

The Reconstitution of Advisory Committee on Teacher Education Qualifications to Committee on Professional Development of Teachers and Principals: Implications for Principals on Staff Development

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Abstract

The purpose of this paper is to introduce the tripartite structural model of "Initial, Professional, Leadership (IPL)" in Staff Development by examining the implications behind the three highlighted development areas of Committee on Professional Development of Teachers and Principals (COTAP) of Education Bureau (EDB) in the Hong Kong Special Administrative Region (HKSAR). Through the elaboration of the IPL model, principals and teachers could make better sense of the significance and the work of COTAP. In this paper, the reconstitution of Advisory Committee on Teacher Education Qualifications (ACTEQ) to COTAP is discussed as the policy background for the three highlighted development of COTAP in Initial Teacher Education (ITE), Teachers' Professional Development (TPD) and School Leadership (SL). Through the discussion of these three development areas, the tripartite structural model of IPL in Staff Development was proposed for explanation and discussion. In summary, this paper yields three useful policy implications for principals on Staff Development (SD). As such, principals' and teachers' competence would be enhanced under the model of IPL, thereby students' learning could be benefited in return.

Keywords: professional development, school leadership, school changes, Hong Kong

Introduction

Changing Education Landscape: from globalization to professional specialization

Principal and Teacher Professional Development

Principal and Teacher Professional Development (PD) provides principals and teachers with opportunities to explore new roles, develop new instructional techniques, refine their practice and broaden themselves, both as educators and as individuals (Komba and Nkumbi, 2008). It is also the key determining factor towards improved student performance. PD also provides principals and teachers with a way to apply

what they have learnt directly to their teaching (Zakaria and Daud, 2009). Holland (2005) found that teachers were more likely to change their instructional practices and gain greater subject knowledge and improved teaching skills when their PD was directly linked to their daily experiences, as well as aligned with standards and assessments.

When it comes to the programming of PD, Darling-Hammond and McLaughlin (1995) highlighted the following 5 characteristics:

- PD must engage teachers in concrete tasks of teaching, assessment, observation and reflection, which will illuminate the processes of learning and development;
- PD must be grounded in inquiry, reflection and experimentation that are participant-driven;
- PD must be collaborative, involving a sharing of knowledge among educators and a focus on teachers' communities of practice, rather than on individual teachers;
- PD must be sustained, ongoing, intensive and supported by modeling, coaching and the collective solving of specific problems pertaining to practice; and
- PD must be connected to other aspects of school change.

In view of the above PD programming characteristics, PD can be construed and planned under different paradigm of worldview. Pitsoe & Maila (2012) elaborated the importance of two contrasting worldviews on the planning of PD. The first world-view is mechanistic (bureaucracy, Taylorism, Fordism, behaviorism, objectivity, process-based, linear, compartmentalized, and step-by-step-a clock metaphor). Mechanistic worldview shapes PD into more structural, top-down oriented, organizational, hierarchical, power-centralized and systematic framework.

In contrast, the second worldview is holistic world-view (Black, 1999). It governs PD into more situational, contingent, "one-size-cannot-fit-all", social, organic, relational, perceptual, complex, holistic and fluidic perspective.

Further to the elaboration of PD programming and planning due to two contrasting worldviews, the design of PD is mainly categorized into 5 models (Pitsoe & Maila, 2012; Sparks and Loucks-Horsley, 1989):

1. Individually guided development (Pitsoe & Maila, 2012)

This model assumes individuals are motivated by self-selecting their own learning goals. It also assumes self-directed development empowers teachers to address their own problems, thereby creating a sense of professionalism. Under this model, teachers design his or her own learning activities.

2. Observation and assessment (Pitsoe & Maila, 2012)

This model assumes the observer and the assessor act as "eyes and ears" for the

teacher. Observer gives feedback to teachers by observing teachers' classroom practice so as to improve teachers' instructional practices.

3. Involvement in a development or improvement process (Pitsoe & Maila, 2012)

This model assumes new skills or knowledge may be required and can be attained through reading, discussion, observation, training and experimentation. It is believed that this involvement can lead to new skills, attitudes and behavioral changes.

4. Training (Pitsoe & Maila, 2012)

This model assumes an expert teacher could serve as a trainer who selects the objectives, learning activities and outcomes in the training process. These outcomes involve awareness, knowledge, skills development, changes in attitudes, teachers' mentality changes, etc. It is believed that the most effective training programs include the exploration of theory, demonstrations of practice, supervised trials of new skills, feedback on performance and workplace coaching.

5. Inquiry (Pitsoe & Maila, 2012)

This model assumes teachers could formulate questions about their own practices and pursue answers to those questions. It also assumes that teachers could be reflective in their practices and take improvement actions for continuous improvement. Inquiry involves identification of a problem, data collection (qualitative, quantitative, literature review), data analysis and changes in practice. It can be done individually or in small groups.

These 5 models are not mutually-exclusive. Rather, it is the paramount task of principals to deploy the appropriate model(s) in respond to their own unique context.

Major Areas of Training programs for Principals and Teachers

Having understood the aforesaid 5 models of PD, the three major domains of PD are also introduced as follows:

1. Macroscopic or contextual domain:

- School reform and globalization (Hardy, 2008)
- Philosophical foundation, equity and expectation on students' academic achievement (National Staff Development Council [NSDC, 2007])
- Different phases of teachers' career (Dall'Alba & Sandberg, 2006)

2. Mesoscopic or organizational domain:

- Leadership style such as dynamic collaboration between teachers and principals on curricular instructional and assessment matters (Blasé & Blasé,

1999; Marks & Printy, 2003; Mitchell & Castle, 2005)

- Instructional leadership including teacher supervision and overseeing instruction (Fullan, 2002; Marks & Printy, 2003; Mitchell & Castle, 2005)
- Family involvement including knowledge and skills for other stakeholders (National Staff Development Council [NSDC, 2007])

3. Microscopic or classroom domain:

- Quality teaching including research-based instructional strategies and classroom assessment (National Staff Development Council [NSDC, 2007])
- First-year, induction, orientation or beginning teachership/ principalship (Glickman, Gordon and Ross-Gordon, 2007)
- Networking for collegial support or professional exchange (Glickman, Gordon and Ross-Gordon, 2007)
- Action Research (Williams, 2008)

Despite so, the above three main domains of PD can also be categorized or presented in various forms, depending on various contextual factors. Yet, the elements therein could be more or less the same, except the differences in some terminology.

Principal and Teacher Professional Development in Hong Kong

In Hong Kong, principal and teacher PD has undergone different changes in response to the contemporary education landscape. Before 1990s, there was absence of a very detailed PD framework for principals and teachers. In 1991, following the Public Sector Reform (PSR) of Reagan's administration in US and Thatcher's administration in UK, the introduction of School Management Initiative (SMI) in Hong Kong advocated the SMI schools to entitle 3 PD days per annum for their school-based development programs. In 1997, Hong Kong was reunified to China. The first Chief Executive of HKSAR, Tung Chee Wah, prioritized education as one of the key tasks for his administration. In 1999, along with the full implementation of SMI on territory basis, all schools could have 3 days per annum for professional development.

In 2002, Advisory Committee on Teacher Education and Professional Qualifications (ACTEQ) investigated the practice of principal & teacher PD under globalized contexts and launched the first Principals' Continuing Professional Development (CPD) framework. Under which, new principals need to take professional development programme for the first two years of service. For serving principals with two or more years of headship experience, they are required to study at a minimum of 150 hours of CPD over a three-year cycle.

In 2003, ACTEQ further developed a generic Teacher Competence Framework (TCF) for teachers (ACTEQ, 2003). In 2006, ACTEQ published an interim report on Teachers' CPD (ACTEQ, 2006). In 2009, ACTEQ further issued the third report on

Teachers' CDP with recommendations for future development (ACTEQ, 2009).

Under contemporary changing education landscape, ACTEQ focused more of its effort on (1) Teachers' Initial Teacher Education (ITE) and (2) Teachers' CPD but less on PD of (3) School Leadership (SL). In other words, the professional specialization among ITE, Teachers' CPD and SL was not very clear.

Policy Background & Rationale: The reconstitution of ACTEQ to COTAP

In 2013, ACTEQ was then reconstituted to Committee on Professional Development of Teachers and Principals (COTAP) under such policy terrain, with clearer specialization for the advancement of (1) ITE, (2) Teachers' CPD and (3) SL. In addition, three new sub-committees were established and listed below respectively (Figure 1).

Figure 1: Sub-committees of Committee on Professional Development of Teachers and Principals and their respective functions

<i>Sub-committees on</i>	<i>Major Functions (EDB, 2015)</i>
Initial Teacher Education (SCITE)	<ul style="list-style-type: none"> · advise on policies and measures relating to initial teacher education (ITE) programmes · provide a platform for regular professional exchanges with Teacher Education Institutions (TEIs) and the school sector
Teachers' Professional Development (SCTPD)	<ul style="list-style-type: none"> · advise on policies and measures relating to the professional development of teachers at different stages, including novice and experienced teachers as well as relevant school personnel, with a view to promoting teaching excellence and professional growth of teachers
School Leadership (SCSL)	<ul style="list-style-type: none"> · advise on policies and measures relating to the professional development of serving principals, newly-appointed principals, aspiring principals, including vice-principals and middle managers, and members of School Management Committee (SMC)/ Incorporated Management Committee (IMC), with a view to developing school leadership and enhancing the quality of school education

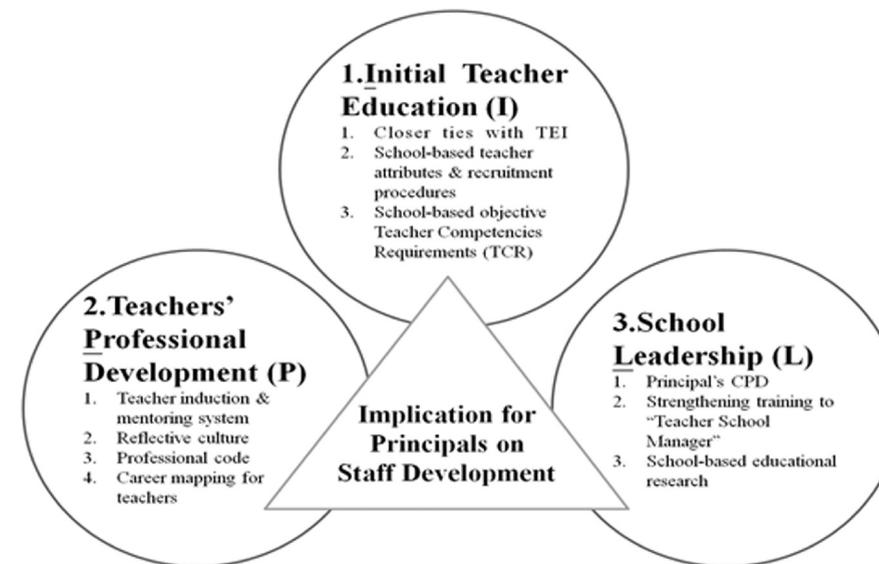
With the establishment of the 3 sub-committees, the members of the sub-committees would make recommendations according to their own Terms of References (ToR) (Figure 2).

Figure 2: Sub-committees of Committee on Professional Development of Teachers and Principals and their recommendation functions

Sub-committee on	Make Recommendations to COTAP on (EDB, 2015):
Initial Teacher Education (SCITE)	<ul style="list-style-type: none"> (a) professional exchanges with Teacher Education Institutions (TEIs) on how to: <ul style="list-style-type: none"> (i) plan, implement and review initial teacher education (ITE) programmes to meet present and forecast needs as well as expectations of both the education sector and the community at large in the light of changing societal needs and expectations, global educational developments as well as related research and evaluation findings; (ii) set desired attributes for ITE graduates with reference to the teacher competencies requirements and review the ITE programmes in the light of the feedback from the key stakeholders including ITE graduates; and (iii) enhance the planning parameters for teacher education provision; (b) the qualification requirements for permitted and registered teachers in the light of the prevailing needs in primary, secondary and special schools and kindergartens; (c) the recognition and comparability of professional qualifications acquired outside Hong Kong for the purpose of teaching in Hong Kong; and (d) other matters relevant to ITE which COTAP may refer to.
Teachers' Professional Development (SCTPD)	<ul style="list-style-type: none"> (a) the present and forecast professional development needs of teachers and relevant school personnel in the light of changing societal needs and expectations, global educational developments as well as related research and evaluation findings; (b) strategies and ways to develop, implement and evaluate an analytical framework on the competencies of frontline teachers at various stages of their professional development with a view to providing an effective guide for teachers' self-reflection and professional growth as well as for schools' planning on teachers' continuing professional development (CPD); (c) ways to promote and review teacher induction to enhance and sustain the support for novice teachers; (d) ways to facilitate teachers' CPD and nurture the reflective practice of teachers and relevant school personnel; (e) the progress of teachers' CPD with a view to promoting teaching excellence and the professional growth of teachers; (f) strategies for: <ul style="list-style-type: none"> (i) enhancing teachers' professional ethics and status; and (ii) attracting talent into the profession, retaining teachers of high caliber and maintaining a healthy turnover; (g) the planning, design, organization and evaluation of CPD programmes for teachers and relevant school personnel to enhance their professional competence along the expert track; (h) the need for conducting educational research and evaluation studies with a view to consolidating experiences as well as disseminating good practices of teachers' CPD; and (i) other matters relevant to teachers' CPD which COTAP may refer to.
School Leadership (SCSL)	<ul style="list-style-type: none"> (a) strategies and ways to promote principals' continuing professional development (CPD) with a view to enhancing school leadership in the light of changing societal needs and expectations, global educational developments as well as related research and evaluation findings; (b) strategies and ways to develop, implement and evaluate an analytical framework on the competencies of principals at various stages of professional development with a view to providing an effective guide for principals' self-reflection and professional growth; (c) the planning, design, organisation and evaluation of professional development programmes for serving principals, newly-appointed principals, aspiring principals and members of SMC/ IMC to enhance their leadership knowledge and skills; (d) the need for conducting educational research and evaluation studies with a view to consolidating experiences as well as disseminating good practices of school leadership; and (e) other matters relevant to principals' CPD which COTAP may refer to.

In this connection, this paper focuses only on three highlighted areas in Staff Development promulgated by COTAP, namely (1) Initial Teacher Education (ITE), (2) Teachers' Professional Development (TPD) (3) School Leadership (SL). Details of the three implications are listed in the following sections (Figure 3):

Figure 3: Model of "Initial, Professional, Leadership (IPL)" in Staff Development



Implication 1 for Principals on Initial Teacher Education (ITE)

When it comes to the implications of "role of Sub-committee on Initial Teacher Education (SCITE)" on Initial Teacher Education (ITE), there are three major areas (Figure 4), namely 1. Closer ties with TEI, 2. School-based Teacher Attributes & Recruitment Procedures & 3. School-based Objective Teacher Competencies Requirements.

a) Closer ties with TEI

Principals could maintain strategic partnership with Teacher Education Institutions (TEIs) in Hong Kong. Every year, the major TEIs in Hong Kong such as the Chinese University of Hong Kong (CUHK), University of Hong Kong (HKU), Institute of Education (IEd), Hong Kong Baptist University (HKBU) and Open University of Hong Kong (OUHK) offer full-time or part-time initial teacher education programs such as Post-graduate Diploma of Education (PGDE) to aspiring teachers. Generally speaking, these TEI would proactively invite schools to be one of the "practicum schools". However, principals should delegate suitable personnel to link with the TEI(s) so that sufficient, meaningful and organic connection can be established among all stakeholders in the practicum practice, including the student teachers, the practicum teachers, the subject panels, the school principals, the practicum supervisor and the institutions.

Figure 4: Role of Sub-committees on Initial Teacher Education and the Implications for Principals on Initial Teacher Education

<i>Role of Sub-committees on Initial Teacher Education (SCITE)</i>	Implication 1 for Principals on Initial Teacher Education (ITE)
Territory-wide level	School-level
<p>(a) professional exchanges with Teacher Education Institutions (TEIs) on how to:</p> <p>(i) plan, implement and review initial teacher education (ITE) programmes to meet present and forecast needs as well as expectations of both the education sector and the community at large in the light of changing societal needs and expectations, global educational developments as well as related research and evaluation findings;</p> <p>(ii) set desired attributes for ITE graduates with reference to the teacher competencies requirements and review the ITE programmes in the light of the feedback from the key stakeholders including ITE graduates; and</p> <p>(iii) enhance the planning parameters for teacher education provision;</p> <p>(b) the qualification requirements for permitted and registered teachers in the light of the prevailing needs in primary, secondary and special schools and kindergartens;</p> <p>(c) the recognition and comparability of professional qualifications acquired outside Hong Kong for the purpose of teaching in Hong Kong; and</p> <p>(d) other matters relevant to ITE which COTAP may refer to.</p>	<p><u>a) Closer ties with TEI</u></p> <ul style="list-style-type: none"> • principals can maintain strategic partnership with Teacher Education Institutions (TEIs) in Hong Kong • principals can build closer ties with the university department heads or practicum supervisors to understand the most updated development of ITE • Principals can understand more on the generation characteristics of the newly-recruited teachers for staff management <p><u>b) School-based Teacher Attributes & Recruitment Procedures</u></p> <ul style="list-style-type: none"> • Principals should involve the Subject Panel in all rounds of interview and drafting the school-based Teacher Attributes (TA) they are looking for • Principals could delegate more power to Subject Panel in staff recruitment to demonstrate distributional leadership style <p><u>c) School-based Objective Teacher Competencies Requirements</u></p> <ul style="list-style-type: none"> • Principals could make reference to the previous ACTEQ document on Teacher Competence Framework (TCF) or the updated COTAP documents to revise and align with their own "Performance Appraisal" systems • Principals could set up the School-based TCF to steer the direction of the staff development • Principals could incorporate two major reflective questions into the appraisal system, "where we are now?" and "where we are heading to?" are important to teachers as a "roadmap for their professional development"

But, on the other hand, principals can build closer ties with the university department heads or practicum supervisors in order to understand the most updated development of ITE. As such, principals can understand more on the newly-recruited teachers, especially those "Generation X" teachers who freshly graduated from TEIs.

In addition, they could inform the TEIs that the ITE (Philpott et al, 2014) and teachers' characteristics that they are looking for school and classroom improvement (Muijs et al, 2004) in the light of the global and local educational developments as well as the updated research and evaluation findings.

b) School-based Teacher Attributes & Recruitment Procedures

Each school has its own uniqueness in school culture, its preferences on the people and the teachers they are seeking. During recruitment, some traditional ways of management will involve the middle manager, or the Subject Panel (SP) in the first interview. Generally speaking, for the second interview, the interview panel might comprise only of School Supervisor/ School Manager, Principal or Vice-Principal. Hence, the role of SP is not very strong. It causes some people management issues later on when the SP needs to closely monitor the newly-recruited teachers, while the new teachers might think the real power rests on the principals rather than their SP.

In this connection, principals should involve the SP in all rounds of interview. In addition, principals can discuss with the SP of different subjects for the expected Teacher Attributes (TA) they are looking for. It is also a concrete gesture of power delegation from principal-led recruitment to more middle management-led (by SP) recruitment by demonstrating the distributional leadership style (Hallinger, 2010).

Most importantly, the SP should be given ample chances to observe candidates' individual learning orientation in some "demonstration lesson" of the interview process. Such individual learning orientation might be even more important for workplace learning than other variables (Gijbels et al, 2010). Other than learning orientation, teachers' ability to collaborate with others is also very important (OECD, 2009). Through the preparation of "group discussion or group presentation" in the interviews, SP can pay due attention to this ability of the candidates.

c) School-based Objective Teacher Competencies Requirements

Principals sometimes might be aware of, though in their mind only, their teachers' competency levels, no matter they are weak or strong. Yet, not many of them will discuss with the staff on the "expected level of competency" with clear framework stipulated for teachers' Continuing Professional Development (CPD).

CPD is indeed essential to various stages of teachers' professional lives (Day, 2007). However, sometimes even principals are not aware that "teaching (profession) has poor systems for disseminating new knowledge to the individual teacher (Jensen, 2007). In some worse cases, there might be a lack of "professional follow-up" of teachers in the workplace (OECD, 2009).

For instance, Principals could make reference to the previous ACTEQ document on Teacher Competence Framework (TCF) or the updated COTAP documents to revise and formulate their own "Performance Appraisal" systems in school-based manner. In

addition, Hobson et al (2008) also highlighted that school-centered TCF requirements were significantly more relevant in relating theoretical elements to their daily practice.

It is understood that most secondary schools are aided schools and most increments for teacher salary are nearly "automatic". As such, some principals would conduct the performance appraisals of the teachers in lay-back manner. Yet, with the incorporation of the TCF elements, the appraisal forms of the teachers could be revised in a more data-driven and systematic approach. Unlike other statutory professionals such as doctors or architects who "draw upon research about the effect of their practice so as to inform and improve their decisions", most teachers do not (Hargreaves, 2007).

For novice teachers, the expectation of the principals on their attainment in TCF could start with the beginner level. For mature teachers, they should advance with time in the TCF. They should be able to mentor their peers or subordinates so as to enhance their leadership and management skills, and inspirational skills to induce internal changes at their cognition level (Meirink et al, 2007).

However, there is no need for principals to expect all teachers would achieve same level of attainment in TCF. Yet, it would be necessary for principals to set up the School-based TCF developmental stages to steer the direction and progression of the staff development. For instance, two visionary-based reflective questions should be re-framed into the appraisal system together with the TCF. Reflective questions like "where we are now?" and "where we are heading to?" are important to teachers as a "roadmap for their professional development".

To sum up the implications on ITE, principals can uplift the ITE via the means of building closer ties with TEI, stipulating School-based Teacher Attributes & Recruitment Procedures & setting out School-based Objective Teacher Competencies Requirements.

Implication 2 for Principals on Teachers Professional Development (TPD)

In connection with the implications of "role of Sub-committee on Teachers' Professional Development (SCTPD) on Teachers' Professional Development (TPD)", there are three major areas (Figure 5) which teachers can go through learning process through "practical theorizing" (Hagger & McIntyre's, 2006), namely 1. *Teacher Induction & Mentoring System*, 2. *Reflective Culture*, 3. *Professional Code*, 4. *Career Mapping for Teachers*.

Figure 5: Role of Sub-committees on Teachers' Professional Development and the implications for Principal on Teachers' Professional Development

<i>Role of Sub-committees on Teachers' Professional Development (SCTPD)</i>	Implication 2 for Principals on Teachers' Professional Development (TPD)
Territory-wide level	School-level
(a) the present and forecast professional development needs of teachers and relevant school personnel in the light of changing societal needs and expectations, global educational developments as well as related research and evaluation findings; (b) strategies and ways to develop, implement and evaluate an analytical framework on the competencies of frontline teachers at various stages of their professional development with a view to providing an effective guide for teachers' self-reflection and professional growth as well as for schools' planning on teachers' continuing professional development (CPD); (c) ways to promote and review teacher induction to enhance and sustain the support for novice teachers; (d) ways to facilitate teachers' CPD and nurture the reflective practice of teachers and relevant school personnel; (e) the progress of teachers' CPD with a view to promoting teaching excellence and the professional growth of teachers; (f) strategies for: (i) enhancing teachers' professional ethics and status; and (ii) attracting talent into the profession, retaining teachers of high caliber and maintaining a healthy turnover; (g) the planning, design, organisation and evaluation of CPD programmes for teachers and relevant school personnel to enhance their professional competence along the expert track; (h) the need for conducting educational research and evaluation studies with a view to consolidating experiences as well as disseminating good practices of teachers' CPD; and (i) other matters relevant to teachers' CPD which COTAP may refer to.	<p><i>a) Teacher Induction & Mentoring system</i></p> <ul style="list-style-type: none"> Principals can firstly establish "Strategic Staff Development Committee (SSDC)" and delegate the SSDC to formulate and check against the Staff Development (SD)-related policy, guidelines and procedures for the novice teachers Principals could explore the possibilities to set up "a 3-year school-based mentoring system" for all new teachers, by offering concrete support of pedagogical knowledge, hands-on skills and psychological companionship <p><i>b) Reflective Culture</i></p> <ul style="list-style-type: none"> Principal can motivate teachers and enhance their reflectivity with the adoption of competence-based or/ and holistic approach. <p><i>c) Professional Code</i></p> <ul style="list-style-type: none"> Principals could delegate the SSDC to organize some professional activities on professional code, thereby enhancing teachers' professional ethics and status, as preventive measures for teachers' potential unprofessional act. <p><i>d) Career-mapping for Teachers</i></p> <ul style="list-style-type: none"> Principals could revisit their own school-based promotion mechanism and formulate clear and objective criteria for promotion so that staff could be motivated by this objective "performance-based promotion" Principals could revisit educational professionals of various posting such as School Development Officer (SDO) of funded projects for school improvement organized by universities, Officers from Education Bureau (EDB), university department academics to share their experience in career development Principals could re-energize the "organizational structure" of the school, allowing more "post titles" to be in place to un-tap teachers various expertise by giving them a sense of ownership

a) Teacher Induction & Mentoring system

For teacher induction, principals could set up their own school-based mechanism. As per existing practice, some of the school-based teacher induction might be a half-day or a one-day workshop. In addition, in some schools, teacher induction package, such as teachers' handbook, guidelines, regulations and procedures have not yet been developed for the novice teachers to follow.

In this connection, principals can firstly establish "Strategic Staff Development Committee (SSDC)", if they have not yet established. Principals should delegate the SSDC to formulate relevant policy, guidelines and procedures for the novice teachers. Moreover, principals could also explore the possibilities to set up "a 3-year school-based mentoring system" (Whitehead & Fitzgerald, 2006) by selecting "model mentors" so that all novice teachers would be supported with pedagogical knowledge, hands-on skills and psychological companion.

In addition, Smith & McLay (2007) and Smith & Hodson (2010) also pointed out the importance of selecting "correct mentor" in enhancing the school-based training and meeting the trainees' training needs. Moreover, some schools would even offer "personality test" for teachers in order to predict their teaching style (Diaz-Larenas, Rodriguez-Moran, & Poblete-Rivera, 2011).

b) Reflective Culture

With reference to relevant literature, principals' effect on student learning is indirect (Zeinabadi, 2014). In this connection, teachers are the soul of classroom in students' learning. They should be reflective in both "theories of actions" (which is believed to work), as well as the "espoused theories" (which in more aligned with and perceived to be general ideals) (Eraut, 2008). When it comes to Teachers' Professional Development (TPD), competence-based approach is not the only approach. Holistic approach is also useful, especially in relation to teachers' reflectivity. Both approaches are with their strengths and weaknesses (Creemers, 2013) with reference to the following contexts.

Competence-based TPD approach is advised to be adopted if the following criteria are met:

- The school TPD is devoid of clear framework, policies and guidelines
- The existing TPD is not specialized and not diversified
- The staff lacks the direction of TPD on what to develop and how to develop
- The staff is still in beginner or intermediate stage of their professional lives

If competence-based TPD is decided to be adopted, the principal should make reference to the external TPD competence framework, such as the TPD stipulated by

COTAP, and to further modify into school-based TPD framework if necessary. In this regard, teachers can be aware of the clear TPD framework, policies and guidelines. They could identify their own areas of development based on their diversification. So, they can plan ahead for what to develop and how to develop by soliciting both internal and external program providers. This approach is specifically to new or beginning schools, or schools with weak or absence of TPD framework.

On the other hand, holistic TPD approach is a good option to consider if the following criteria are met:

- The school TPD is developed with clear framework, policies and guidelines but the TPD is perceived as a routine and mechanical mechanism
- The existing TPD is specialized and diversified on paper but teachers' passion is weak
- The staff knows the direction of TPD on what to develop, how to develop but forgets why to develop
- The staff is in veteran stage of their professional lives but loses their passion and reflectivity

Once holistic TPD approach is taken, the principal should spend much time in understanding why the passion of teachers has been lost. For instance, the principal should listen to teachers' rationale of their "stories behind". Are there any factors for them to demotivate their work and to sacrifice their passion? Generally speaking, principals who are able to articulate the vision well, to inspire subordinates and to love and trust teachers could enhance teachers' intrinsic motivation to revitalize their passion.

As such, as a principal, one should be able to distinguish the two approaches, to understand the criteria in the adoption of the said approach, to consider the contextual implications for adopting or rejecting for the said approach.

c) Professional Code

In the past years, there has been public concern over the professional ethics of the teachers, especially in the areas of sex crime, professional distance with students and professional distance with colleagues. In this regard, Principals should delegate the SSDC to organize some professional activities on "Sex Discrimination Ordinance", "Teachers' Professional Code" and past "convicted cases" by the court. With such preventive education, teachers' professional ethics and status would be safeguarded with due public trust.

d) Career-mapping for teachers

Under the new academic structure, "career-mapping" has been well-designed for students. For teachers, rather, their "career-mapping" might be overlooked by some

principals. As similar to other aided sectors, the turnover rate of teaching profession is not very high unless there is a serious "mal-management" or "extreme scenarios".

Moreover, in view of the existing staff establishment structure, for instance in secondary schools, there are usually around 2 Principal Graduate Master (PGMs), 16 SGMs (Senior Graduate Master) in a school of 60 teachers. As one can imagine, the promotion exercise within a school would not be very frequent. This is because the SGM seldom resigns after promotion and would continue to serve in the same school till retirement. Therefore, some teachers might "lose their morale" while they are waiting for promotion for many years. Some teachers might perceive that "promotion is a matter of seniority, rather than on performance ground". As a result, some energetic teachers would lay back or even "lose their direction or morale" before they are promoted.

To tackle with this problem, principals could revisit their own school-based promotion mechanism and formulate clear and objective competence criteria for promotion so that staff could be motivated by this objective "performance-based promotion". Specifically, the schools could specify the requirement of promotion on knowledge, skills, understanding, values and attitudes pertaining to their work and curriculum, just as the eight key competences that the European Union (EU) countries are recommending (European Parliament and Council of the European Union, 2006).

On the other hand, schools can also list the cognitive skills like numeracy, literacy, knowledge as well as the non-cognitive skills like social, behavioral and emotional competences that needed by the school (Yano, 2013).

In addition, principals could also make use of their social relationships (Daly et al, 2014) to invite educational professionals of various sectors or postings such as School Development Officer (SDO) of funded projects for school improvement organized by universities, Officers from Education Bureau (EDB), university department academics to share their stories of career development so that teachers know "school-based promotion" is not the only option in their career development.

Apart from the above, principals could consider re-energizing the "organizational structure" of the school. Principals could allow more "post titles" to be in place so that teachers' different expertise can be untapped by strengthening their sense of ownership. For example, when compares to the past, it has been increasingly popular for some schools to have 2 Assistant Principals (AP) in place, in addition to the established post of Vice-Principal (PGM). But in reality, the two APs are at the rank of SGM only. But these two "additional posts" enhance the possibility and degree of "distributional leadership". It also facilitates the succession plan of the school for the preparation of the second-ladder and third-ladder in a school in the long run.

Likewise, Principals can explore the possibility of establishing "Assistant Senior Form Panel Head", "Assistant Junior Form Panel Head", "Assistant Counselling

Master" so that more staff can be involved in the decision-making process of the schools. For details, Principals could make reference to the successful examples of Evangel College and St Paul's Co-educational Education College in career-mapping for teachers.

As a concluding remark for implication on TPD, principals could encourage teachers' practical theorizing by strengthening teacher induction & mentoring system, building reflective culture & setting out professional code.

Implication 3 for Principals on School Leadership (SL)

In relation to the implications of "role of Sub-committee on School Leadership (SCSL), there are three major areas (Figure 6) in School Leadership (SL), namely 1. *Principal's Continuing Professional Development (CPD)*, 2. *Strengthening Training to "Teacher School Manager"* & 3. *School-based Educational Research*.

Figure 6: Role of Sub-committees on School Leadership and the Implications for Principals on School Leadership

<i>Role of Sub-committees on School Leadership (SCSL)</i>	Implication 3 for Principals on School Leadership
Territory-wide level	School-level
(a) strategies and ways to promote principals' continuing professional development (CPD) with a view to enhancing school leadership in the light of changing societal needs and expectations, global educational developments as well as related research and evaluation findings; (b) strategies and ways to develop, implement and evaluate an analytical framework on the competencies of principals at various stages of professional development with a view to providing an effective guide for principals' self-reflection and professional growth; (c) the planning, design, organisation and evaluation of professional development programmes for serving principals, newly-appointed principals, aspiring principals and members of SMC/ IMC to enhance their leadership knowledge and skills; (d) the need for conducting educational research and evaluation studies with a view to consolidating experiences as well as disseminating good practices of school leadership; and (e) other matters relevant to principals' CPD which COTAP may refer to.	a) <i>Principal's Continuing Professional Development (CPD)</i> · Principal could keep oneself networkable with various stakeholders to keep abreast of the latest trend b) <i>Strengthening training to "Teacher School Manager"</i> · Principals are advised to devise a school-based TSM induction guide so that the sustainability of the TSM can be enhanced in the form of knowledge management c) <i>School-based educational action research</i> · Principals are advised to set up "Committee on Educational Action Research" so that teachers might have some informed practice after conducting the research.

a) *Principal's Continuing Professional Development (CPD)*

Being a Principal is undoubtedly stressful to certain extent, especially under the global competitiveness and external accountability among various local or international leagues tables (Hawker, 2013). Principals are expected to "foster a compelling vision for the school, model desired behaviours of professional educators, coach faculty to align with their skills to pursue the school vision, manage organizational resources effectively and fairly, mediate the inevitable conflicts" (Tschannen-Moran, 2009; 2014). In a nutshell, principals' leadership style is of utmost importance.

Moreover, principals need to formulate strategies to promote students' learning with sound "leadership orientation" and "high-quality interpersonal relationships" (Forsyth & Adams, 2014). They should also keep enhancing their school leadership in order to respond to the societal needs and expectations, global educational developments, updated research and evaluation findings and regional trend. As such, principals should keep themselves networkable with various stakeholders to keep abreast of the latest trend. With outstanding social relationship, principals can relay external resources to schools (Daly et al, 2014; Spillane & Kim, 2012).

On the other hand, principals who seldom network with external world are not visible in the professional circles. They could not promote the school development much with their limited visibility. Hence, principals can extend their networking to different stakeholders in the education field to build up a community of learning as a prioritized task. For those experienced principals, they can even build network beyond the scope of the education field only. Nowadays, cross-field collaboration is common and mutually-beneficial.

Moreover, principals are advised to create bonds of trust to inspire his or her own teachers to practice their power delegation and succession plan (Hanford & Leithwood, 2013; Zeinabadi, 2014). Principals who practiced the above well are veteran in "tapping teachers' expertise in decision-making" (Forsyth and Adams, 2014).

b) *Strengthening training to "Teacher School Manager"*

Under Incorporated Management Committee (IMC), some teachers are required to serve as a "Teacher School Manager". Yet, the traditional training to "Teacher School Manager (TSM)" might not be very strong after he or she completes the school manager training offered by the Government.

Principals are advised to devise a school-based TSM induction guide so that the sustainability of the TSM can be enhanced in the form of Knowledge Management (KM). "Sense-making" for Teacher School Manager has been important when teachers need to internalize the differences across school various contexts (Yin, 2013). Moreover, through principal's entrusting, the Teacher School Manager would probably be less engaged in self-protective behaviors, which may impair the sense of professional

community in a school.

c) *School-based educational action research*

Traditionally speaking, teachers would like to attend formalized training such as a Doctorate degree or Master degree if they want to pursue some academic training with strong theoretical foundation. However, some teachers would have hesitation on the "theory or principles" of the educational theories they acquired. As such, principals should identify those who study doctorate degree, master research degree, or possess extensive research experiences to lead a small school-based research. Educational Bureau of Hong Kong Government also promotes action research in school communities via the School-based Support Offices (SBSS) to assist schools to foster a culture of action research. Yet, the principals should be alert of the following three main difficulties encountered by teachers. First, some teachers also face the difficulties of school support in undertaking their studies such as the time, funding and the modification of work arrangement when clashing the studies. Second, some teachers might divert most of their energy and time to their studies, and might place their administrative or teaching tasks aside they undertaking their studies. As a result, washback effects might appear on school administration.

To tackle with this issue, conducting appropriate scale of school-based educational action research would significantly enhance teachers' receptivity towards the issue as the whole research is more of data-driven, context-specific and scenario-relevant to the teachers concerned under the instructional leadership of the Principal, thereby improving students' performance (May & Supovitz, 2011)

As such, principals are advised to set up "Committee on Educational Action Research" so that teachers might have some informed practice after conducting the research. To well balance the workload of teachers, principals could choose to conduct a theme-based educational research once per two years. There are two advantages at least. First, teachers might not be exhausted. Second, teachers would have time to disseminate their finding and good practices into each panel for further modification and integration, regardless in the form curriculum development meetings, teacher supervision meetings or TPD seminars (Hanford & Leithwood, 2013).

With "normative pressure" from school leaders on conducting educational research, effect on teachers' individual teachers' classroom practice might be improved (Penuel, Frank, & Krause, 2011; Penuel, Sun, Frank, & Gallagher, 2013).

To summarize implications on SL, principals can pursue their excellence in their principal's CPD, strengthen training to "Teacher School Manager" and conducting school-based educational action research.

Limitation

Though this paper aims to introduce the tripartite structural model of IPL in Staff Development originated in the COTAP, it does not lead to any introduction of any theoretical framework. Rather, it elaborates in details how the IPL can be applied in school for pragmatic actions. Moreover, the three aforesaid-mentioned implications are derived from the author's extensive school consultancy experiences. Yet, it takes time for schools to tryout and review the suitability for their daily practices.

Conclusion

To conclude, this article illustrates the three highlighted developments of the COTAP in Education Bureau in the HKSAR in Staff Development (SD) in (1) Initial Teacher Education (ITE), (2) Teachers' Professional Development (TPD) and (3) School Leadership (SL). Through the discussion of the three highlighted developments, a tripartite structural model "Initial, Professional and Leadership (IPL)" was proposed to explain the three useful policy implications for principals on staff development.

With the aid of the IPL model, this article presents three useful implications for principals in local context.

First, principals can strengthen the Initial Teacher Education (ITE) of the school in three major areas, including building closer ties with Tertiary Education Institute (TEI), stipulating school-based teacher attributes & recruitment procedures, as well as designing school-based objective Teacher Competencies Requirements (TCR) for teachers to refer to.

Second, principals could improve the Teachers' Professional Development (TPD) in three major areas, such as establishing teacher induction & mentoring system, cultivating reflective culture, and fostering the in-depth understanding of the professional code.

Third, principals could re-engineer School Leadership (SCSL) in three major areas, like enhancing Principal's Continuing Professional Development (CPD), strengthening training to "Teacher School Manager" and conducting school-based educational research.

With the implementation of the aforesaid strategies derived from the IPL model, principals could ultimately benefit students' learning, as a whole, with the provision of quality education. In addition to the three aforesaid implications, as a final remark, principals are also advised to keep abreast of the latest development proposed by the COTAP, such as the key development item stipulated in *Odyssey to Excellence. Progress Report* in May, 2015.

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