

II Project Information

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| Project title (in English) Teacher Competency Framework and related outcome-based professional development programme for teachers of self-financing post-secondary education sector | Project title (in Chinese) 教師專業能力理念架構及其相關專業發展課程 |
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Project summary

(Please provide an executive summary of the project proposal in **no more than 500 words**.)

A QEGS project entitled “Development of Joint Teacher Training and Staff Development Project” was awarded to FSTE in 2009.

The project has identified 6 dimensions of teacher competencies. Dimensions 1 – 4 are for professional development programmes whereas 5 - 6 are essential criteria for appointment:

1. Understanding of the education environment
2. Understand of the curriculum and quality assurance process: accreditation and validation
3. Understanding of the target students
4. Readiness in enabling student learning
5. Command of subject knowledge with relevant working experience
6. Positive attitude in teaching, experiences and networks in continuous professional development

During the two years of piloting, the programmes were reviewed and revised according to the feedback from participants and administrators of the institutions through evaluation, focus group discussions and informal chats. The feedback reflected that the programmes were well received by participants and institutions while at the same time, the following issues, which could be obstacles for teacher professional development of the sector, were identified:

- a. The short duration of the programme restricted teachers’ ability to master the essences of useful topics such as outcome-based assessment
- b. The limited time available to most participants, in particular those part-time teachers who have the most urgent learning needs to enable effective teaching, prevented them from attending a programme of 30 hours or more
- c. The tight programme offered insufficient opportunities for participants to share their views, not to mention providing them with professional support such as teacher network, coaching, etc.
- d. The diverse background of teachers in the sector leads to very diverse learning needs
- e. The diverse job natures of teachers: from purely teaching to curriculum planning, quality assurance, etc leads to diverse learning needs.

To address the aforementioned issues, it is proposed to introduce a project, building on the foundation of the previous QEGS project, with the objectives to:

- a. develop a progressive Teacher Competencies Framework for self-financing post-secondary education sector in Hong Kong which will include a number of knowledge and skills dimensions, such as the six dimensions aforementioned; a progressive ladder in each dimensions, i.e. beginners’ level, competent level and professional level; and descriptors for each level
- b. develop and pilot a set of exemplary professional development programmes with equivalent credits¹, to match the descriptors. These programmes can include a wide range of activities, such as startup programmes for new and potential teachers, structured taught programmes, workshops on development of specific skills, sharing of good practices, collaborative development of innovative teaching approaches, teacher network of common subjects, coaching of inexperienced staff, etc.
- c. establish a credit accumulation system for the certification of participants attending and/or completing respective training programmes

It is anticipated that:

- a. The Teacher Competency Framework can serve as a common reference or currency for the professional development of teachers in the sector for recognition and progression purposes.
- b. The exemplary training programmes of various modes can serve as the baseline for future development of similar programmes
- c. The credit accumulation system can help teachers of the sector to build up their professional competencies according to their own pace. It will encourage continued professional development and lifelong learning.
- d. Centralised professional training can provide opportunities for practicing teachers to share best practices and build up network amongst themselves.

¹ Teachers participating in different modules of the programme, e.g. structured training programmes, joint development of learning and

| Project objectives | | |
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| <i>(Please identify the project objectives and explain how they will be attained.)</i> | | |
| Objectives | To be attained by | |
| 1. To develop a progressive Teacher Competencies Framework for self-financing post-secondary education sector in Hong Kong which will include a number of knowledge and skills dimensions, such as the six dimensions identified above; a progressive ladder in each dimension, i.e. beginners' level, competent level and professional level; and descriptors for each level | A draft framework and the descriptors of the progressive levels based on previous QEGS project and literature; refining the framework and descriptors through matching the descriptors with professional development programmes (PDP), piloting the PDP; reviewing and revising the PDP, descriptors, and the framework, according to feedbacks from focus groups; the process will be continued for at least two iterations. | |
| 2. To develop and pilot a set of exemplary professional development programmes with a wide range of activities to match the descriptors | Focus group discussions of teachers, administrators, and students to identify programmes with a wide range of activities to address different professional development needs of teachers; designing, piloting, documenting and revising for at least two iterations | |
| 3. To establish a credit accumulation system for the certification of participants attending and/or completing respective training programmes | A draft manual system based on equivalent credits of professional development programmes; consulting stakeholders, including teachers, administrators, teacher educators, etc to finalize the structure of the system; establish an electronic based storage and retrieval system | |
| Implementation, deliverables, beneficiaries and cashflow | | |
| <i>(Please describe the activities to be implemented and indicate the expected number of beneficiaries, the outcomes/deliverables and cashflow in each timeframe of the project.)</i> | | |
| Estimated start date of project: | | September 2013 |
| Timeframe | Activities and beneficiaries | Deliverables and cashflow |
| Sept 2013 – 31 Aug 2014 | <ul style="list-style-type: none"> ✧ Draft and widely consult stakeholders on the Teacher Competency Framework and the related professional development programme ✧ Pilot the Induction Programme for new teachers of the Sector | <ul style="list-style-type: none"> ✧ A revised Teacher Competency Framework with progressive ladders |
| | <ul style="list-style-type: none"> ✧ Pilot the professional development programme, including structured programme and other modes, as a form of consultation ✧ Showcase the results of development at the end of first year as a form of publicity ✧ A set of structured training programmes for teachers of different learning needs being piloted for one cycle and with suggestions for enhancement and enrichment <p>Expected no. of beneficiaries: Direct: 500 Indirect: 500</p> | <ul style="list-style-type: none"> ✧ A set of proposals for professional development programme, trialing out with teachers and with suggestions for enhancement ✧ A set of structured training programmes for teachers of different learning needs being piloted for one cycle and with suggestions for enhancement and enrichment <p>Cashflow: HK\$1,211,600</p> |

teaching materials, teacher network, etc., will have various levels of involvement and contribution. It is necessary to assign credits to each module based on factors other than just time involvement

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| <p>1 Sept 2014 – 31 Aug 2015</p> | <ul style="list-style-type: none"> ✧ Revise, enhance and enrich the Teacher Competency Framework and the related professional development programme (more options will be offered) and further consult stakeholders ✧ Further pilot the revised professional development programme, including structured programme and other modes, as a form of consultation | <ul style="list-style-type: none"> ✧ An enhanced revised Teacher Competency Framework with progressive ladders ✧ A set of enhanced and enriched proposals for professional development programmes with equivalent credits, trialing out with teachers and with suggestions for refinement |
| <p>1 Sept 2015 – 31 Aug 2016</p> | <ul style="list-style-type: none"> ✧ Develop the assessment requirements and credits for the professional development programmes, including structured programmes and other modes through piloting ✧ Draft the credit accumulation system and consult stakeholders on the credit assignment and accumulation system ✧ Trail out with the professional development programmes <p>Expected no. of beneficiaries: Direct: 500 Indirect: 1,000</p> | <ul style="list-style-type: none"> ✧ A set of revised, enhanced and enriched training programmes, with more options and with equivalent credits for teachers of different learning needs being piloted for second cycle and with suggestions for refinement ✧ A set of proposal for the assessment requirements for the professional development programmes, including assessment tools and rubric, being trailed out for one cycle ✧ A draft credit accumulation system being trialed out for one cycle <p>Cashflow: HK\$1,060,150</p> |
| | <ul style="list-style-type: none"> ✧ Implement the revised professional development programme, including structured programme and other modes with fees to pave the way for sustainability. ✧ Refine the assessment requirements and equivalent credits and further refine the credit accumulation system ✧ Prepare documents for the future development of the teacher competency framework and the related teacher professional development programme ✧ Invite institutions to assess the usefulness of the Teacher Competence Framework | <ul style="list-style-type: none"> ✧ A Teacher Competency Framework with progressive ladders, and a manual for future development to meet the changing social and economical environment ✧ A set of professional development programmes with currencies and a manual for implementation |
| | <ul style="list-style-type: none"> ✧ Prepare manuals for implementing the professional development programmes, including the assessments and credits ✧ Prepare manuals for the credit accumulation system ✧ Showcase the results of Project as a form of publicity ✧ Implement the credit assignment and | <ul style="list-style-type: none"> ✧ A set of structured training programmes, with equivalent credits for teachers of different learning needs and a manual for implementation and future development according to changing social and economical environment ✧ A set of assessment requirements for the professional development |

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| | <p>accumulation system</p> <p>Expected no. of beneficiaries: Direct: 500 Indirect: 1,500</p> | <p>programmes, including assessment tools and rubric</p> <p>✧ A credit accumulation system</p> <p>Cashflow: HK\$807,250</p> |
| <p>Estimated completion date of project:</p> | | <p><u>August 2016</u></p> |
| <p>Expected total no. of beneficiaries by the end of project:</p> | | <p><u>Direct: 1,500; Indirect: 3,000</u></p> |

| Project budget | | | | |
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| Projected Expenditure <i>(Please provide detailed breakdown under each item.)</i> | Amount in HK\$ | | | |
| | Year 1 | Year 2 | Year 3 | Total |
| a. Manpower | 600,000 (PM) 120,000 (EA) | 525,000 (PM) 105,000 (EA) | 375,000 (PM) 75,000 (EA) | 1,800,000 |
| b. Equipment / Facilities | 238,400 (venue & supports for focus groups, seminars, workshops) | 208,600 (venue & supports for focus groups, seminars, workshops) | 149,000 (venue & supports for focus groups, seminars, workshops) | 596,000 |
| c. Services | 157,200 (lecturing fees & honorarium) | 137,550 (lecturing fee & honorarium) | 98,250 (lecturing fee & honorarium) | 393,000 |
| d. General Expenses | 96,000 (publicity & miscellaneous) | 84,000 (publicity & miscellaneous) | 60,000 (publicity & miscellaneous) | 240,000 |
| e. Others (e.g. auditor's fee) | -- | -- | 50,000 | 50,000 |
| Total Expenditure : | 1,211,600 | 1,060,150 | 807,250 | 3,079,000 |
| Projected Income (if any) | Amount in HK\$ | | | |
| | Year 1 | Year 2 | Year 3 | Total |
| a. Fees from structured programme participants | -- | -- | 216,000 | 216,000 |
| Total Income : | | | | 216,000 |
| Sources of funding | | | | |
| a. | Amount of grant sought under this application: | HK\$2,863,000 | | |
| b. | Other sources of funding (e.g. donations, contributions from the applicant/its parent organisation, etc. Please give the name(s) of the sponsor(s), the amount of funding, and indicate whether the funding has been secured.): | Fees from participants in Year 3 | | |
| Key personnel involved and self-evaluation mechanism | | | | |
| <i>(Please indicate in each timeframe the evaluation measures to be conducted, the key personnel to be involved and their roles/duties, and the scope of each evaluation measure.)</i> | | | | |
| Timeframe | Evaluation measures | Personnel involved (roles/duties) | Details of the evaluation mechanism | |
| Sept 2013 – Aug 2014 | <p>The direction of development of the Teacher Competency Framework for self-financing post-secondary education sector and the related professional development programmes</p> <p>The effectiveness of the professional development programmes, including structured programmes and joint development of learning and assessment materials, teacher networks, etc</p> | <p>Senior staff of participating institutions to comment on the draft framework through individual or group discussions</p> <p>Teaching staff and students from different institutions to give their views on the draft framework through focus groups</p> | <p>The draft of the Teacher Competency Framework for self-financing post-secondary education sector and the related professional development programme will be sent to senior staff of participating institutions to solicit their views, which will be followed up by the PI of the project</p> <p>Focus groups of staff and students will also be formed to collect their views</p> | |

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| | | <p>Members of Research & Development Committee of FSTE to scrutinize the development</p> <p>Participants of the professional development programmes to express their opinions through questionnaires</p> <p>Focus groups of participants and non-participants to solicit their views on enriching and improving the programmes</p> | <p>Evaluation forms with structured and open-ended questions will be designed and administered at the end of each professional development programmes.</p> <p>Focus groups of different stakeholders (end users), including teachers, students, institutions as whole, employers, will be formed with the help of institutions. PI of the project will facilitate the discussion and solicit their views on improving the existing programmes to meet their learning needs</p> <p>The results of evaluation will be reported to Research & Development Committee of FSTE for comments and advice.</p> |
| <p>Sept 2014 – Aug 2015</p> | <p>Confirm the direction of development with advice and endorsements of local and/or overseas experts</p> | <p>Apart from personnel involved in the previous stage, local and/or overseas experts will be invited to review and comment on the revised framework and the related professional development programmes</p> | <p>The evaluation questionnaires and focus groups will be arranged and conducted as in the previous stage</p> <p>Local and/or overseas experts on teacher education, in particular specialists in assessment, will be invited to review and comment on the revised framework, related professional development programmes and their assessment</p> <p>The results of evaluation will be reported to Research & Development Committee of FSTE for comments and advice.</p> |

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| <p>Sept 2015 – Aug 2016</p> | <p>Confirm the Teacher Competency Framework for self-financing post-secondary education sector and the related professional development programmes</p> <p>Confirm the assessment requirements and the equivalent credits for each professional development programme</p> <p>Confirm the structure and implementation of the credit accumulation system</p> <p>Confirm the user friendliness of the manuals for development and for implementation</p> | <p>Stakeholders of the project, including:</p> <ul style="list-style-type: none"> ◇ Senior staff and administrators of institutions to give comments on their acceptance of the framework and related professional development programmes as well as implications of assessment results and equivalent credits to their staff ◇ Selected teachers of the sectors to give comments through focus groups ◇ Potential users of the programmes to try out the implementation by using relevant manuals | <p>Evaluation of the professional development programmes will be conducted as in the previous stage</p> <p>The draft products of the project will be sent to senior staff and administrators for comments. Subsequently, the PI of the project will follow up through individual contacts and/or group discussions to solicit their views.</p> <p>Focus groups of participants and non-participants will be formed to solicit their views, and will particularly check if they will recommend the programmes to their colleagues</p> <p>Potential users, who will implement the programmes but not involved in the project development, will be asked to evaluate and/or try out the implementation process to see whether the manuals have provided sufficient information and guidelines</p> <p>The results of the evaluation will be reported to Research & Development Committee of FSTE for comments and advice.</p> |
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III Other Information (if applicable)

- 1 Sharing of project deliverables** *(Please describe how the deliverables/outcomes will be shared or used by other institutions in the sector and what information can be uploaded on relevant EDB websites during and/or after the project period.)*
- a. Full-time and part-time teachers of all institutions of the self-financing post-secondary education sector will be invited to participate in the programmes according to their learning needs and available time.
 - b. The teacher networks of the programme will cluster teachers of similar subjects in sharing and developing effective teaching approaches to meet students' changing learning needs.
 - c. The learning materials developed in this project will be open to all institutions. Materials will be made available to participating institutions for internal training purpose or as reference materials for their teachers. Such material can be uploaded to FSTE and EDB websites at the end of each stage of development.
 - d. Showcases of the project, including materials developed and achievements of the programmes, will be arranged at the end of first year and end of the project for all stakeholders, including students and their parents, to have a picture on the professional development of teachers in the sector.

2 Project sustainability (Please indicate how staff will commit to ensure project sustainability and describe how the recurrent expenditure involved will be met after completion of the project.)

- a. The outcomes of this project will include a set of professional development programmes, which might include the following modes:
 - i. Structured training programmes such as induction to the self-financing post-secondary education sector, designing an outcome-based curriculum, outcome-based assessment, etc
 - ii. Theme based workshops such as understanding and handling the developmental needs of our target students, matching assessment with learning outcomes, etc
 - iii. Seminars on latest development such as transition from secondary to post-secondary education, general education, etc
 - iv. Joint preparation and development of learning and/or assessment activities by groups of teachers (4 - 6 teachers) teaching similar subjects of the same levels from different institutions
 - v. Teacher networks for teachers from different institutions teaching similar subjects to share good practices and exchange views on enable student learning
- b. The development process will be properly documented so as to lay down the baseline, framework and procedures for future development according to social and economic changes and to ensure smooth operations of such programmes after the completion of the project.
- c. For the structured training programme, after the piloting stage, i.e. the first two year, participants will be charged for the recurrent expenditure, which is estimated to be HK\$600 per head for a 6-hour programme at current value.

3 Past experience in organising projects of similar or relevant nature and achievements

FSTE has a membership well versed in self-financing post-secondary education. It has been a staunch partner of EDB in infrastructural development and enhancement of standards. Notable examples are:

Commissioned projects by EDB:

- Design and Development of curriculum of Yi Jin Diploma for New Academic Structure
- Project on Standardization of Award Titles
- Project on Use of Credit under the Qualifications Framework

Research projects funded by QEGS:

- Enhancing teaching effectiveness: Surveys on teaching excellence in teaching sub-degree, degree, and top-up degree students in the self-financing post-secondary sector in Hong Kong
- Development of Joint Teacher Training and Staff Development Project
- Models on Sub-degree General Education Curriculum and Exemplary General Education Courses (ongoing project)

A 2-year QEGS project on “Development of Joint Teacher Training and Staff Development Project” awarded to FSTE in 2009. The outcomes of the project are:

- a. 1 x 6 hours Induction Programme;
- b. 5 x 6 hours Intensive Modules on the following titles:
 - i. The education environment locally and globally
 - ii. The theories and practice of course design
 - iii. Understanding student learning and the design of learning activities
 - iv. Issues in assessing student learning
 - v. Understanding target student
- c. 1 seminar on current topic of concerned
- d. 3 x 6 hours workshops on selected topics; for the current year the topics are:
 - i. Alignment of assessment with Intended Learning Outcomes (ILOs)
 - ii. Designing assessment activity: group projects and the scoring rubrics
 - iii. Handling student problems and problem students

The programmes are well received by participants and member institutions of FSTE. Suggestions for enhancing the programmes lead to the current proposal.

4 Publicity plan *(Please describe all the publicity activities to be involved and how they will be carried out and list all the publicity materials to be produced to acknowledge the support of Quality Enhancement Support Scheme.)*

- a. Invitations to participate in the professional development programmes, including collaborative development of learning and assessment activities, teacher networks, structured programmes etc will be sent to all self-financing post-secondary institutions and posted on the website of FSTE.
- b. Showcases of the projects will be arranged at the end of first year and end of project for all stakeholders, including students and their parents. Invitations will be sent to all institutions of the self-financing post-secondary education sector as well as posted at the website of FSTE.
- c. Learning materials and procedure manuals produced in this project will acknowledge the support of Quality Enhancement Support Scheme.

5 Others