



# Council on Professional Conduct in Education

Newsletter Issue No. **24**

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(Translated from Chinese Version)

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## Meeting between Members of the Code of Professional Conduct Sub-committee and Dr LAW Chi-kwong, Co-opted Member of the Committee on Professional Conduct of the Social Workers Registration Board

Date: 15 July 2009 (Wednesday)

Time: 2:30 pm – 5:20 pm

Venue: Room 702, 7/F Kowloon Government Offices, 405 Nathan Road, Kowloon



Dr LAW Chi-kwong and members of the Council on Professional Conduct in Education

(Back left to right: Mr LIU Chun-kuen and Mr TANG Wai-yin;  
Front left to right: Ms Grace TSUI, Mr Peter LAU, Convenor of Code of Professional Conduct Sub-committee, Dr LAW Chi-kwong, Dr YU Wai-bing, Mr HON Lin-shan and Dr LEUNG Ping-wa)

Members of the Code of Professional Conduct Sub-committee held a meeting with Dr LAW Chi-kwong, Co-opted Member of the Committee on Professional Conduct of the Social Workers Registration Board at the CPC Secretariat from 2:30 pm to 5:20 pm on 15 July 2009 (Wednesday). Dr LAW has participated in the formulation of the *Code of Practice for Registered Social Workers* and the *Guidelines on Code of Practice for Registered Social Workers*. During the meeting, he shared with members of the Code of Professional Conduct Sub-committee his experience in formulating the *Guidelines on Code of Practice for Registered Social Workers*.

## Invitation for Nominations for the Election of the Ninth Council on Professional Conduct in Education

The Secretariat

The Council on Professional Conduct in Education (CPC) was set up in April 1994 following the recommendation of the Education Commission in its Report No. 5. The terms of reference of the Council are: to advise the Government on measures to promote professional conduct in education; to draft operational criteria defining the conduct expected of an educator and to gain widespread acceptance of these criteria among all sectors of the education community through consultation; and to advise the Permanent Secretary for Education on cases of disputes or alleged professional misconduct involving educators.

The procedures and arrangements for the ninth election are the same as last time. The CPC has 28 seats in three categories, namely, the organisation-nominated category (11 seats), the teacher-nominated category (14 seats) and members nominated by the Permanent Secretary for Education (3 seats). Members of the new term will serve from May 2010 to April 2012. Each school may nominate a serving regular registered teacher (including the school head) as a candidate. Teachers may also run for election as independent candidates if they have the support of 60 serving registered or permitted teachers teaching in the same type of schools.

Education organisations registered with the Hong Kong Teachers' Centre as an organisation-member are invited to make nominations for the organisation-nominated category. All nominations should reach the following officers by registered post or by hand:

- (a) Nomination Form for School Nominee (Teacher-nominated Category) should reach the respective Chief School Development Officers (applicable to secondary schools, primary schools, special schools and kindergartens), or the Chief Pre-primary Services Officer (Joint Office for Pre-primary Services) (applicable to kindergarten-cum-child care centres).

Office	Address	Tel. No.
Hong Kong Regional Education Office	53/F, Hopewell Centre, 183 Queen's Road East, Wan Chai, Hong Kong	2863 4646
Kowloon Regional Education Office	Podium, East Block, Education Bureau Kowloon Tong Education Services Centre 19 Suffolk Road, Kowloon Tong, Kowloon	3698 4108
New Territories East Regional Education Office	22/F, Landmark North, 39 Lung Sum Avenue Sheung Shui, New Territories	2639 4876
New Territories West Regional Education Office	19/F, Chinachem Tsuen Wan Plaza, 457 Castle Peak Road, Tsuen Wan, New Territories	2437 7272
Joint Office for Pre-primary Services	Room 2507, 25/F, Hopewell Centre, 183 Queen's Road East, Wan Chai, Hong Kong	3107 2197

- (b) Nomination Form for Independent Candidates (Teacher-nominated Category) should reach the Senior Professional Development Officer (Council on Professional Conduct in Education) at Room 702, Kowloon Government Offices, 405 Nathan Road, Kowloon.
- (c) Nomination Form for Organisation-nominated Candidate (Organisation-nominated Category) should reach the Senior Professional Development Officer (Council on Professional Conduct in Education) at Room 702, Kowloon Government Offices, 405 Nathan Road, Kowloon.

**All Nominations should reach the above officers before noon on Monday, 1 March 2010.**

Voting for the teacher-nominated category will be held on 20 April 2010, and the counting of votes for the organisation-nominated category will be carried out on 23 April 2010.

For details of the election, please refer to EDB Circular Memorandum No. 12/2010 and the website of the Council (<http://cpc.edb.org.hk>). Enquiries can be made by telephone at 2780 8432 and 2780 8427, or by mail to Room 702, 7/F, Kowloon Government Offices, 405 Nathan Road, Kowloon.

## Council on Professional Conduct in Education Election 2010 — Time Schedule

Date	Events
14 January 2010 (Thursday)	Call circulars issued to schools and education organisations inviting nominations for the election of the Ninth Council, and the election to be publicised by means of press release and the Council Newsletter.
1 March 2010 before 12:00 noon (Monday)	Deadline for nominations. Nominations to be announced by means of press release. Deadline for candidates to provide campaign literature (optional) for distribution to voters.
5 March 2010 (Friday)	Deadline for schools to nominate two Returning Officers by giving their names to the respective Chief School Development Officers (CSDOs) or Chief Pre-Primary Services Officer (Joint Office of Pre-primary Services) [CPSO (JOPS)].
8 March 2010 (Monday)	Deadline for candidates to deliver sufficient copies of additional campaign literature (optional) for distribution to voters.
20 March 2010 (Saturday)	Briefing session and election forum for organisation-nominated candidates.
27 March 2010 (Saturday)	Briefing session and election forum for candidates nominated by teachers of secondary schools, primary schools, kindergartens and special schools.
March or April 2010	Circulars and letters on arrangements of the voting procedures to be issued to schools and education organisations respectively; and ballot papers to be distributed to the educational organisations.
15, 16 and 19 April, 2010 (Thursday, Friday and Monday)	Schools to collect ballot papers from their respective CSDOs or CPSO (JOPS).
<b>20 April 2010</b> (Tuesday)	<b>Voting day of Schools.</b>
21 April 2010 before 4:00 pm (Wednesday)	Schools to return the “Voting Results Return Form” and any undistributed ballot papers to their respective CSDOs or CPSO(JOPS) <b>before 4:00 pm</b> .
22 April 2010 before 4:00 pm (Thursday)	Education organisations to return ballot papers to Senior Professional Development Officer (Council on Professional Conduct in Education) at Room 702, 7/F, Kowloon Government Offices, 405 Nathan Road, Kowloon <b>before 4:00 pm</b> .
23 April 2010 (Friday)	The sealed envelope containing the voting results for the organisation-nominated category will be opened, and a counting of votes will be conducted. Voting results of both the teacher-nominated and organisation-nominated categories will be announced by means of press release.
18 May 2010 (Tuesday)	First meeting of the Ninth Council to elect the Chairperson and Vice-chairperson.

## Council on Professional Conduct in Education (Eighth Term) Brainstorming Session

Date: 29 November 2008 (Saturday)

Time: 9:00 am – 5:00 pm

Venue: Conference Room, Grantham College of Education Past Students' Association Whampoa School, 30 Tak On Street, Whampoa Garden, Hung Hom, Kowloon

- Objectives:
- To discuss the activities to be held in the "Year of the Teaching Profession: Pursuing the Establishment of General Teaching Council " (2009)
  - To explore the legislative procedures for the establishment of General Teaching Council (GTC)
  - To discuss the *Establishment of a General Teaching Council Consultation Document* (published by the Education Commission in November 1998)

During the brainstorming session, Legco Member Honourable Alan LEONG Kah-kit gave an account of the legislative procedures for the establishment of a GTC, and explored with CPC members the reasons why a local GTC had not yet been established.



Group discussion



The CPC presented a certificate of gratitude to the Honourable Alan LEONG Kah-kit (second from left)



Group presentation given by Ms CHOI Chun-mui



**Legco Member Honourable Alan LEONG Kah-kit and CPC members**  
(Back left to right: Ms Grace TSUI, Ms LEE Lai-ming, Mr KING Chi-yu, Mr TANG Wai-yin, Ms Elaine KWAN, Ms CHOI Chun-mui, Mr Peter LAU, Mr CHEUNG Fu-wing and Mr Don CHENG;  
Front left to right: Mr HON Lin-shan, Honourable Alan LEONG Kah-kit, Dr YU Wai-bing and Mr PUN Tin-chi)

## Press Conference on the “Year of the Teaching Profession: Pursuing the Establishment of General Teaching Council”

Date: 22 February 2009 (Sunday) Time: 11:30 am – 1:00 pm

Venue: Room 702, 7/F, Kowloon Government Offices, 405 Nathan Road, Kowloon

- Purposes:
- To announce the activities to be held in 2009 under the theme of “Year of the Teaching Profession: Pursuing the Establishment of General Teaching Council”
  - To publicise the objectives of the “Year of the Teaching Profession: Pursuing the Establishment of General Teaching Council”, and details of the relevant activities
  - To highlight the objectives and importance of establishing a General Teaching Council (GTC)

Live from the  
Press Conference



Chairperson Dr YU Wai-bing (right) spoke on the aims and objectives of the press conference



Ms CHOI Chun-mui (middle), Convenor of the Promotion Sub-committee briefed the press on the activities to be held in the “Year of the Teaching Profession: Pursuing the Establishment of General Teaching Council”



Vice-chairperson Mr HON Lin-shan (right) explained the objectives and importance of establishing a GTC



Member Mr PUN Tin-chi answered questions of the press



Members exchanged name cards with the reporters

# 2009 Teacher Convention

(Professional Seminar)

Co-organised by

 Council on Professional Conduct in Education

 Hong Kong Institute of Education

Date : 23 October 2009 (Friday)  
 Time : 9:00 am - 4:30 pm  
 Venue : Hong Kong Institute of Education  
 10 Lo Ping Road, Tai Po, New Territories, Hong Kong  
 Theme : To discuss and endorse various educational plans proposed by teachers and, by engaging teachers in this process, to enhance their professionalism  
 Language : Cantonese

		Group discussion		
		Group	Motion	Facilitators
9:00 am – 12:00 noon	Teachers' Professionalism (D2-LP-10)	1. Establishing a General Teaching Council	Dr YU Wai-bing	
		2. Realising a “teacher-led” model of continuing professional development	Dr LAM Ka-ka	
	Medium of Instruction (D1-LP-06)	3. Choosing a medium of instruction conducive to students' learning – concerns over the fine-tuned MOI arrangement	Mr HON Lin-shan	
		4. Choosing a medium of instruction conducive to students' learning – concerns over the use of Putonghua in teaching Chinese language	Ms SY On-na	
	Academic Structure (D1-LP-07)	5. Implementing a new senior secondary curriculum beneficial to students	Mr WONG Hak-lim	
		6. Developing a non-screening system for the allocation of secondary school places	Mr PUN Tin-chi	
	Early Childhood Education (D1-LP-08)	7. Setting out the guiding principles underpinning the professional development of kindergarten teachers	Dr YUEN Wai-kwan Ms YUNG Hau-heung	
	Integrated and Special Education (D1-LP-03)	8. Implementing a pragmatic and effective integrated education policy	Mr CHAN Kwok-kuen Dr NG Shuk-ying	
12:00 noon - 1:30 pm	Lunch (to be arranged by the participants themselves)			
1:30 pm - 4:30 pm	Discussion and voting on the motions by all participants (D1-LP-02) (Opening remarks by Professor Anthony CHEUNG, President of the Hong Kong Institute of Education)			

*“Speak Out for Better Policies – the New Mode of Professional Development”*

## 2009 Teacher Convention (Professional Seminar)

Co-organised by the Council on Professional Conduct in Education (CPC) and the Hong Kong Institute of Education (HKIED), the “2009 Teacher Convention” was held at the campus of HKIED from 9:00 am – 5:00 pm on 23 October 2009 (Friday). According to the feedback from the 227 participants of the morning and afternoon sessions collected through a questionnaire, 56% of the participants found the activity helped to improve the professional image of teachers, 63% considered it helpful in boosting their professionalism, and 61% suggested that similar activities be held in the future.



Facilitators, CPC members and Professor Anthony CHEUNG, President of the Hong Kong Institute of Education (5<sup>th</sup> from the left in the front row)



Group discussion in the morning (teachers' professionalism)



Voting on the motions in the afternoon

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# The Foundation Stone of Teachers' Conduct: General Teaching Council

HON Lin-shan,  
Vice-chairperson of  
the Council on Professional Conduct in Education

On 23 October 2009, frontline teachers gathered at the Hong Kong Institute of Education (HKIEd) and voice voted a number of educational motions after scrutiny. Possibly the first of its kind in Hong Kong, the “2009 Teacher Convention” (Convention) co-organised by the Council on Professional Conduct in Education (CPC) and HKIEd opened a new mode of teacher professional development conferencing in Hong Kong. During the morning session of the Convention, group discussions were held on the hottest educational topics, followed by drafting and amendment of the motions. The motions had been further amended by participants during the afternoon session before they were put to a voice vote, in which the participants said “Aye” or “No” to show whether they were in favour of, or against, a particular motion.

The Convention provided an opportunity for frontline educators to fulfil their professional commitments as set out in the Code for Education Profession of Hong Kong (Code), such as upholding professional autonomy (provision 2.1.2 A member of the profession shall uphold professional autonomy as an indispensable condition for the exercise of the education profession’s social responsibilities and shall strive to create a working environment which fosters professional autonomy) and establishing channels of communication within the profession (provision 2.1.9 A member of the profession shall make every effort to establish and maintain effective channels of communication within the profession to ensure its healthy development). In addition, the Convention also served as the frontline educators’ first step toward fashioning a working environment conducive to professional autonomy.

A total of eight topics, viz. the establishment of a General Teaching Council (GTC), teachers’ continuing development, fine-tuned Medium of Instruction (MOI) arrangement, the use of Putonghua in teaching the Chinese language, NSS curriculum, system for the allocation of secondary school places, education voucher system and the integrated and special education policy, were pondered by five discussion groups which were tasked to look into the areas of teachers’ professionalism, medium of instruction, academic structure, early childhood education, and integrated and special education respectively. Ranging from local primary and secondary education, early childhood and special education to teachers’ professionalism, these topics are the concerns of frontline educators and are closely related to their duties. In line with the spirit of provision 2.1.6 of the Code (A member of the profession shall exert every effort to provide a professional service, to raise professional standards and to promote a climate that encourages the exercise of professional judgement), participants were given an opportunity to enhance their professionalism through discussion and were required to exercise professional judgement while voting.

As a result of the “top-down approach” and the practice of “professionals led by laymen” in the policy making and implementation processes, education in Hong Kong suffers from problems such as half-baked policy, lack of communication with frontline staff, misplaced resources, improper implementation strategy and even “total screw-up”. Devoid of any profession-wide platform to voice their opinions, frontline educators has virtually no direct access to policy making and revision. A case in point is the recent dispute on fine-tuning the MOI policy, in which different educators voiced different opinions, but the divergence of views did not point to any resolution. In addition, while this myriad of agenda reflected “autonomy”, it had absolutely nothing to do with “professionalism” – the need to provide the best service to clients.

There were 29 motions carried at the Convention. Please visit the websites of the Convention (Education Policy Forum of HKIEd website at <http://www.ied.edu.hk/epforum/> or the CPC website at <http://cpc.edb.org.hk>) for details. More than just a platform for professional communication between frontline educators, the Convention also showcased a new “bottom-up” education policy formulation model and demonstrated professional autonomy.

The Convention also gave a shot of adrenaline to the work of establishment of a GTC, which is needed not only to tackle all the current existing chaos in the local education sector, but also to enhance teachers’ professionalism and autonomy. The empowerment of teachers will eventually benefit the students. GTC is like a foundation stone, without which professional conduct in education is like a house built on sand that will not withstand any storm. Let the mode of teacher participation pioneered by the Convention continue! Let educators voice their opinions in a professional and autonomous manner! And let CPC be underpinned by a GTC so that not only the professional conduct of teachers can be guaranteed, but the dream of professional autonomy can also come true.

# Glimpses of the 2009 Teacher Convention

YU Wai-bing

Chairperson of the Council on Professional Conduct in Education

- The “2009 Teacher Convention” (Convention) provided a platform for professional sharing between teachers, on which they could discuss issues in education, especially the controversial ones, in a disinterested manner, and looked for solutions through democratic procedures as well as a fair and open professional dialogue.
- The Council on Professional Conduct in Education (CPC) believes that conduct and behaviour is the result of value judgment. Hence, to improve the quality of education, it is necessary to enhance the overall professionalism of teachers, which cannot be achieved by relying solely on some doctrines. As a platform for professional sharing and discussion, the Convention enhanced teachers’ commitment to improving the quality of education. They can make use of this platform to express their opinions based on their professional judgment.
- Unlike other seminars on education, participants of the Convention were no silent audience. During the morning session, each group of participants scrutinised a draft motion and made necessary amendments to it. The final draft motions were then voted on and carried in a general assembly meeting held in the afternoon.
- The general assembly meeting in the afternoon started with a speech by Professor Anthony CHEUNG, President of the Hong Kong Institute of Education (HKIEd). In his speech, Professor CHEUNG said he was glad to find that the objectives of the Convention tallied with HKIEd’s objectives in respect of transforming schools and the community, viz. “promote and support the early establishment of a General Teaching Council as the main statutory body for registration and professional development within the teaching profession”, “work in partnership with the education community to raise the professional status of the teaching profession in the society” and “respond to the professional development needs of teachers and schools, in key areas such as early years education, the New Senior Secondary curriculum reform, assessment, pedagogical innovation, school-based management, and catering for students with different learning needs”.
- Every motion was first read out by a participating teacher. After deliberation, the mover made a concluding speech, which was followed by a voice vote. In response to the Chairperson’s question, the hundred-odd participants in the Lecture Hall voted either by saying “Aye” (in favour of the motion) or “No” (against the motion).
- An apt reflection of the theme "Voices of the Professionals", the Convention provided a precious opportunity for local educators to speak their own minds.
- A total of 29 motions in eight categories were moved at the 3-hour general assembly in the afternoon. Among them, 28 motions were carried by majority of votes or even unanimously. For the only motion that failed, since the numbers of participants for and against the motion were roughly the same, a show of hands was conducted to verify the result of the voice vote. While the positive votes outnumbered the negative votes by one, implying that the motion could be barely carried, the Chairperson and a Vice-chairperson of CPC who co-hosted the assembly both voted down the motion for the sake of prudence, so that wider consensus of members of the sector could be obtained through further deliberation.
- At the general assembly, the Chairperson explained that the Convention was intended to be a platform of professional sharing for teachers. She also remarked that, in other parts of the world, similar conventions were usually organised by professional councils, such as the General Teaching Council as mentioned in Motion 1. She wished that similar conventions could be held in future for discussion of other issues in education.
- At the end of the Convention, the Chairperson urged the participants to brief their co-workers at school about the motions carried. Schools were encouraged to continue to suggest ways to improve the standard of local education and the quality of teachers. She also asked the participants to comment on the Convention by completing a questionnaire.
- Participants completed the questionnaire enthusiastically. The respondents generally thought the activity helpful in improving local teachers’ image as well as their professionalism. Improvement measures were also suggested in support of future activities of a similar nature. For example, it was suggested that promotion could be started earlier so that the school management could reserve time-slots in the school calendar and let all teachers participate in such activities; and some respondents were of the view that each school should be encouraged to send at least one representative to the Convention to broaden the representation of the motions carried.

# **Full Text of the Motions Carried at the 2009 Teacher Convention**

## **1. Establishing a General Teaching Council**

- 1.1 The Education Bureau (EDB) should immediately commence negotiation with the education sector to draw up a timetable for establishing a statutory General Teaching Council (GTC) through legislation. The key stages should include drafting of legislation, sector-wide consultation on the draft legislation and relevant details, submission to the Legislative Council for consideration, and helping the sector form an election committee for the upcoming GTC.
- 1.2 As an initiative that benefits the quality of education, the education sector should form a GTC in accordance with democratic principles to showcase its autonomy and self-regulatory nature. To gain support and trust from the community, it may be necessary to provide further explanation to members of the sector as well as the general public.
- 1.3 The school management should encourage, support and facilitate teachers' participation in professional activities, and provide room and support for their professional development.
- 1.4 Every educator should perform his duties devotedly and, against a context of professional autonomy and self-discipline, endeavour to improve their service with their professional knowledge and judgement, as well as propose education policies and measures that are conducive to effective education. On the other hand, any act that is not educationally sound or may hamper the growth of students, both psychologically and physically, should be criticised.

## **2. Realising a “teacher-led” model of continuing professional development**

- 2.1 The Government should trust the teachers and let them take the initiative to participate in various CPD activities according to their operational needs.
- 2.2 Schools should endeavour to provide room for teachers to discuss the content and format of school-based CPD activities in order to enhance their effectiveness.
- 2.3 The Government should enlist help from teachers of different school categories when formulating CPD policies, so that they can realise the spirit of “professional autonomy” by contributing to the directions and priority of CPD, and make CPD activities more relevant to their present and long-term needs.
- 2.4 The Teacher Competency Framework is merely a reference for considering teachers' CPD matters, thus it is very undesirable to impose this framework onto teachers rigidly as this will only undermine their professionalism.

## **3. Choosing a medium of instruction conducive to students' learning – concerns over the fine-tuned MOI arrangement**

- 3.1 The education sector has yet to reach any consensus on the fine-tuned MOI arrangement, and some adverse effects of the arrangement have already emerged. Therefore, EDB should take note of the sector's concerns and shelve the arrangement at the moment, while continuing to explore a feasible policy at the same time.
- 3.2 Follow-up on the introduction of the arrangement
  - 3.2.1 EDB should monitor the implementation of the arrangement and oversee the operation of the language policy of individual schools. It should also liaise with the sector regularly to review/optimize the language policy so that students can learn in an optimal language environment.

3.2.2 With a focus on student learning, schools should formulate school-based MOI policies in accordance with their students' language proficiency. All measures that help enhance students' English proficiency by sacrificing other subjects should be reviewed critically and rectified.

#### **4. Choosing a medium of instruction conducive to students' learning – concerns over the use of Putonghua in teaching Chinese language**

4.1 EDB should regard Putonghua as an independent subject and provide adequate support accordingly to help students learn Putonghua effectively.

4.2 EDB should provide more resources, especially in the form of additional Chinese teachers, to help students learn the Chinese language effectively. "Teaching Chinese Language in Putonghua" is not a viable measure to upgrade students' standard of Chinese.

4.3 Members of the sector who are considering the "Teaching Chinese Language in Putonghua" initiative should look at the matter prudently and try not to rush. They are advised to discuss with the teachers concerned about whether they can teach Chinese Language in Putonghua, and whether the students are ready to learn the Chinese language in Putonghua. EDB should also consult frontline Chinese teachers on the actual difficulties in teaching.

#### **5. Implementing a new senior secondary (NSS) curriculum beneficial to the students**

5.1 EDB should review the elective subjects available to the first cohort of students under the NSS academic structure immediately (and annually afterwards) and see if there is any significant drop in student enrolment for individual subjects. For those subjects that are subject to marginalisation, EDB should identify the causes and focus its efforts on improving the course selection arrangements, course design, teacher deployment and provision of resources lest some valuable subjects be cancelled or phased out due to human factors.

5.2 The NSS academic structure should fully cater for the learning needs of every student and, with an increased number of teachers, allow students to choose subjects freely, lest those students who are less academically inclined and of low socio-economic status will become losers under the new structure due to bad curriculum design. Regarding applied learning, instead of cutting resources, the Government should provide more subject choices, deploy more manpower resources for implementation of group teaching, provide better support regarding Other Learning Experiences and implement other relevant measures to make sure that all senior secondary students may enjoy an enriched learning content and experience that is suitable for them.

5.3 EDB should optimise all support measures, such as those related to curriculum design, mode of teaching and method of assessment, before the holding of examination for the first NSS cohort. Besides, it is necessary to upgrade the overall quality of Liberal Studies teachers by improving the teaching environment and teacher education. In addition, as various problems related to the teaching of the Liberal Studies subject have started to emerge, the Government should immediately review the inclusion of Liberal Studies as a core subject for which students' performance must be assessed through examinations.

5.4 An independent Curriculum Development Council should be formed with a broad membership, including academics, frontline teachers, representatives of professional bodies and the general public. This professional body will take charge of research, monitoring and development of the local school curriculum. Until then, the Government should heed the views of frontline teachers and academics, making timely rectifications for any deficiency in the new curriculum.

#### **6. Developing a non-screening system for the allocation of secondary school places**

6.1 EDB should adopt the long-term objective stated in the Education Commission's document *Learning for Life Learning through Life – Reform Proposals for the Education System in Hong Kong*, i.e. public assessment for the purpose of allocating secondary one school places should be abolished. A timetable and roadmap should be drawn up for achieving this long-term objective.

- 6.2 EDB should adopt the gradual elimination of allocation bands as its ultimate aim, and draw up a timetable for achieving this aim.
- 6.3 As both of the motions above involve changing the existing selection mechanism, tradition of schools and ideas of the general public, the Government should kick-start discussions at both the community and sector levels to make “equal education opportunities” the guiding principle of school places allocation.

## **7. Setting out the guiding principles for the professional development of kindergarten teachers**

- 7.1 Early childhood education should be child-oriented. The HKSAR Government should provide free early childhood education, standardise the education system for children aged 0-6, and provide comprehensive support for young children and their teachers.
- 7.2 There should be a ladder of progression for kindergarten teachers and the pay level of kindergarten teachers should be aligned with that of primary and secondary teachers. The salary of kindergarten teachers should be relinked with the pay scales of other teachers. The pay level of kindergarten teachers should be reviewed and should reflect the fact that more and more kindergarten teachers are degree holders due to professionalisation.
- 7.3 There should be formal opportunities for continuing professional development (CPD) for kindergarten teachers. The Government should align the CPD directions in respect of primary, secondary, kindergarten and special school teachers.
- 7.4 The Government should be urged to provide better support for education reform and the kindergarten teachers. In view of the enormous pressure on kindergarten teachers to upgrade their qualifications, as well as the heavy workload arising from quality assurance, the Government should be urged to review its policy on early childhood education.

## **8. Implementing a pragmatic and effective policy of integrated education policy**

- 8.1 The education authority should adhere to the basic principles regarding resource allocation, viz. students with special education needs studying in mainstream schools should enjoy the same amount of resources as those studying in special schools.
- 8.2 The education authority should take teachers’ workload into account when implementing the 5-year teacher professional development framework and increase the number of trainees gradually. Diversified training should be provided to cater for the different needs of schools, and training for the senior management of schools should be enhanced.
- 8.3 The education authority should review its policies on provision of grants and outsourcing. Professional support and related measures should be enhanced to ensure that the professional services provided are relevant to the actual needs of the schools.
- 8.4 Additional resources and more school-based educational psychologists should be provided for the establishment of an effective follow-up and co-ordination mechanism, so that every student with special education needs is treated as an individual case. Periodic assessment should be conducted to gauge individual students’ progress of learning and adaptation. The provision of professional support services should also be reviewed.

The above motions were carried at the 2009 Teacher Convention which was co-organised by CPC and HKIEd on 23 October 2009.

Please visit the following websites for details of the motions:

CPC <[http://cpc.edb.org.hk/year%20of%20teaching%20profession/yy\\_motion.html](http://cpc.edb.org.hk/year%20of%20teaching%20profession/yy_motion.html)>

Education Policy Forum of HKIEd <<http://www.ied.edu.hk/epforum/>>