

Leadership for Tomorrow

think about the
future
BUT
present
live in the

By Chairperson, COTAP
22 May 2015



Think globally...

Performance of Hong Kong in global league tables (as of 2015)

1. Trends in International Mathematics and Science Study (TIMSS)

TIMSS 2011 – Mathematics

Top-performing Countries in TIMSS (Mathematics) 2011		
Rank	4 th Grade	8 th Grade
1	Singapore	Korea
2	Korea	Singapore
3	Hong Kong SAR	Chinese Taipei
4	Chinese Taipei	Hong Kong SAR
5	Japan	Japan

TIMSS 2011 – Science

Top-performing Countries in TIMSS (Science) 2011		
Rank	4 th Grade	8 th Grade
1	Korea	Singapore
2	Singapore	Chinese Taipei
3	Finland	Korea
4	Japan	Japan
5	Russian Federation	Finland
6	Chinese Taipei	Slovenia
...
8	...	Hong Kong SAR
9	Hong Kong SAR	England

2. PIRLS 2011 - Achievement in Reading Purposes (4th Grade)

Top-performing Countries in PIRLS (2011)

Rank	Country	Overall Reading Average Scale Score
1	Hong Kong SAR	571
2	Russian Federation	568
3	Finland	568
4	Singapore	567
5	Northern Ireland	558
6	United States	556
7	Denmark	554
8	Croatia	553
9	Chinese Taipei	553
10	Ireland	552

3. PISA 2012 - Performance of 15-Year-Old Students in Mathematical, Scientific and Reading Literacy

Mathematics			Science			Reading		
Rank	Countries / Regions	Mean	Rank	Countries / Regions	Mean	Rank	Countries / Regions	Mean
1	Shanghai-China	613	1	Shanghai-China	580	1	Shanghai-China	570
2	Singapore	573	2	Hong Kong-China	555	2	Hong Kong-China	545
3	Hong Kong-China	561	3	Singapore	551	3	Singapore	542
4	Chinese Taipei	560	4	Japan	547	4	Japan	538
5	Korea	554	5	Finland	545	5	Korea	536

4. The rankings of Global Competitiveness Index (GCI) in 2014-15 (assessing the competitiveness landscape of 144 economies)

			SUBINDEXES		
	OVERALL INDEX		Basic requirements	Efficiency enhancers	Innovation and sophistication factors
Country/Economy	Rank	Score	Rank	Rank	Rank
Switzerland	1	5.70	4	5	1
Singapore	2	5.65	1	2	11
United States	3	5.54	33	1	5
Finland	4	5.50	8	10	3
Germany	5	5.49	11	9	4
Japan	6	5.47	25	7	2
Hong Kong SAR	7	5.46	3	3	23
Netherlands	8	5.45	10	8	6
United Kingdom	9	5.41	24	4	8
Sweden	10	5.41	12	12	7

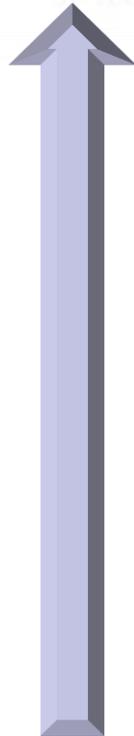
5. Global rankings by OECD in 2015 (based on math and science scores, at age 15, in 76 countries)

PISA (by OECD) + TIMSS (by US-based academics) + TERCE (in Latin America)			
Rank (based on integrated score)	Countries/ Regions	Math score	Sci score
1	Singapore	573.5 (1 st)	551.5 (2 nd)
2	Hong Kong	561.2 (2 nd)	554.9 (1 st)
3	South Korea	553.8	537.8
4	Japan	536.4	546.7 (3 rd)
5	Taiwan	559.8 (3 rd)	523.3
20	UK	439.9	514.1
28	USA	481.4	497.4



"Poor education policies and practices leave many countries in what amounts to a permanent state of economic recession," the OECD report reads.

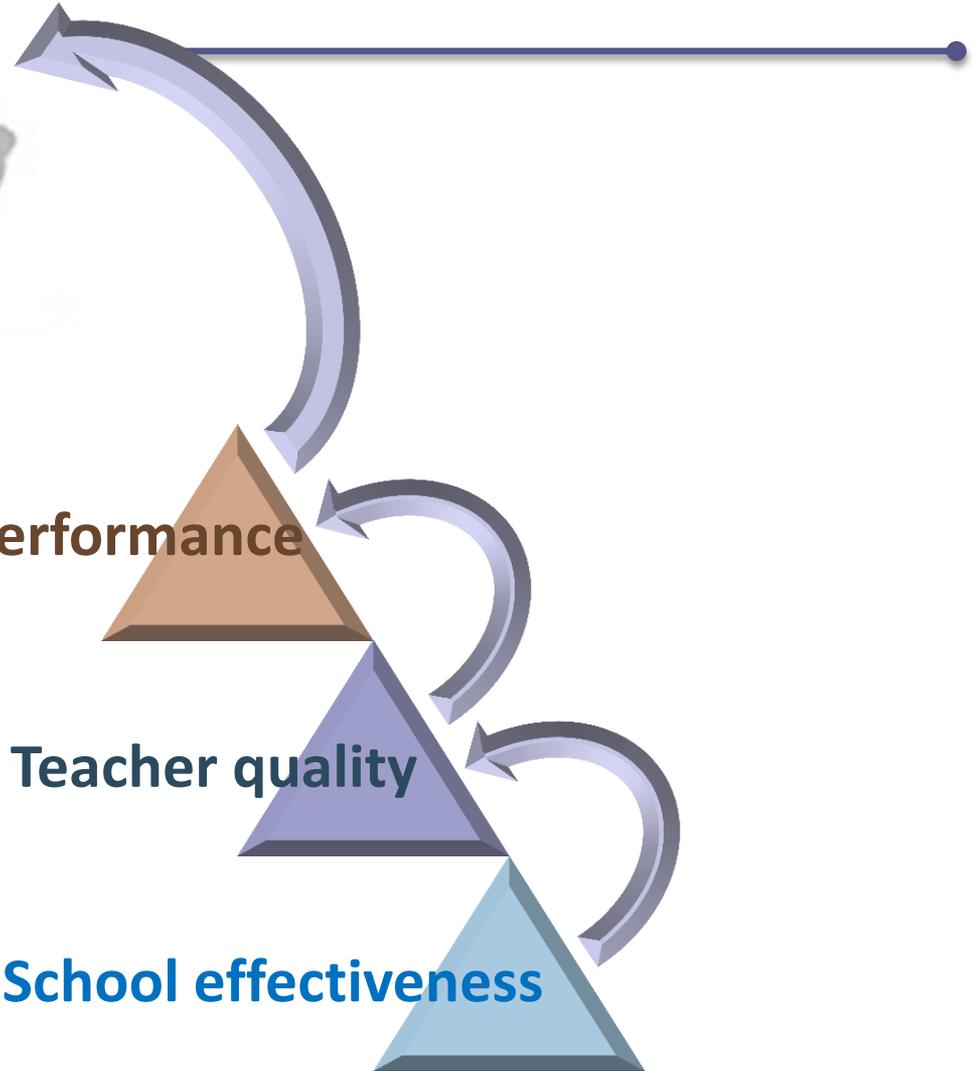
Scaling new heights...



Student performance

Teacher quality

School effectiveness



Our Challenges in the 21st Century

- What do our students need to be equipped for the challenges in the 21st Century?
- How best could we equip them with the appropriate knowledge, skills and attitude?



21st Century skill sets

[Association for Supervision and Curriculum Development (ASCD)]

ASCD supports changes in teaching, learning, and leadership that adequately prepare students for the 21st century who:

- Acquire and apply core knowledge and **critical-thinking skill sets** that are essential in an information age.
- Demonstrate **creativity, innovation, and flexibility** when partnering with business and community members to advance common goals.
- Make decisions and solve problems **ethically** and **collaboratively**.
- Use **technology** to gather, analyze, and synthesize information for application in a global economy.
- Exhibit **positive interpersonal relationships** that value multiple languages, cultures, and all persons.
- Display **leadership skills** that **inspire others** to achieve, serve, and work together.

21st Century Competencies (21st CC)

[Ministry of Education (MOE), Singapore (2015)]



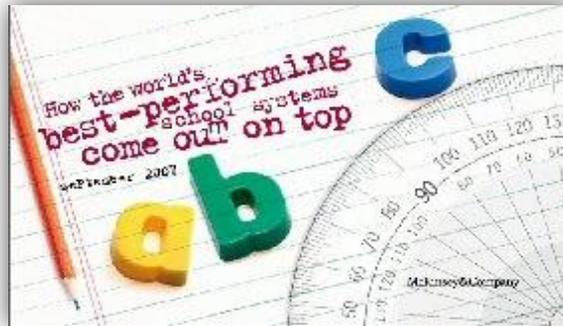
Desired Outcomes of Education (DOE)

- a **confident** person
- a **self-directed** learner
- an active **contributor**
- a **concerned** citizen

Importance of Teacher Quality

[McKinsey Report (2007)]

McKinsey Report (2007) –
“How the world’s best-performing school systems
come out on top”



(2007)

*The quality of an education system
cannot exceed the **quality of its teachers.***

21st Century skill sets for teachers

[National Institute of Education (NIE), Singapore (2008)]

Students

- Learning and Innovation Skills
- Knowledge, Information, Media and Technology Literacy Skills
- Life Skills
- Citizenship Skills

Teachers

- 21st Century Literacies
- 21st Century Learning Environment
- 21st Century Curriculum and Instruction

ICT-infused curriculum

+

Flipped classroom approach

Bringing education into the 21st Century

[Fullan (2012)]

Four criteria for **integrating technology and pedagogy** to bring education into the 21st Century:

- Irresistibly engaging
- Elegantly efficient and easy to use
- Technologically ubiquitous 24/7
- Steeped in real-life problem solving

(Fullan (2012), Stratosphere: Integrating Technology, Pedagogy, and Change Knowledge)

International trend (TALIS 2013)

- Emphasis on school leadership in leading change

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



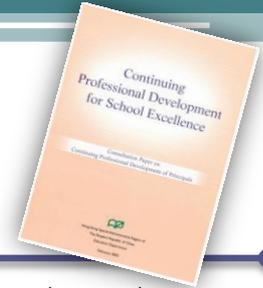
Due importance of **school leadership** in
empowering teachers

Our belief: Schools as the loci of change

- **School-based management (SBM) (1999+)**
 - School-based, student-centred and quality-focused
 - Enhanced school governance – transparency and accountability
- **Path to excellence**
- **Reflective school culture**
- **Continuous improvement** in student performance and growth

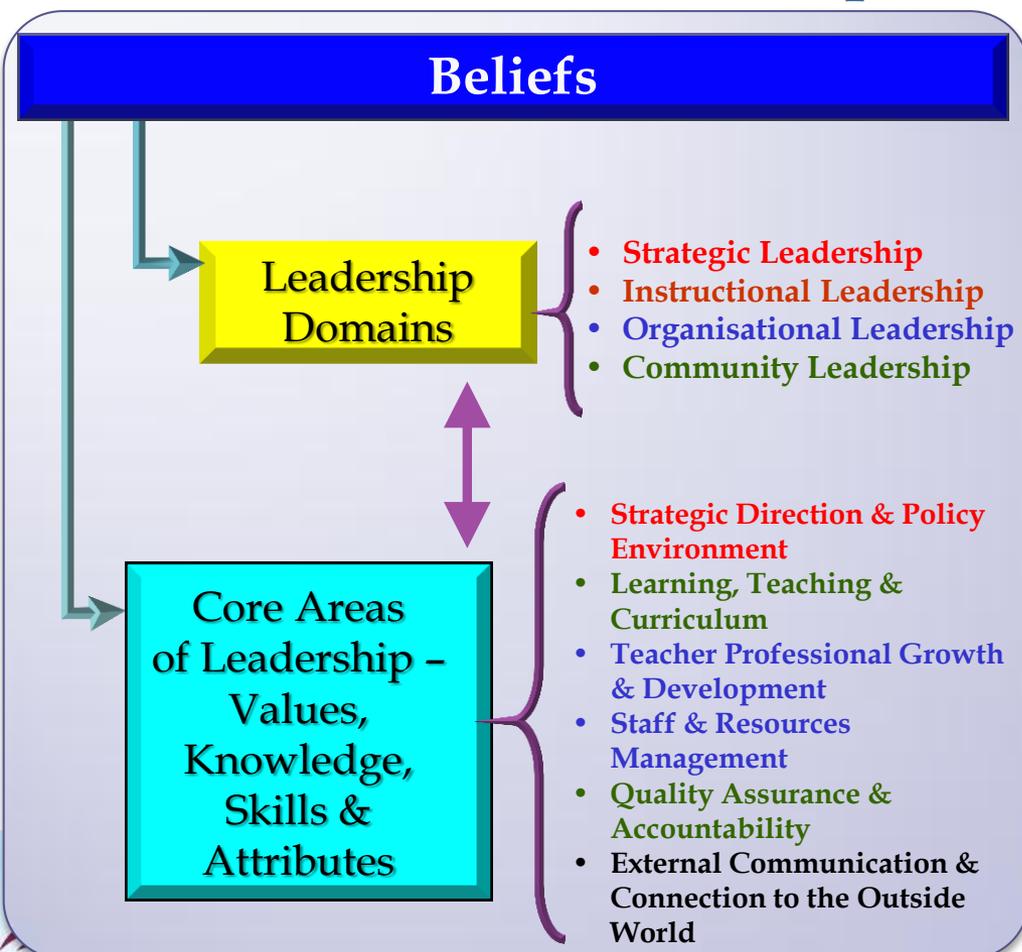
**Nurturing school leaders for
tomorrow...**

What has Hong Kong achieved in developing school leaders?



(2002)

CPD Framework for Principals



For the benefit of student learning, school leaders are expected to:

- Be responsible for own professional growth;
- Be professionally up to date and role model
- Build on individuals' strengths for long-term development
- Provide varied opportunities open to selection
- Solicit collegial input and support from all sectors

Good practices in British Columbia



Leadership Standards for Principals and Vice-Principals in British Columbia

Developed by the BCPVPA Standards Committee – 2013

Moral Stewardship

- Guide the development and implementation of shared values, vision, mission, and goals to support learning and achievement for all students
- Articulate the process of decision making based on the moral purpose and direction of the school

Good practices in Singapore

Leader Growth Model

- **Ethical Leader**
 - *Aligning actions with ethics and values*
 - *Knowing, managing and developing self*
- Educational Leader
- Visionary Leader
- Culture Builder
- Change Leader
- Network Leader



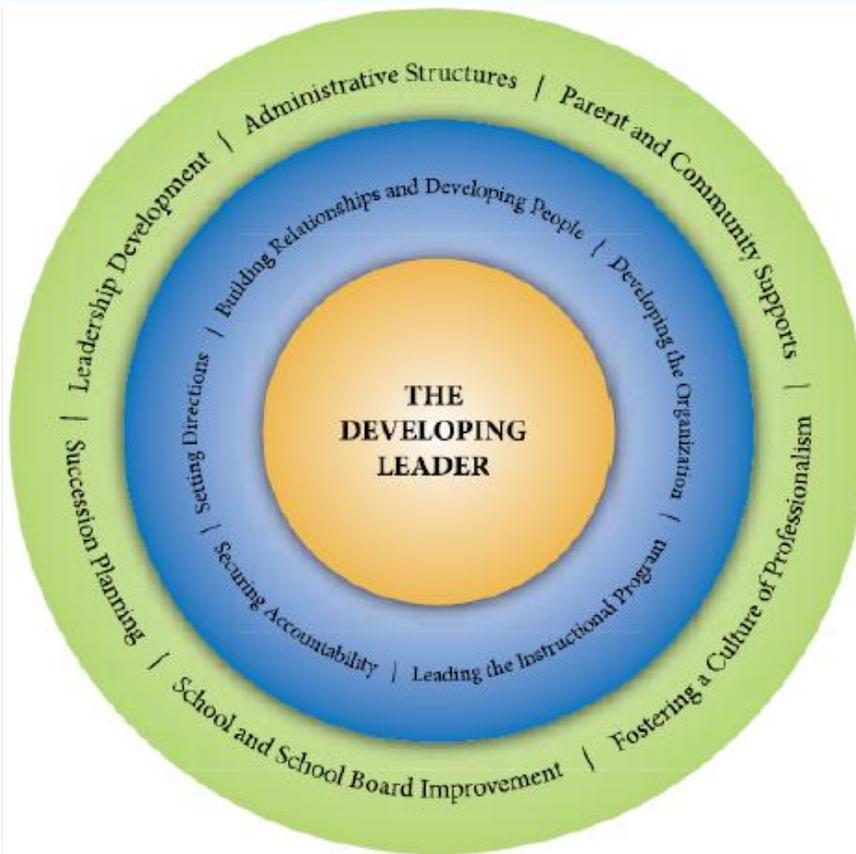
Good practices in Australia

Bastow Institute of Education Leadership: Holistic Leadership Curriculum



Good practices in Ontario

The Ontario Leadership Framework (OLF) (2012)



- Identifies practices and competencies that describe effective leadership
- Provides basis for professional learning on 5 Core Leadership Capacities:
 - Setting goals
 - Aligning resources with priorities
 - Promoting collaborative learning cultures
 - Using data
 - Engaging in courageous conversations

Common qualities of school leaders for tomorrow



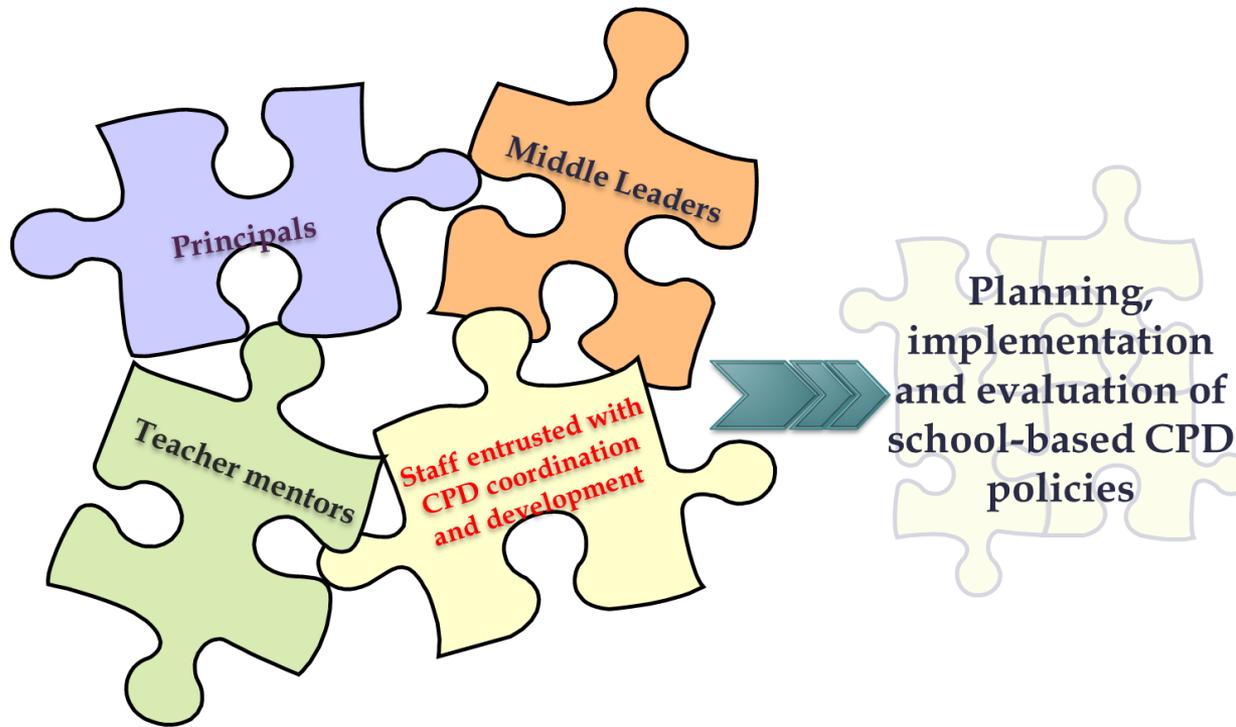
- Handling **complexity** and **uncertainty**
- **Evidence-based** & data-driven
- Making the most of **technology**
- **Ethical** leadership
- Engaging **stakeholders**

The Hong Kong context —

Our strategies in meeting the challenges
in the 21st Century ...

*working with the teaching profession,
including teachers and school leaders*

Current school-based CPD policies



3 major aspects:

- *Teacher induction & mentoring*
- *Career development*
- *Succession planning*

Roles played by school leaders

School Leaders	Roles
Principals	devise school-based CPD policies, implement and prioritise relevant measures for teachers' induction and mentoring, career development and succession planning to meet the development needs of the school and the learning needs of teachers
Staff entrusted with CPD coordination and development	strengthen the school-based evaluation mechanisms so as to improve the future planning and organisation of CPD activities
Middle leaders (including heads of subject panels and functional groups)	establish sound organisational structure , in alignment with the CPD priorities of the school, for collaborative learning to equip and support individual teachers for effective discharge of their responsibilities
Teacher mentors	devise and implement school-based teacher induction scheme and provide integrated professional guidance and support to beginning teachers

**COTAP's future work on
strengthening school
leadership...**

Our Vision



(COTAP, 2015)

COTAP Webpage:
<http://www.cotap.hk>

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

T-standard⁺
 Unified set of standards for the teaching profession

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

T-dataset^{PD}
 Dataset built on territory-wide system survey


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

T-train^B
 New types and modes of training to be explored

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

T-surf^{24/7}
 One-stop portal for professional development


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

T-craft³
 Three-tier mentorship scheme

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

T-share
 Reinforcement of professional learning communities


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

T-applause
 Promotional and contribution schemes

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

T-bridge
 Feasibility studies on improvement of teacher preparation


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

Some proposed measures on school leadership development

- Developing a set of **standards for school leaders** at different career stages
- Collating **data-set** to inform policies and strategies on school leadership development
- **Cross-sector attachments** for broadening the horizons of school leaders
- Teaming up **quality mentors** of experienced school leaders
- **Recognition of excellence** in school leadership
- *(more to be explored...)*

**Working hand in hand
with school leaders —
Odyssey to Excellence**



COTAP



thank
thank
you!