Odyssey to Excellence...
A Learning Profession of Vibrancy
A Teaching Profession of Excellence

Progress Report
2015
Odyssey to Excellence
A Learning Profession of Vibrancy
A Teaching Profession of Excellence

1. Undergoing a positive transformation
2. Forming shared views
3. Realising T-excel@hk
4. Embracing the challenges ahead
5. Our way forward
COTAP’s logo signifies our aspiration in building a vibrant teaching profession of excellence in Hong Kong through providing a platform for interactive exchange and collaboration in three main areas of work.
Setting off on a journey to excellence... 4

Executive summary 6

1. Undergoing a positive transformation... 12

2. Forming shared views... 20

3. Realising TeachKith... 28

   (i) TeachKith® Unified set of standards for the teaching profession 32

   (ii) TeachSurvey® Dataset built on territorywide system survey to inform policies and strategies 34

   (iii) TeachIn® New types and modes of training to be explored to meet professional development needs 36

   (iv) TeachNet® One-stop portal for sharing of information and resources, and for self-paced professional development anytime, anywhere 38

   (v) TeachPlace® Three-tier membership scheme to support practitioners transitioning into new career stages 40

   (vi) TeachSpace® Reinforcement of professional learning communities for networking, sharing, interactive exchange and collaboration 42

   (vii) TeachBaseline® Promotional and contribution schemes to celebrate achievements of high-performing practitioners 44

   (viii) TeachBridge® Bridging the theory-practice gap with feasibility studies on improvement of teacher preparation 46

4. Embracing the challenge ahead... 50

Acknowledging our supportive partners... 54

Engaging stakeholders... 55

Annex I: An overview of policies relating to professional development of teachers and principals in Hong Kong 56

Annex II: Terms of Reference of COTAP and Sub-committees under COTAP 58

Annex III: Membership of COTAP and Sub-committees under COTAP 64

Annex IV: Membership of Special Meetings on Review of TeachKith 69
1. Undergoing a positive transformation...

2. Forming shared views...

3. Realising T-excel@hk...

   (i) **T-standard**
   Unified set of standards for the teaching profession

   (ii) **T-dataset**
   Dataset built on territory-wide system survey to inform policies and strategies

   (iii) **T-train**
   New types and modes of training to be explored to meet professional development needs

   (iv) **T-surf**
   One-stop portal for sharing of information and resources, and for self-paced professional development anytime, anywhere

   (v) **T-craft**
   Three-tier mentorship scheme to support practitioners transitioning into new career stages

   (vi) **T-share**
   Reinforcement of professional learning communities for networking, sharing, interactive exchange and collaboration

   (vii) **T-applause**
   Promotional and contribution schemes to celebrate achievements of high-performing practitioners

   (viii) **T-bridge**
   Bridging the theory-practice gap with feasibility studies on improvement of teacher preparation

4. Embracing the challenges ahead...
Chapter 1: Undergoing a positive transformation

Ahoy! Embarking on an uncharted journey...
First Report
• Drew up Teacher Competencies Framework
• Instituted framework for teachers’ CPD (school-based & 150 hours over 3-year cycle) (trial for 3 years)

Interim Report
• Surveyed on CPD implementation
• Reaffirmed policy

Third Report
• Consolidated experience and continued CPD policy with a soft target approach

ACTEQ laid down solid foundation for teacher CPD policy
Teacher Competencies Framework (since 2003)

- Teaching & Learning
- Student Development
- School Development
- Professional Relationships & Services

Six Core Values
- Belief that all students can learn
- Love and care for students
- Respect for diversity
- Commitment and dedication to the profession
- Collaboration, sharing and team spirit
- Passion for continuous learning and excellence

Basic Premise: Personal Growth and Development of Teachers
Beliefs: underpinnings of CPD for principals

Leadership Domains: broad forms of leadership required of principals

Six Core Areas of Leadership: structure of values, knowledge, skills and attributes required of principals – guiding over-arching CPD programme
The local context

School-based management (SBM) (1999+)
• School-based, student-centred and quality-focused
• Enhanced school governance – transparency and accountability

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

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

How could our new generations be better equipped for meeting the challenges in the 21st century?
New
Leaf
Impetus
Heights
COTAP – New Leaf

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

(1) Paradigm shift in the school sector
- Schools as the locus of change
- Path to excellence
- Reflective school culture
- Continuous improvement in student performance and growth

(2) Use of evidence and data at system level
- Educational research and evaluation studies
- Organic feedback loop in the formulation and improvement of policies and measures

(3) Building a learning community and facilitating collaboration
- Platform to facilitate collaboration and professional exchange and to build a learning community
NEW HEIGHTS

- **Student performance**: Students’ achievement on par with that of the world’s best-performing education systems
- **Teacher quality**: High-quality learning outcomes and whole-person development of students
- **School effectiveness**: Reflective school culture

**COTAP – New Heights**
Shared vision, mission, objectives and strategies for the betterment of students’ achievement and whole-person development

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

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

**MISSION**
To foster a vibrant teaching profession of excellence for the benefit of **student learning and growth** through formulating strategies to:
- enhance teacher preparation,
- promote and support continuing professional development, and
- strengthen school leadership

**OBJECTIVES**
To nurture a **quality** teaching profession comprising teachers and school leaders who, in pursuit of continuous improvement and excellence, are:
- focused on **student learning and growth**, 
- adroit in reflective and evidence-based practice, and
- supportive of school accountability and effectiveness

**STRATEGIES**
- Catalysing a paradigm shift in the school sector,
- Promoting use of evidence and data at system, school and individual levels, and
- Building a learning community and facilitating collaboration
Chapter 2: Forming shared views

Encompassing views...
The major views gathered can be summarised in three areas –

- **Preparing teachers and retaining talent for sustaining a high-calibre teaching force**

- **Promoting and supporting CPD for further enhancement of school effectiveness and teacher quality**

- **Strengthening school leadership for school improvement and continuity of teaching expertise**
Three main targets

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

1. **Strengthened school leadership and reflective culture**
2. **Enhanced teacher quality**
3. **Supportive environment for professional development in place**
Chapter 3: Realising T-excel@hk

Manoeuvring through waters...
Shared vision, mission, objectives and strategies for the betterment of students’ achievement and whole-person development

VISION
A Learning Profession of Vibrancy
A Teaching Profession of Excellence

MISSION
To foster a vibrant teaching profession of excellence for the benefit of student learning and growth through formulating strategies to:
- enhance teacher preparation
- promote and support continuing professional development, and
- strengthen school leadership

OBJECTIVES
To nurture a quality teaching profession comprising teachers and school leaders who, in pursuit of continuous improvement and excellence, are:
- focused on student learning and growth,
- adroit in reflective and evidence-based practice, and
- supportive of school accountability and effectiveness

STRATEGIES
- Catalysing a paradigm shift in the school sector,
- Promoting use of evidence and data at system, school and individual levels, and
- Building a learning community and facilitating collaboration

T-standard
Unified set of standards for the teaching profession

T-dataset
Dataset built on territory-wide system survey

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

T-portal
One-stop portal for professional development

T-emancipation
Three-tier mentorship scheme

Tehoras
Reinforcement of professional learning communities

T-applause
Promotional and contribution schemes

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

Dataset built on territory-wide system survey 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

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

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

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

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

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

Bridging the theory-practice gap through feasibility studies on how best to improve the design and delivery of teacher preparation programmes, e.g. clinical model, so as to help novice teachers better meet the challenges in schools
Chapter 4: Embracing the challenges ahead

Consolidating global revelations...
Professional development requires continuous and sustained efforts

COTAP will work hand in hand with stakeholders

More in-depth study and deliberation of issues in other specific areas

(developments in the kindergarten sector, students with special educational needs, non-Chinese speaking students...)

Appealing for concerted effort

– Special Meetings on Review of TCF
– Territory-wide System Survey
– ... (more in future)
「千里之行，始於足下。」 《老子》

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

– **BOOK OF THE DAO AND ITS VIRTUE BY LAOZI**
Our way forward

Augmenting an extensive theme...
Continuous stakeholder engagement on future areas of work
「願乘長風破萬里浪。」《宋書》

Be a windrider breaking wild waves.
– History of Song of the Southern Dynasties