s)

2. **Number of years as a teacher in this school:** _____ year(s)

3. **Please indicate your rank below:** (Please tick **ONLY ONE** that you consider most appropriate.)
   (1) ☐ P.G.M. / S.G.M. / P.S.M. / P.A.M. / S.A.M. / A.M. / S.E.O. / E.O.
   (2) ☐ G.M. / A.E.O. / A.P.S.M. / C.M. / Others

4. **Age:** (1) ☐ 30 or below
   (2) ☐ 31 – 40
   (3) ☐ 41 – 50
   (4) ☐ Above 50

5. **Gender:** (1) ☐ Male   (2) ☐ Female

6. **Highest academic qualification:**
   (1) ☐ Secondary graduate   (2) ☐ Post-secondary graduate
   (3) ☐ University graduate   (4) ☐ Post-graduate

7. **Professional qualifications:** (Please tick all boxes that are applicable.)
   (1) ☐ Certificate of Education   (2) ☐ Diploma of Education
   (3) ☐ Bachelor of Education   (4) ☐ Master of Education
   (5) ☐ Doctor of Education/PhD in Education
   (6) ☐ Others, please specify: _____

8. **How many hours of CPD activities have you undertaken in the 2006/07 school year?**
   (1) ☐ Less than 26 hours   (2) ☐ 26 – 50 hours
   (3) ☐ 51 – 75 hours   (4) ☐ 76 – 100 hours
   (5) ☐ 101 – 125 hours   (6) ☐ 126 – 150 hours
   (7) ☐ 151 – 200 hours   (8) ☐ More than 200 hours

9. Please indicate in percentages the distribution of the total number of CPD hours achieved in the 2006/07 school year in the following domains.

	Percentage of CPD hours involved in the 2006/07 school year
a) Teaching and Learning Domain	%
b) Student Development Domain	%
c) School Development Domain	%
d) Professional Relationships and Services Domain	%
e) Others _____	%
	Sum of the above 5 items should be equal to 100%

10. Are the following CPD activities helpful to you?

	Very helpful (4)	Quite helpful (3)	A bit helpful (2)	Not helpful at all (1)	No comment (0)	Have NOT participated in this activity (99)
I. Structured Learning:						
a) Participating in courses for a period of 3 months or less	☐	☐	☐	☐	☐	☐
b) Participating in courses for a period of 3 to 6 months	☐	☐	☐	☐	☐	☐
c) Participating in part-time courses for a period of 6 to 12 months	☐	☐	☐	☐	☐	☐
d) Participating in part-time courses for a period of 1 year or above	☐	☐	☐	☐	☐	☐
e) Seminars	☐	☐	☐	☐	☐	☐
f) Talks	☐	☐	☐	☐	☐	☐
g) Workshops	☐	☐	☐	☐	☐	☐
h) School's Teacher Professional Development Day	☐	☐	☐	☐	☐	☐
i) Others (please specify): _____	☐	☐	☐	☐	☐	☐
II. Other CPD modes:						
j) Sharing of teaching practice and experience with stakeholders within and outside school	☐	☐	☐	☐	☐	☐
k) Sharing of readings and ideas in the context of learning/study circles	☐	☐	☐	☐	☐	☐
l) Mentoring	☐	☐	☐	☐	☐	☐
m) Lesson observations	☐	☐	☐	☐	☐	☐
n) Joint lesson preparation	☐	☐	☐	☐	☐	☐
o) Conducting subject-related or academic action research	☐	☐	☐	☐	☐	☐
p) Writing academic papers	☐	☐	☐	☐	☐	☐
q) Membership in education-related committees	☐	☐	☐	☐	☐	☐
r) Serving as trainers/ facilitators/ speakers for professional development programmes	☐	☐	☐	☐	☐	☐
s) Others (please specify): _____	☐	☐	☐	☐	☐	☐

11. Please indicate in percentages the distribution of the total number of CPD hours involved in the 2006/07 school year in the following two modes.

	Percentage of CPD hours involved in the 2006/07 school year
a) Structured learning	%
b) Other CPD modes	%
	Sum of the above 2 items should be equal to 100%

12. Have there been any significant changes in your CPD activities over the past 2 years in terms of hours?
   - (1) ☐ A significant increase
   - (2) ☐ No significant change
   - (3) ☐ A significant decrease
   - (4) ☐ No comment

13. Have there been any significant changes in your CPD activities over the past 2 years in terms of nature (e.g. mode, content)?
   - (1) ☐ Significant changes; those changes were: _____
   - (2) ☐ No significant changes
   - (3) ☐ No comment

14. (A) What objectives do you hope to achieve in pursuing CPD activities? Please tick the relevant boxes below. (You can tick more than 1 box, and please tick all boxes that are applicable.)
    (B) Do you think you have achieved these objectives?

	(A) This is my objective in pursuing CPD activities (Please tick all that are applicable.) (1)	(B) If this is your objective in pursuing CPD activities, do you think the objective was achieved?					
		Fully achieved (4)	Achieved to a large extent (3)	Achieved to a small extent (2)	No achievement (1)	No comment (0)	Don't know at this moment (99)
a) Enhance own teaching competence	☐	☐	☐	☐	☐	☐	☐
b) Enhance the understanding of subject-matter knowledge	☐	☐	☐	☐	☐	☐	☐
c) Enhance self-confidence in teaching	☐	☐	☐	☐	☐	☐	☐
d) Raise a sense of identity in the teaching profession	☐	☐	☐	☐	☐	☐	☐
e) Understand future directions for professional development	☐	☐	☐	☐	☐	☐	☐

Item								
f)	Enhance capacity for dealing with students' diverse learning needs	☐	☐	☐	☐	☐	☐	☐
g)	Enhance confidence in handling students' behavioural and emotional problems	☐	☐	☐	☐	☐	☐	☐
h)	Know how to conduct research and evaluation on teaching effectiveness	☐	☐	☐	☐	☐	☐	☐
i)	Improve organisational skills (e.g. organising ECAs and life-wide learning activities with external organisations)	☐	☐	☐	☐	☐	☐	☐
j)	Help enhance participation in CPD by the whole teaching staff in school	☐	☐	☐	☐	☐	☐	☐
k)	Help strengthen awareness of sharing and collaboration among teachers in school	☐	☐	☐	☐	☐	☐	☐
l)	Become familiar with policies related to education	☐	☐	☐	☐	☐	☐	☐
m)	Help understand the socio-economic development of the local community and the world	☐	☐	☐	☐	☐	☐	☐
n)	Help improve home-school collaboration	☐	☐	☐	☐	☐	☐	☐
o)	Help raise students' interest in learning	☐	☐	☐	☐	☐	☐	☐
p)	Help raise effectiveness in learning and teaching	☐	☐	☐	☐	☐	☐	☐
q)	Others, please specify: _____	☐	☐	☐	☐	☐	☐	☐

14. (C) **Please refer to Items (a) to (q) above and indicate 3 items that you think are the most important objectives of CPD activities. (Please mark the English letters in the relevant spaces provided.)**

The most important objective is: _____

The 2nd most important objective is: _____   (0) ☐ No comment

The 3rd most important objective is: _____

15. (A) **Have you thought about the following factors before deciding to pursue a CPD activity? (You can tick more than 1 box, and please tick all boxes that are applicable.)**

(B) **What are your views on the level of importance of these factors?**

	(A) This is a factor affecting my decision to pursue a particular CPD activity (Please tick all that are applicable.) (1)	(B) If this is a factor affecting your decision to pursue a particular CPD activity, please indicate the level of importance of this factor.				
		Very Important (4)	Quite Important (3)	Not so Important (2)	Not Important at all (1)	No comment (0)
a) Whether I can afford financially the CPD activity	☐	☐	☐	☐	☐	☐
b) Whether that CPD activity fits my schedule	☐	☐	☐	☐	☐	☐
c) Whether that CPD activity is lively and interesting	☐	☐	☐	☐	☐	☐
d) Whether the school will provide suitable support to facilitate participation in that CPD activity	☐	☐	☐	☐	☐	☐
e) Whether that CPD activity is recognised by the school	☐	☐	☐	☐	☐	☐
f) Whether participating in that CPD activity will enhance personal development prospects	☐	☐	☐	☐	☐	☐
g) Whether participating in that CPD activity will enhance the sense of job security	☐	☐	☐	☐	☐	☐
h) Others, please specify: _____	☐	☐	☐	☐	☐	☐

16. **Do you agree or disagree with the following statements related to teachers' CPD?**

	Strongly agree (4)	Quite agree (3)	Quite disagree (2)	Strongly disagree (1)	No comment (0)
a) Like most other professionals, teachers are responsible for their own professional development through lifelong learning.	☐	☐	☐	☐	☐
b) Teachers work as members of the school community and their CPD contributes to the collective wisdom of the whole school.	☐	☐	☐	☐	☐
c) Teachers should contribute to colleagues' professional development.	☐	☐	☐	☐	☐
d) Teachers' CPD should cater for the developmental needs of individual teachers.	☐	☐	☐	☐	☐
e) Teachers' CPD should cater for school developmental needs.	☐	☐	☐	☐	☐
f) The prioritisation of CPD is a matter of agreement between individual teachers and their schools.	☐	☐	☐	☐	☐

17. **What are your opinions on the following items related to teachers' CPD hours?**

Please tick the appropriate circle below. The scale is from (1) to (5). Please tick the box "No comment" if you do not wish to express any opinions.

	Required hours too low ←		Required hours suitable		→ Required hours too high	No comment (0)
a) Engagement in CPD activities of not less than 150 hours in a three-year cycle	(1)	(2)	(3)	(4)	(5)	☐
b) In a three-year cycle, not less than 50 CPD hours should be spent on structured learning	(1)	(2)	(3)	(4)	(5)	☐
c) In a three-year cycle, not less than 50 CPD hours should be spent on other modes of CPD	(1)	(2)	(3)	(4)	(5)	☐

18. (A) **Does your school make any arrangements for promoting teachers' CPD? If yes, please tick the appropriate box. (You can tick more than 1 box, and please tick all boxes that are applicable.)**

   (B) **Please indicate the effectiveness of these arrangements.**

	(A) My school has made the following arrangements (Please tick all that are applicable) (1)	(B) If your school has made these arrangements, are the arrangements helpful?				
		Very helpful (4)	Quite helpful (3)	Not so helpful (2)	Not helpful at all (1)	No comment (0)
a) Set up a system to co-ordinate matters relating to the professional development of teachers (e.g. Teachers' Professional Development Committee)	☐	☐	☐	☐	☐	☐
b) The school has formulated teachers' CPD policy with teachers' participation and discussion	☐	☐	☐	☐	☐	☐
c) Discuss with individual teachers their own professional development	☐	☐	☐	☐	☐	☐
d) Set up a mechanism to assist teachers in recording their professional development activities	☐	☐	☐	☐	☐	☐
e) Collect CPD-related information for helping teachers participate in related programmes	☐	☐	☐	☐	☐	☐
f) Encourage teachers to pursue personal professional development activities	☐	☐	☐	☐	☐	☐
g) Arrange regularly experience-sharing sessions for teachers	☐	☐	☐	☐	☐	☐
h) Invite regularly external professionals to share teaching practices and experience with teachers	☐	☐	☐	☐	☐	☐
i) Make timetabling arrangements to facilitate teachers' attendance at CPD activities	☐	☐	☐	☐	☐	☐
j) Make financial arrangements to facilitate teachers' attendance at CPD activities	☐	☐	☐	☐	☐	☐

k)	Provide opportunities for teachers to apply what they have learnt from CPD activities	☐	☐	☐	☐	☐	☐
l)	School has specific requirements for individual teachers' CPD hours	☐	☐	☐	☐	☐	☐
m)	School has specific requirements for the content of individual teachers' CPD	☐	☐	☐	☐	☐	☐
n)	Others, please specify: _____	☐	☐	☐	☐	☐	☐

19. Have you encountered the following situations when pursuing CPD activities? (Please tick all boxes that are applicable.)

(1) ☐ Not interested in pursuing professional development activities
(2) ☐ Do not have sufficient time to pursue professional development activities
(3) ☐ No suitable professional development activities available
(4) ☐ Most professional development activities available are of poor quality
(5) ☐ Professional development activities that are suitable and of good quality are too expensive
(6) ☐ Inadequate places available for suitable professional development activities
(7) ☐ Others, please specify: _____
(8) ☐ No comment
(0) ☐ None of the above-mentioned situations

20. Do you think teachers' CPD activities in your school should include the following domains?

	Strong need (4)	Need (3)	No need (2)	Absolutely no need (1)	No comment (0)
Teaching and Learning Domain:					
a) Subject-matter knowledge	☐	☐	☐	☐	☐
b) Curriculum and pedagogical content knowledge	☐	☐	☐	☐	☐
c) Teaching strategies and skills; use of language and multi-media	☐	☐	☐	☐	☐
d) Assessment and evaluation	☐	☐	☐	☐	☐
Student Development Domain:					
e) Understanding, identifying and supporting students' diverse needs	☐	☐	☐	☐	☐
f) Rapport with students	☐	☐	☐	☐	☐
g) Pastoral care for students	☐	☐	☐	☐	☐
h) Planning, organisation and participation of students' different learning experiences	☐	☐	☐	☐	☐
i) Whole-person development of students	☐	☐	☐	☐	☐
School Development Domain:					
j) Adaptation to and actualisation of school's beliefs, vision and mission	☐	☐	☐	☐	☐
k) Cultivation of a caring and inviting school climate	☐	☐	☐	☐	☐

l) Understanding and implementation of school policies, procedures and practices	☐	☐	☐	☐	☐
m) Home-school collaboration	☐	☐	☐	☐	☐
n) Awareness and responsiveness to societal changes and issues related to social values	☐	☐	☐	☐	☐
Professional Relationships and Services Domain:					
o) Collaborative relationships within the school	☐	☐	☐	☐	☐
p) Sharing of knowledge and experience with others	☐	☐	☐	☐	☐
q) Contributions to teachers' professional development	☐	☐	☐	☐	☐
r) Involvement in policies related to education	☐	☐	☐	☐	☐
s) Interaction with the broader community	☐	☐	☐	☐	☐
t) Participation in education-related community services and voluntary work	☐	☐	☐	☐	☐
Others:					
u) Others, please specify: _____	☐	☐	☐	☐	☐

21. **Please indicate whether you agree or disagree with the following statements.**

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)	No comment (0)
a) I cannot do much as students' motivation and performance are mainly determined by their family backgrounds.	☐	☐	☐	☐	☐
b) If I work harder, I can change the most difficult and unmotivated students.	☐	☐	☐	☐	☐
c) I wish to continue my teaching work.	☐	☐	☐	☐	☐
d) If I could choose again, I would still wish to join the teaching profession.	☐	☐	☐	☐	☐
e) No matter how much time I devote to my work, I am unable to perform my job as a teacher well.	☐	☐	☐	☐	☐
f) I can freely choose teaching methods and strategies which I consider good.	☐	☐	☐	☐	☐
g) I can adopt creative teaching methods freely.	☐	☐	☐	☐	☐
h) I have a lot of freedom in curriculum design.	☐	☐	☐	☐	☐

22. What kinds of continuing professional development activities would you like to undertake in the coming two years?

_____

_____

_____

23. Do you have any other opinions regarding teachers' continuing professional development?

_____

_____

_____

– End of Questionnaire –

A SUMMARY OF RECOMMENDATIONS

The recommendations proposed in Chapter 4 are summarised in the following table:

Theme I: Professional Autonomy and School-based Decisions		
Sub-theme	Recommendations	Paragraphs
A. Continuation of a "soft" approach	a. a target of about 150 CPD hours over three years; b. the modes and content of the CPD activities to be defined by schools; and c. schools to exercise professional autonomy in monitoring the implementation of teachers' CPD.	4.3 to 4.4
B. Reporting on the CPD modes	a. Teachers should continue to avail themselves of rich and varied CPD experiences through balanced participation in the different modes of CPD activities. b. Specifying and recording the allocation of CPD hours in each of the "structured learning" and "other CPD" modes are no longer needed, with a single category for both modes being sufficient.	4.5 to 4.8

Theme II: School-based CPD		
Sub-theme	Recommendations	Paragraphs
A. School-based CPD activities	a. Schools could strengthen the provision of school-based CPD activities to enhance the incentive for and effectiveness of teachers' participation.	4.9 to 4.14

	b. Schools could apply the Teacher Competencies Framework (TCF) in taking forward or refining school-based professional development work as it helps provide both direction and substance for teachers' CPD. c. More opportunities could be provided for teachers to learn from actual practices, and reflect on and follow up student learning outcomes in order to identify sharper focuses for CPD. d. Advice and expertise from external partners could be tapped further to enhance the level and scope of teachers' professional learning.	
B. Collaborative CPD	a. Collective participation by groups of teachers from the same subject departments, functional groups or grade levels should be arranged as far as possible so that a sound organisational structure for collaborative learning can be established. b. The potential of peer observation could be tapped further to promote peer learning and reflective practices, taking into account teachers' readiness and setting an appropriate pace for practice.	4.15 to 4.20
C. Strengthening the link between CPD and school development	a. Teachers' participation in the process of identifying CPD needs and formulating a school-based CPD policy should be enhanced. b. The alignment of the CPD priorities of the school, subject departments/functional groups and individual teachers should be enhanced.	4.21 to 4.24

	c. Schools are encouraged to tap further the potential of the TCF for mapping out staff professional development plans.	

Theme III: The Quality and Focuses of Teachers' CPD		
Sub-theme	Recommendations	Paragraphs
A. The issue of quality	a. When planning CPD activities, schools and CPD providers should pay special attention to the development needs of both schools and teachers, the expectations of participants and the impact of the CPD activities on student learning. b. Staff entrusted with CPD coordination and development should be provided with training so that they are better equipped with the knowledge and skills for CPD evaluation; and they should also be given opportunities to share their experience in planning, organising and evaluating CPD activities. c. Schools and course providers should try to strengthen the evaluation mechanisms to improve the future planning and organisation of CPD activities.	4.25 to 4.28
B. The focuses of CPD	a. Teachers' CPD in the "Student Development" domain should be enhanced to meet students' diverse learning and development needs. b. Teachers should focus their CPD involvement on emerging priorities related to student learning and development.	4.29 to 4.31

| | c. Middle managers and teachers aspiring to advance their professional development should also pay greater attention to the "School Development" and "Professional Relationships and Services" domains, in order to enhance their capacity for leadership.

d. Collaboration with stakeholders such as parents and other relevant parties in the community should be extended to provide more opportunities for teachers' CPD in the various domains. | |

Theme IV: School Leadership and Support for CPD		
Sub-theme	**Recommendations**	**Paragraphs**
A. CPD leadership	a. Building on the present good progress, more joint school CPD programmes for schools under the same sponsoring body should be offered to facilitate teachers' sharing and the establishment of cross-school networks for mutual professional support. b. IMCs/SMCs should help schools make teachers' CPD one of the priority items in the school development agendas. c. Principals and school management should give due priority to placing teachers' CPD on the school development agendas. d. Regular sharing sessions should be conducted for teachers on the vision and goals in promoting CPD.	4.32 to 4.46

	e. Staff should be encouraged to reflect on the impact of CPD on their professional growth, school development and student learning so that they can set the direction for their CPD.	
	f. The duty of coordinating teachers' CPD should be recognised as carrying a functional responsibility and be assumed by a senior member of the school staff.	
	g. Training should be provided to staff responsible for CPD coordination to help them enhance their professional role.	
	h. Efforts should be stepped up to build cross-school networks among the staff responsible for CPD coordination to help them share experiences and practices.	
	i. Middle managers should integrate the school development needs into the development plans of their subject departments and functional groups.	
	j. Subject department/functional group heads, in close collaboration with the staff responsible for CPD coordination, should promote colleagues' CPD through the creation of collaborative learning opportunities within and across departments/functional groups.	
B. Support for CPD	a. The physical infrastructure and the environment inside schools should help facilitate teachers' professional sharing and dialogue.	4.47 to 4.51
	b. Resources and learning materials could be better managed for teachers' easy access.	

| | c. Teachers could be encouraged to exploit the potential of different learning modes including self-directed learning, which can be undertaken flexibly in their own time and at their own pace.

d. More opportunities and channels could be offered to enable schools to share their practices and experience on ways of providing time, allocating resources and adopting strategies to advance teachers' CPD. | |