

Continuing Professional Development for School Excellence

Consultation Paper on
Continuing Professional Development of Principals



Hong Kong Special Administrative Region of
The People's Republic of China
Education Department

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Consultation Paper on Continuing Professional Development (CPD) of Principals (February 2002)

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Principals are the key to quality education. The implementation of school-based management has given principals more autonomy and flexibility in the deployment of resources, curriculum development, staff development and other professional managerial matters in return for greater accountability. The current education reform calls for changes in students' learning attitude and habits, new learning processes and teaching strategies. The quality of school leadership is pivotal to bringing all these changes into reality. It is only through continuing professional development (CPD) that principals can strive to further enhance school leadership and professionalism.

In June 1999, the Task Group on Training and Development of School Heads under the Education Department (ED) published a Consultation Paper on ***“Leadership Training Programme for Principals”***. It proposed a new leadership training programme to equip and develop school principals with the necessary knowledge, skills and attitude to become competent leaders to lead schools into the new millennium. While there was overwhelming support for the Government's effort to upgrade the competence level of principals and to promote the spirit of CPD among principals, there were reservations about the proposals to operate a uniform programme for all principals and to require all serving principals to obtain a certificate of principalship by September 2007.

Taking on board views collected in the 1999 consultation, ED took the initiative to involve tertiary experts and experienced frontline practitioners in developing a CPD framework that would embrace different CPD requirements for serving principals, newly appointed principals and aspiring principals, while maintaining coherence and continuity across the three groups. A Working Group on Principals' Professional Development was also set up to involve experienced principals and frontline education practitioners in working out the implementation details.

In this second round of consultation, emphasis is put on the continuing professional development of serving principals, rather than on requiring them to obtain a certificate of principalship by a certain year. After all, CPD is an on-going process and there should not be any cut-off point. This also accords with the concept of lifelong learning. To ensure quality entry, a Certification for Principalship (CFP) requirement will be introduced for all future aspirants for principalship with effect from September 2004.

ED now invites views and suggestions from within the education sector about the implementation details of the CPD framework for principals as proposed in Chapter 3. ED will consider relevant comments in attaining a shared vision for full implementation of the CPD framework. Views should be sent via the following ways **on or before 6 April 2002**:

- (a) Post : Teacher and Principal Development Section, Education Department
Room 1156, 11/F, Wu Chung House, 213 Queen's Road East, Wanchai, Hong Kong
- (b) Fax : 2834 7350
- (c) Email : acotpd@ed.gov.hk

This Consultation Paper is also available at the following websites :

<http://www.ed.gov.hk/ednewhp/teacher/cpd/english/home.htm> (English)

<http://www.ed.gov.hk/ednewhp/teacher/cpd/chinese/home.htm> (Chinese)

Developments since the 1999 Consultation

The 1999 Consultation

1.1 In June 1999, the Task Group on Training and Development of School Heads, set up within ED, published a Consultation Paper on *“Leadership Training Programme for Principals”* to seek the views of the education community. The Consultation Paper proposed a new leadership training programme “to equip and develop school principals with the necessary knowledge, skills and attitude to become competent leaders to lead schools into the new millennium.” (para 2.4 of the 1999 Consultation Paper) The Paper also proposed that

- (a) with effect from the 2000 / 01 school year, newly appointed principals should be required to complete certain parts of designated training prior to taking up office;
- (b) from the 2004 / 05 school year, all newly appointed principals should have obtained a certificate of principalship prior to appointment; and
- (c) all serving principals have to obtain the certificate by September 2007.

1.2 While there was overwhelming support for the Government’s effort to upgrade the competence level of principals and to promote the spirit of CPD, there were reservations about the proposals to

- (a) provide a uniform programme for all principals, be they experienced or newly appointed; and
- (b) require all serving principals to obtain a certificate of principalship by September 2007.

Interim Developments

1.3 Taking on board views collected in the 1999 consultation, ED began to involve tertiary experts as well as experienced frontline practitioners in developing a CPD framework embracing different requirements for serving principals (SPs), newly appointed principals (NAPs) and aspiring principals (APs), while maintaining coherence and continuity across the three groups. At the same time, varied CPD programmes were systematically planned and organized to build up a CPD culture among principals.

- 1.4 To help draw up a structured principals' CPD framework, a Sub-committee on Principals' Professional Development was set up under the Board of Education (BoE) in December 1999 (See Annex 1 for membership of the Sub-committee). In March 2000, both the BoE and the Advisory Committee on Teacher Education and Qualifications (ACTEQ) endorsed the CPD framework as proposed by the Sub-committee, with separate programmes for SPs, NAPs and APs.
- 1.5 As a matter of priority, a designated programme has been introduced for NAPs since the 2000 / 01 school year to provide them with timely support in adapting to their new role. The designated programme, which comprises the following components, are spaced out throughout the first two years of principalship so as not to overload NAPs with training :

- (a) ***the Needs Assessment for Principals in Hong Kong (NAFPhk);***
- (b) ***an induction programme;***
- (c) ***a school leadership development programme;*** and
- (d) ***an extended programme.***

A total of 173 NAPs has since been required to complete the designated programme in their first two years of principalship. Highly positive feedback about the designated programme has been received from both the NAPs and the trainers. A sturdy foundation has thus been laid for NAPs' continuing professional development.

- 1.6 In the meantime, a considerable number of SPs have engaged themselves in CPD through a variety of modes. Several batches of secondary and primary school principals have received training at the National Training Centres for School Principals at the East China Normal University and the Beijing Normal University. A number of educational visits have also been organized by ED, individual school sponsoring bodies as well as teachers' associations to the Mainland and to overseas countries such as the United States, Australia, Singapore and the United Kingdom. Participants have generally found the programmes very useful in widening their perspectives, providing an opportunity for them to carry out self-reflection and form networks among themselves for further experience-sharing.

- 1.7 Locally, a wide range of CPD programmes, including thematic seminars and workshops, experience sharing sessions and networking activities among principals, have also been thriving. High participation rates were recorded for the different types of CPD activities, ranging from large-scale seminar series (e.g. on "Leadership in Education for the Age of Knowledge-based Economy" in the 1999 / 2000 school year), thematic seminars conducted by renowned scholars from overseas and the Mainland, to briefing sessions and workshops organized by ED on the education reform. *Such active participation shows that a spirit of CPD has gradually been built up among principals. It is based on such positive developments that a CPD framework has gradually taken shape.*
- 1.8 To realise the spirit of CPD for the principals and by the principals, a Working Group on the Professional Development of Principals, which comprises experienced principals and frontline education practitioners, was set up under ED in June 2001 to work out the implementation details of the CPD framework (See [Annex 2](#) for membership of the Working Group). The Working Group presented its recommendations to the BoE and the ACTEQ in November 2001 and received their full support. *A second round of consultation is now conducted within the education sector in order to achieve a shared vision for the implementation of principals' CPD Framework.*

Underpinnings and Important Principles for the CPD Framework for Principals

Context and Needs

- 2.1 For schools to thrive and to meet the ever increasing demands of a 21st century society, principals as school leaders must be more professionally and personally competent than ever before. To guide their schools and students toward a productive future, principals must have clearly defined values and be dedicated to continually upgrading their own knowledge and skills, and those of their colleagues in schools. Working with the teachers and the School Management Committee, the principal provides vision, leadership and direction for the school and ensures that it is managed and organized to meet its aims and targets. As a leader in the wider community, the principal develops and maintains effective networks with, for example, parents, employers, other schools and higher education institutions to secure their commitment in enriching and enhancing students' learning.
- 2.2 Seen in this context, the CPD framework is steered by the following:

Vision

To optimise the all-round development of every student by ensuring the ever-improving capacity of principals as professional leaders and administrators through CPD.

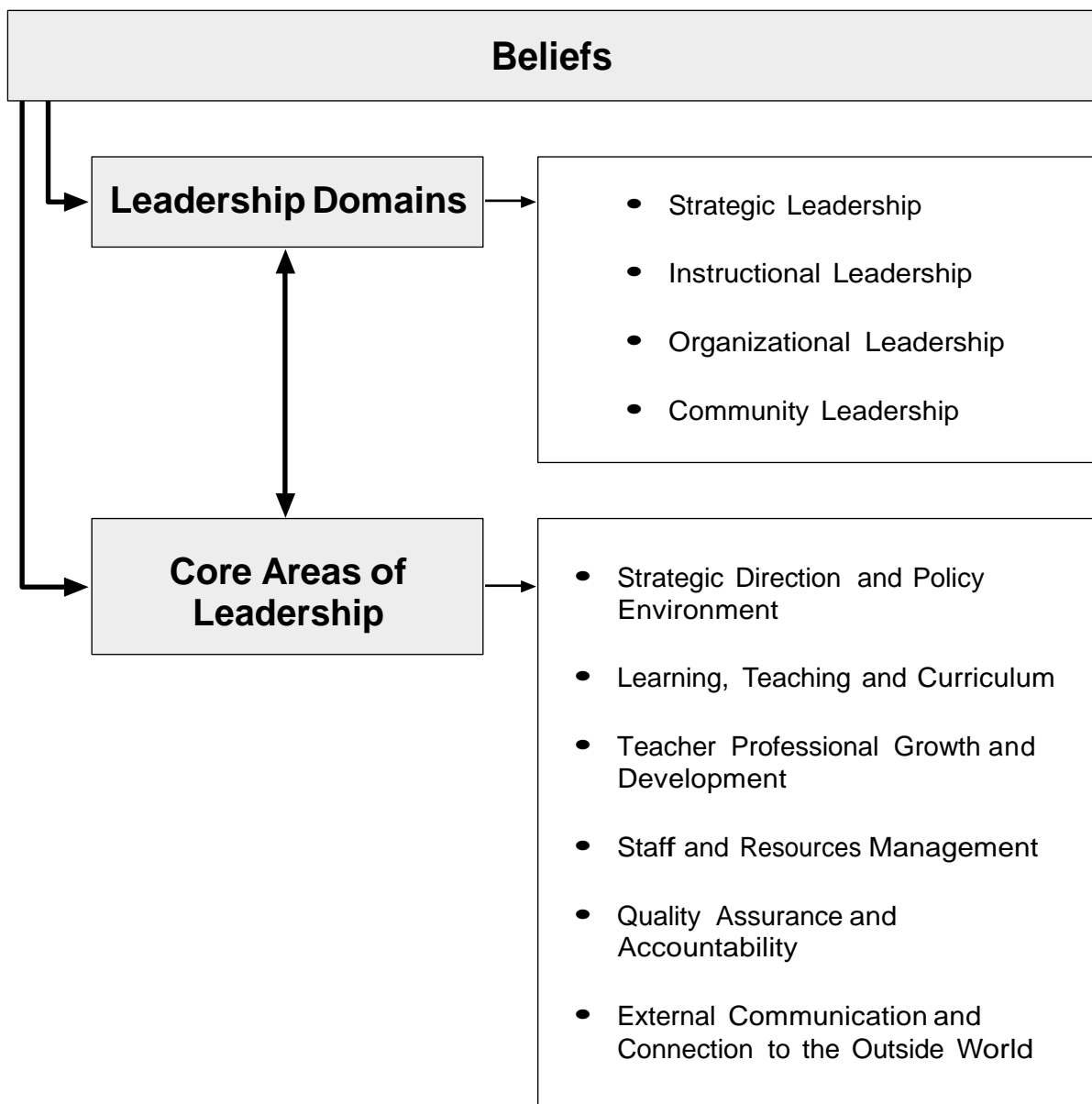
Mission

To empower principals to become effective leaders of schools as dynamic and accountable professional learning communities in facing the challenges of an ever advancing knowledge-based society; and

To cultivate a congenial climate and maximize the opportunity for principals' CPD.

A Framework for Guiding Principals' CPD

2.3 Principals' CPD does not just happen - it must be planned, supported and framed by a vision and accompanying structure of what principals in the 21st century need and want. The framework for principals' CPD comprises three interrelated components - beliefs, leadership domains and the six core areas of leadership. The **beliefs statement** provides the broad underpinnings of CPD for principals. The **leadership domains** very briefly describe the broad forms of leadership that will be required of principals over the next decade. The **core areas of leadership** then provide the structure of values, knowledge, skills and attributes that are necessary to guide an over-arching CPD programme.



Beliefs

2.4 The professional development of principals in Hong Kong is based on the following beliefs:

- Principals are responsible for their own professional growth;
- Principals have a mandate to be professionally up-to-date and to provide a role model for their own teaching staff in terms of CPD;
- CPD enhances principals' professionalism and leadership for the benefit of students and student learning;
- CPD builds on principals' individual strengths and is by nature developmental;
- CPD opportunities need to be varied to reflect the needs of aspiring, newly appointed and serving principals and open to individual selection; and
- CPD embraces collegial input and support from the education as well as other professional sectors.

Leadership Domains

2.5 Schools in the 21st century require principals who demonstrate the following :

- **strategic leadership** that focuses on developing vision, commitment, inspiration, appropriate values and a firm belief that all students can learn, as well as leading and managing change;
- **instructional leadership** that focuses on strengthening learning, teaching, and curriculum, ongoing professional development, accountability and data-driven decision making;
- **organizational leadership** that focuses on personal relationships, culture building, dispersed leadership, teamwork, communication, planning and management of resources; and
- **community leadership** that focuses on an awareness of the role of the school in the broader society, close relationships with parents and other community members, and an ability to build and utilize community resources in developing students into global citizens.

Core Areas of Leadership

2.6 The values, knowledge, skills and attributes needed by Hong Kong school principals as they pursue continuing professional development within the interrelated leadership domains can be clustered into six core areas. These are:

- **strategic direction and policy environment**, where principals plan for the future and ensure school community involvement in the process. They strategically integrate relevant aspects of policy from the social, educational and political environments into their planning for school and student improvement;
- **learning, teaching and curriculum**, where principals coordinate school programmes to achieve coherence across the curriculum, learning and teaching. Together with their school communities, they ensure that all students experience a broad, relevant and balanced curriculum through formal, informal and non-informal activities;
- **teacher professional growth and development**, where principals promote and enable continuing professional and career development for teachers and themselves. They foster the sharing of up-to-date professional knowledge and informed practice aimed at accommodating change as well as the diverse needs of students within a general commitment to student and school improvement;
- **staff and resources management**, where principals create a collaborative team management ethos focused on empowering human resources as well as deploying physical and financial resources effectively and efficiently towards the goals of school improvement and student achievement;
- **quality assurance and accountability**, where principals in concert with their school communities build quality assurance and accountability systems that provide feedback to students, teachers and others with a view to securing school improvement. These systems also meet the information requirements of external agencies regarding school performance; and
- **external communication and connection to the outside world**, where principals build connections between the school and the local, national and global communities. By doing so, they enable their school communities to contribute to the wider society and its development.

2.7 Meeting the leadership expectations comprising the six core areas involves a commitment to relevant values and the practice and application of knowledge, skills and attributes. Together, these will constitute the structure of CPD programmes.

Proposals on Implementation of Principals' CPD Framework

- 3.1 There should be different CPD requirements for aspiring principals (APs), newly appointed principals (NAPs) and serving principals (SPs) to meet different developmental needs at different career stages. At the same time, coherence and continuity across the three groups have to be maintained in the CPD framework (See [Annex 3](#) for the proposed framework on Principals' CPD). The proposed CPD requirements for the three groups of principals are outlined in the following paragraphs.

Certification for Principalship Requirement for Aspiring Principals

- 3.2 Certification for Principalship (CFP) is introduced as a quality assurance mechanism to ensure that future aspirants will have met certain leadership requirements in preparing themselves for principalship (See [Annex 4](#) for the Proposed Leadership Requirements for APs). In this regard, a Steering Committee on Principals' Professional Development (SCPPD) will be set up to advise the Director of Education on the granting of CFP and related matters. A Certification and Professional Development Unit (CPDU) will also be set up under ED to process the CFP. *From the 2004 / 05 school year onwards, aspirants will have to attain the CFP, in addition to complying with the appointment conditions in force at the time, before they could be considered for appointment to principalship.* In the very exceptional circumstance where an aspirant who has not gone through the CFP process is recommended by the School Sponsoring Body (SSB) / School Management Committee (SMC) to take up principalship, conditional approval may be given, on a case-by-case basis, for the aspirant to act in the headship post in the first place. However, the aspirant will have to fulfill the training requirement before his / her appointment can be confirmed. This exceptional arrangement will be subject to the recommendation of the SCPPD. The ultimate authority to approve the CFP is vested in the Director of Education.
- 3.3 The CFP process, which will start operation in September 2002, comprises the following three parts :

- (a) ***a needs analysis***, which aims at enabling the aspirants to understand and reflect on their own strengths and areas for further development and improvement. It provides a good reference for them in setting their personal development plan. As such, the results of the needs analysis will remain the personal property of the aspirants, who have the discretion to withhold or disclose the findings;

- (b) **a designated course**, which comprises modules totalling about 50 to 60 course hours, covering in full the six core areas of leadership, with built-in assessments. To ensure a good amalgamation of the course and the real work situation, there will be action projects in which the course participants apply what they have acquired from the course in a school setting. (Partial exemption from the course may be considered by the SCPPD on a case-by-case basis to give recognition to the aspirant's relevant prior learning experience. However, all aspirants will have to take part in the needs analysis and to present their portfolios.) ED will explore the possibility with local tertiary institutions on setting up a credit transfer arrangement whereby the designated course would be given due weight for the purpose of admission to post-graduate programmes; and
- (c) **presentation of a portfolio**, which is a *formative* account containing the aspirant's career highlights, with evidence of professional growth (such as reflective journals), a vision / personal belief statement on the meaning of principalship, attachment showing completion of the needs analysis, and statements by referees if available, for the assessment of the CPDU. The career highlights and CPD activities of the first batch of aspirants included in the portfolio can be dated back to the 1999 / 2000 school year.

3.4 Application for undergoing the CFP process is open to individual application or school nomination. Teachers of the Senior Graduate Master / Mistress (SGM) rank in secondary schools or Education Officer (EO) in government secondary schools and teachers of the Assistant Master / Mistress (AM) / Primary School Master / Mistress (PSM) ranks as well as teachers with teaching experience of five years or more in primary schools are eligible for participating in the CFP process. Also eligible will be those who serve in the education sector and fulfill requirements for appointment to principalship in public sector schools. Should circumstances warrant, priority will be accorded to vice principals and teachers more senior in rank and experience. Aspirants will be given a maximum of two years to complete the process, and the certification will be valid for five years from the date of conferment. Subsequent to the granting of the CFP, aspirants should continue with their CPD either as a teacher or a NAP as appropriate. For those aspirants who are not able to secure principalship within the five-year span, they will have to undergo the CFP process again.

Professional Development for Newly Appointed Principals (NAPs)

3.5 As mentioned in Chapter 1, a designated programme specifically tailor-made for NAPs has been in place since September 2000, with the aim of providing timely support for NAPs to adapt to their new role. *The proposed framework puts further emphasis on CPD planning to match identified needs and presentation of a professional portfolio.* It is also necessary to review the impact of CFP on the content and design of the existing designated programme for NAPs three years from its implementation (i.e. in 2005), when all NAPs have gone through the needs analysis and designated course during the CFP process. In the interim, all NAPs will be required to

- (a) undergo the **designated programme** as outlined in para. 1.5 above;
- (b) engage in **CPD activities relevant to their personal and school needs**; and
- (c) present **professional portfolios** to the SSBs / SMCs on an annual basis within the period of their being newly appointed principals for information and record.

3.6 In drawing up their professional development plan, NAPs should consult their SSBs / SMCs, based on the needs of the school and the outcome of NAFPhk. The NAP's professional development plan should form an integral part of the annual school plan, which is to be endorsed by the SSB / SMC and forwarded to the respective Regional Education Office (REO) of ED for record and follow-up support. Where appropriate, information about staff development and the NAP's CPD activities should be included in the school profile.

Continuing Professional Development for Serving Principals (SPs)

3.7 Unlike NAPs, who form a relatively homogenous group in starting their career as principals, SPs are of very diverse backgrounds in terms of their years of experience, educational level, professional knowledge and so on. It is therefore important that CPD activities for SPs should be characterized by *variety and flexibility* in order to cater for the varying needs of individual principals. Emphasis is placed on the concept of "continuing professional development", meaning that principals have to engage in professional development activities on an on-going basis.

- 3.8 *With effect from September 2002, SPs will be required to undertake CPD activities for about 50 hours per year, adding up to a minimum of 150 hours in a three-year cycle. To duly acknowledge the efforts made by principals who have taken an early initiative to engage themselves in CPD, a one-off recognition not exceeding 50 hours will be granted for relevant prior learning / CPD activities undertaken locally, in the Mainland or overseas in the three years prior to September 2002, as deemed acceptable by the SSB / SMC.*
- 3.9 *For wider exposure, SPs are required to engage in all of the following three modes when undertaking CPD :*

- (a) **Structured Learning** e.g. attending certificate / diploma / degree programmes, conferences and symposiums, offshore training programmes etc.;
- (b) **Action Learning** e.g. Quality Education Fund projects, Quality Assurance Inspection action plans, school-based improvement projects, journaling and releasing educational articles for dissemination of knowledge and experience etc; and
- (c) **Service to Education and the Community** e.g. serving as members to various advisory committees, voluntary agencies, community and religious organizations etc.

(See [Annex 5](#) for further elaboration on the CPD schema.)

- 3.10 SPs should have full discussion with the SSBs / SMCs to make an appropriate decision about distribution of CPD hours among the three modes of activity. At the same time, it is important for SPs to draw up their professional development plans with reference to their personal developmental needs, as well as the school's and policy-driven needs. ED will make an early announcement on the particulars on programmes organized by ED and other teacher education providers to facilitate planning. SPs can proceed with their CPD by engaging in action learning and service to education and the community, apart from attending on-going training programmes. Similar to the case of NAPs, the professional development plan should form an integral part of the SP's annual school plan, which is to be endorsed by the SSB / SMC and forwarded to the respective REO for record and follow-up support. Where appropriate, information about staff development and the SP's CPD activities should be included in the school profile.

3.11 In addition, SPs should also undergo **needs analysis**, which is developmental in nature and helps SPs reflect on their personal developmental needs and fine-tune their personal development plans if so desired. In view of the diverse backgrounds of SPs, it is considered reasonable for SPs to engage the use of different kinds of needs analysis instruments available on the market at their own discretion. Meanwhile, ED will commission the development of a standard needs analysis package for use by SPs from September 2003.

Implementation Time-table

3.12 The timing of the proposed implementation of CPD requirements for APs and SPs is summarized as follows :

Event	Time
1. Consultation on the Principals' CPD Framework within the education sector	February to April 2002
2. Announcement on implementation of the Principals' CPD Framework	April / May 2002
3. Needs analysis package for APs	From September 2002
4. Designated course for APs	
5. Implementation of CPD requirements for SPs	
6. Certification mechanism for APs in operation	From March 2003
7. Implementation of CFP requirement for NAPs	From 2004 / 05 School Year

Roles of Stakeholders

- 4.1 Close collaboration among frontline principals, SSBs / SMCs, tertiary experts and ED is essential for the successful implementation of principals' CPD. It is only through the concerted efforts of all stakeholders that principals' professional development can really be *continuing* and *of quality*.

The Principals

- 4.2 Principals play the role of the master in the CPD framework. If implementation of the framework is to be successful, principals have to see CPD as something essential and they themselves are responsible for their own professional growth. As a matter of fact, many principals have already taken the initiative to engage themselves in a wide range of CPD activities. To achieve full implementation of principals' CPD, it is important for these "pioneer" principals to sustain their efforts while mobilising other principals to join in. The enthusiasm within the profession to further enhance professionalism through CPD is not in doubt. What lies ahead is full implementation of the CPD framework where all principals play an active role in engaging in well-planned and meaningful CPD activities.
- 4.3 Principals should pursue CPD primarily for their own professional development, not just to meet others' expectations. Seen in this light, principals should attach prime importance to setting their own professional development plans, taking into consideration their personal developmental needs, as well as those of the school and the society. While the CPD framework is so designed as to embrace flexible and varied activity modes to meet principals' individual needs, it is the responsibility of the principals to make the most of it by taking note of the wide range of CPD activities available and making appropriate choices to ensure wide exposure while learning through action, reflection and structured programmes.
- 4.4 Moreover, experienced principals can help to promote a CPD culture by giving support to and encouraging the professional development of fellow principals. Many of the experienced principals are acting as trainers, mentors and facilitators in the designated and other CPD programmes. For example, they serve as needs assessors in the NAFPhk for NAPs and they share their experience with participants of the school management courses organized by ED for vice principals / senior teachers. Both trainers and trainees have readily acknowledged the benefits of learning and sharing among fellow principals.

The SMCs and SSBs

4.5 The SMCs play a distinct role in supporting the CPD of their principals. As a matter of fact, one of the SMCs' most important tasks is to motivate and monitor staff in pursuing their CPD for students' ultimate benefits. This is particularly so in the case of the principal, whose example to others will be an important factor in establishing the school as an effective learning organization. Specifically, the SMCs can assist SPs in their CPD by :

- (a) discussing with their principals how to set their CPD plans according to the principals' developmental needs, the school's and the society's needs;
- (b) creating capacity for their principals to attend relevant CPD activities and, where possible, encouraging them to serve as trainers / mentors / facilitators in CPD programmes for other principals; and
- (c) securing financial support for principals' participation in quality CPD activities or deploying relevant funds for training purpose should they deem it appropriate to do so.

4.6 At the point of entry, the important role of the SSB in selecting the most suitable candidate for principalship remains unchanged. With the introduction of the CFP as a quality assurance mechanism from the 2004 / 05 school year, it remains the responsibility of the SSBs to select the most suitable persons to fill the respective posts through their own selection mechanism.

4.7 While the Government would ensure that the operation of the CFP process would provide sufficient places for preparing quality aspiring principals for appointment to principalship, the SSBs should take every care in making the best possible choice among the candidates. As part of their succession plans, the SSBs / SMCs can nominate suitable teachers / vice principals to undergo the CFP process.

The Tertiary Institutions

4.8 Quality CPD programmes for principals have to be based on a close tripartite relationship among the principals, the tertiary institutions and the Government. Both the theoretical underpinnings provided by the tertiary academics and the practical experience of frontline principals are essential requisites for principals' CPD programmes. The Government has the responsibility to bring about the concerted efforts of both parties in the planning and designing stage as well as in the actual delivery of the programmes. Besides, the running of a wide range of programmes by the different programme providers makes it possible for principals to select the right programmes to meet their individual needs, such as preferred learning styles and career stage.

The Government

- 4.9 To realise the implementation of principals' CPD framework, it is the responsibility of the Government to take the lead to draw together the relevant parties in developing a meaningful framework to rationalize and articulate a wide range of CPD activities that have already been taking place. Moreover, the Government has to involve different programme providers to offer the widest possible choices and alternatives for principals to best meet their individual needs. On the other hand, the Government needs to provide the SSBs / SMCs with guidance and support so that the latter can in turn support and help monitor the CPD of their principals. At the district level, REOs of ED play the prime role of liaising closely with schools in support of their developments. For developmental purpose, REOs will regularly share information with the SSBs / SMCs on the needs of the school as a whole as well as the specific developmental needs of the principal.
- 4.10 At the school level, for the purpose of professional development for principals and teachers, ED has already made available resources under the Operating Expenses Block Grant, introduced since the 2000 / 01 school year, for schools' flexible use. SSBs / SMCs are encouraged to allow their principals to make good use of the funding under their charge to earmark resources for CPD activities undertaken by the principals themselves as well as by their teaching staff.
- 4.11 In promoting principals' CPD, ED has made provision for the development of the relevant needs analysis instruments and designated programmes for principals. The actual consumption of the needs analysis instruments and designated course for APs will have to be borne by the participants themselves. As in the case of other professions, the cost incurred in the CFP process is considered an individual investment for career advancement. However, as an incentive to encourage participation in the CFP process for the ultimate benefit of the education service, ED will consider providing each participant, subject to his / her successful attainment of the CFP, with a subsidy in the form of partial refund not exceeding 50% of the expenditure incurred in the CFP process.
- 4.12 ED will carefully monitor the implementation of the CPD framework, taking into account the experience gained as well as the feedback collected from the profession. In the year 2005, an overall review of the CPD framework and the CFP process, including the funding issue, will be conducted.

Way Forward

- 5.1 The successful implementation of the CPD framework depends on the whole-hearted support and close collaboration of various stakeholders, i.e. the principals themselves, the SSBs / SMCs, the tertiary institutions and the Government. In this regard, the setting up of an overseeing / governing structure will be conducive to its continual development.

- 5.2 As a first step, a Steering Committee on Principals' Professional Development comprising frontline principals, representatives of SSBs / SMCs, tertiary institutions, lay members, professionals and ED will be set up to advise the Director of Education on matters related to the CFP and principals' CPD. The Steering Committee will also take charge of the review to be conducted in 2005 on the CPD framework, including the CFP and its impact on the designated programme for NAPs. In the longer term, when the CPD culture has taken root in the profession and operation of the CPD framework has gained sufficient experience, consideration can be given to the setting up of a Principal's Institute in planning for and coordinating the CPD of principals. The ultimate goal is to have the profession itself taking over all aspects of principals' CPD.

Sub-committee on Principals' Professional Development Membership List (from December 1999)

Chairman

Mr Lo Kong-kai
(to June 2000)

Episcopal Delegate for Education
Catholic Education Office

Rev Yuen Tin-yau
(from July 2000)

Executive Secretary
School Education Division
The Methodist Church, H.K.

Members

1. Mr Ip Cho-yin
Principal
Pui Kiu Middle School
2. Mr Lee Kit-kong
Principal
SKH Kei Hin Primary School (AM)
3. Mr Tai Hay-lap, BBS, J.P.
Principal
Yan Oi Tong Tin Ka Ping Secondary School
4. Mr Fung Man-ching
Principal
CCC Kei Faat Primary School
5. Dr Leung Wing-tai
Associate General Secretary
Breakthrough
6. Dr Louisa Tang Mei-sin
Principal
Baptist (Sha Tin Wai) Lui Ming Choi Primary School
7. Mr Chiu Chi-shing
Programme Co-ordinator of the Accelerated School Project
Faculty of Education
The Chinese University of Hong Kong
8. Mr Hui Chin-yim, Stephen
Principal
CCC Ming Kei College
9. Ms Lam Woon-sum
Principal
Heep Yunn Primary School
10. Ms Lau Seung-man
Principal
Suen Mei Kindergarten

Co-opted Members

1. Prof Anthony Cheung, BBS, J.P.
Professor
Department of Public & Social Administration
City University of Hong Kong
2. Prof Lau Siu-kai, J.P.
Chairman
Department of Sociology
Associate Director
Hong Kong Institute of Asia-Pacific Studies
The Chinese University of Hong Kong
3. Mr Richard Cheung Siu-ming
Project Director
English Schools Foundation
4. Mr Eddie Ng
External Affairs Director
H. K. Institute of Human Resource Management
5. Mr Gordon Leung
(from March 2001)
Principal Assistant Secretary
Education and Manpower Bureau

Working Group on the Professional Development of Principals Membership List (from June 2001)

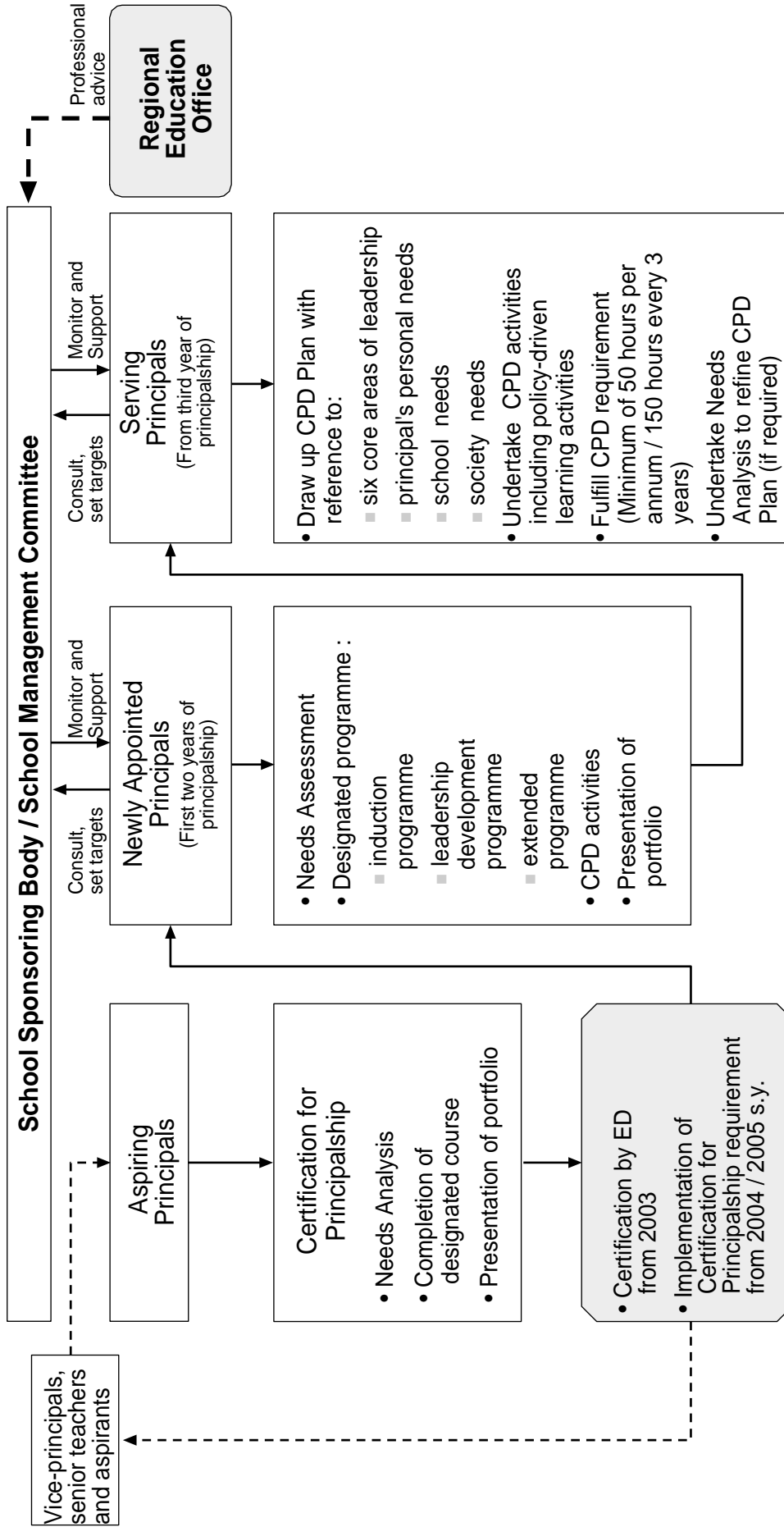
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Continuing Professional Development Framework for School Principals (2002)



- Strategic direction & policy environment
 - Teacher professional growth & development
 - Learning, teaching & curriculum
 - Staff & resources management
 - Quality assurance & accountability
 - External communication & connection to the outside world
- Six Core Areas of Leadership**

Proposed Leadership Requirements for Aspiring Principals

To further enhance principals' professionalism, all aspirants for principalship will be required to attain Certification for Principalship (CFP) in addition to meeting appointment conditions in force at the time before they can be considered for appointment to principalship from the 2004 / 05 school year. The CFP requirements are anchored at the **six core areas of leadership**, and are expressed in terms of **educational values, professional knowledge, leadership skills and attributes** as follows :

Educational Values	Professional Knowledge	Leadership Skills	Attributes
<ul style="list-style-type: none"> ■ Learning-centredness - belief in learning as the focus of all that happens in school ■ Innovativeness - belief in new ideas / change as a means to school improvement ■ Lifelong learning - belief in learning as a continuous and ongoing process ■ Education for all - conviction that all students have right to meaningful education ■ Service orientation - belief that school has to meet the diverse needs of its community ■ Empowerment - commitment to meaningful participation of school members in the life of school ■ Equity and fairness - belief that all school members be treated with justice and integrity and their rights duly recognized ■ Whole-person development - commitment to promote students' whole person development 	<ul style="list-style-type: none"> • Education policies • The law and its implications on education • Education trends • Change management • Instructional leadership • Curriculum design and evaluation • Learning and teaching approaches • Coaching and counseling • Student assessment • Budgeting and financial management • Resource allocation and deployment • Quality assurance and accountability • Process and educational evaluation • Computer knowledge and application • Local and global developments • Personal health and stress management • Parental and community involvement 	<ul style="list-style-type: none"> • Prioritization and goal setting • Planning and organization • Self-reflection and self-evaluation • Critical and creative thinking • Effective communication skills • Giving constructive and quality feedback • Shared decision making • Delegation of responsibilities • Culture and team building • Negotiating • Motivating • Modeling • Supervision and monitoring • Appraising • Data collection and analysis • Promoting school image 	<ul style="list-style-type: none"> ■ Be adaptable and responsive in decision making and managing people while retaining commitment to core values ■ Be self-motivated towards continuous professional growth and development ■ Be resilient in times of adversity and opposition ■ Be confident in own abilities and actions while maintaining modesty in interacting with others ■ Be determined to protect the best interests of school members while showing respect in all their reactions ■ Be collaborative as team members with individual resourcefulness and decisiveness ■ Have integrity in dealing with others combined with political astuteness

Schema on Principals' CPD

I. Content and Coverage

The content of designated training and CPD requirements for aspiring, newly appointed and serving principals will be anchored at *six core areas of leadership*:

- (i) strategic direction and policy environment;
- (ii) Learning, teaching and curriculum;
- (iii) teacher professional growth and development;
- (iv) staff and resources management;
- (v) quality assurance and accountability; and
- (vi) external communication and connection to the outside world.

The coverage requirements will be *different for aspiring, newly appointed and serving principals* :

- (i) for aspiring principals, coverage of all the six core areas is required for attainment of certification for principalship;
- (ii) for newly appointed principals, besides the designated programme, there can be selective coverage with priority set to meet demands which are specific to new principalship; and
- (iii) for serving principals, coverage is also selective with the CPD plan set (in consultation with the SMC / SSB) to meet the principal's personal developmental needs as well as the needs of the school and the society.

II. CPD Requirements

- (i) aspiring principals and newly appointed principals are required to meet the certification requirements / undergo the designated courses tailor-made for them; and
- (ii) for serving principals, CPD requirements are expressed in terms of CPD hours : they are required to undertake about 50 hours' professional development activities each year, adding up to a minimum of 150 hours every three years to allow flexibility.

III. Mode of Activity

CPD activities can be achieved through the following modes:

Activity Mode	Examples
<p>Structured Learning <i>Pursuit for higher qualifications</i></p> <p><i>Attending training courses, workshops, conferences and symposiums</i></p>	<p>M.Ed; Ed.D; Ph.D; MBA; other certificate / diploma programmes etc.</p> <p>Training organized by ED / Government / SSBs / SMCs, such as courses on leadership skills and curriculum leadership; offshore training; symposiums on knowledge-based economy and youth issues; seminars and briefing sessions on current policy-driven issues etc.</p>
<p>Action Learning <i>School-based projects</i></p> <p><i>Action study</i></p> <p><i>Attachment schemes</i></p> <p><i>Publications</i></p>	<p>Provide leadership to Quality Education Fund projects; Quality Assurance Inspection action plans; Curriculum Development Institute School-based Curriculum Development Projects; Accelerated School Projects; IT Pilot Projects etc.</p> <p>Provide documented processes and outcomes, with evidence of reading, application of theory and analysis etc.</p> <p>Attachment to local / overseas institutions / organizations / government departments to learn about business processes, organizational culture, human resources development strategies etc.</p> <p>Educational articles published for distribution to district networks, local and international professional associations etc.</p>
<p>Service to Education and the Community <i>Membership to committees</i></p> <p><i>Contribution to principal, teacher and other training programmes</i></p>	<p>Serve as members to advisory bodies within the education sector / voluntary work committees / religious bodies etc.</p> <p>Serve as mentors or needs assessors, speakers or facilitators of various principal / teacher training programmes organized by ED or other educational bodies; make presentation at SSB seminars, local / international professional symposiums, conferences etc.</p>

Note : Serving principals should undertake CPD activities covering *all* three activity modes in the three-year CPD cycle in order to widen their exposure. For principals who are in active pursuit of a higher professional / academic qualification related to education / education administration (e.g. M.Ed, Ed. D), programme components like action research can be considered to cover both the modes of *structured learning* as well as *action learning* in their CPD. However, these principals still have to engage in the third mode of *service to education and the community*. SSBs / SMCs should discuss with their principals to agree on how best to apportion the CPD hours among the three modes of activities. Consideration could be given for setting a maximum of, say 90 hours, and a minimum of, say 30 hours, for each mode to ensure that SPs will have full exposure to all modes of activities. ED will work out a set of guidelines and examples for the reference of school principals and assist SSBs / SMCs to endorse the CPD plans proposed by their respective school principals.

List of Abbreviations

ACTEQ	Advisory Committee on Teacher Education and Qualifications
AM	Assistant Master / Mistress
AP	Aspiring Principal
BoE	Board of Education
CFP	Certification for Principalship
CPD	Continuing Professional Development
CPDU	Certification and Professional Development Unit
ED	Education Department
NAFPhk	Needs Assessment for Principals in Hong Kong
NAP	Newly Appointed Principal
PSM	Primary School Master / Mistress
REO	Regional Education Office
SCPPD	Steering Committee on Principals' Professional Development
SGM	Senior Graduate Master / Mistress
SMC	School Management Committee
SP	Serving Principal
SSB	School Sponsoring Body