

**Training Package on  
“Teachers’ Professional Values and Conduct” for Schools**

**Overview of Activity 1**

<b>Activity</b>	<b>Objective</b>	<b>Content</b>	<b>Suggested Duration</b>
1	To share important concepts related to professional values and conduct through a warm-up activity	<p><b><u>【Teachers’ professional values and conduct】</u></b></p> <ul style="list-style-type: none"> <li>➤ Warm-up activity: Struggling with dilemmas (with PowerPoint slides) <ul style="list-style-type: none"> <li>• Trainers can start with a simple and light-hearted activity to stimulate teachers’ reflection on their behaviour and thoughts when considering various options.</li> <li>• Trainers may select 2 to 3 everyday or workplace scenarios and ask teachers to make choices using an online interactive application (e.g. Mentimeter, Kahoot) based on the scenario, then invite teachers to share their views. School management/trainers can ask teachers to discuss why certain behaviours might occur in a particular scenario, without asking about their personal choices. For example, they could ask, “What could be the reason for someone choosing to cross or not to cross the road when the pedestrian light is red?”</li> <li>• The purpose of this activity is not for teachers to find out the correct answers, as there is no absolute right or wrong. Instead, the aim is to engage teachers in reflecting on the reasons behind their behaviour and their underlying values, which helps them think about the expected behaviour of teachers.</li> <li>• School management/trainers may construct everyday/workplace scenarios for the warm-up activity based on school-specific needs. The</li> </ul> </li> </ul>	20 minutes

activity should be conducted in a relaxed manner to encourage teachers to consider how behaviour reflects certain values.

➤ Examples of cases and scenarios: (with PowerPoint slides)

(1) Waiting at a red pedestrian light

✧ Scenario: You are in a hurry, and have been waiting for the pedestrian traffic light to turn green for a long time. If there are no vehicles or other pedestrians around, would you cross the road? If there are other pedestrians waiting with you, would this influence your decision? Why?

- Ask teachers to share their views on why some people choose to cross the road while others do not. Trainers should sum up teachers' responses and conclude the reasons for crossing or not crossing the road.

(2) Queuing up

✧ Scenario: During rush hours, there is a long queue at the minibus stop. Your friend who is further ahead in the queue signals to you to join him/her. Would you jump the queue?

✧ Ask teachers to share the reasons for joining or not joining the friend ahead in the queue:

- Trainers should sum up teachers' responses and conclude the reasons for joining or not joining the friend ahead in the queue.

(3) Helping a friend

✧ Scenario: A good friend asks you to help promote his/her tutoring service in your school

and refer your students to his/her tutorial centre. The friend expresses that the tutorial centre sincerely helps students to solve their academic problems. Also, he/she will share the centre's teaching resources with you. Would you help him/her?

- ✧ Ask teachers to share the reasons for helping or not helping the friend:
  - Trainers should sum up teachers' responses and conclude the reasons for giving or not giving help.

#### (4) Online shopping

- ✧ Scenario: While browsing website Y for student gifts, you come across a high imitation K Kitty doll of brand S that costs only half the price of the genuine one. K Kitty dolls from brand S are very popular among students. Would you buy the high imitation doll for them?
- ✧ Ask teachers to share the reasons for buying or not buying the counterfeit goods:
  - Trainers should sum up teachers' responses and conclude the reasons for buying or not buying the counterfeit goods.
  - Based on teachers' sharing, trainers can conclude that an individual's behaviour is influenced by their values. They can then encourage teachers to reflect on how their choices are related to values such as abiding by laws and regulations, fairness, mindfulness in words and deeds, sense of responsibility, integrity, etc. Trainers can then point out the professional values and

conduct that teachers should uphold, specifically the six core values underpinning the “Generic Teacher Competencies Framework” and the content of the “Guidelines on Teachers’ Professional Conduct”.

➤ Introducing the “Generic Teacher Competencies Framework” (2003)

- The “Generic Teacher Competencies Framework” (2003) sets out six core values that teachers should uphold, namely (1) belief that all students can learn, (2) love and care for students, (3) respect for diversity, (4) commitment and dedication to the profession, (5) collaboration, sharing and team spirit and (6) passion for continuous learning and excellence.
- Teachers should show their love and care for students, their passion for professional knowledge, and their support and encouragement in helping students achieve their best.
- Above all, teachers must believe in the right of each student to a quality education and that every student is able to learn and achieve. They should show love, care and respect for students while fostering their whole-person development. Also, teachers should believe in the importance of sharing, communication and team building, and should therefore establish and maintain collaborative relationships with colleagues, students and parents. Furthermore, their passion for continuous learning and self-improvement is important.

➤ Introducing the content of “Guidelines on Teachers’ Professional Conduct”

- The Guidelines clearly stipulate the professional conduct and norms of behaviour required of teachers so that they could have self-awareness and self-discipline in upholding professionalism, and remind each other to abide by the Guidelines together, so as to protect students’ well-being, ensure the quality of education, safeguard the education profession and build public trust. By so doing, the social status of the education profession and teachers could be enhanced and the culture of respecting teachers be promoted.
- There are four chapters in the Guidelines, namely:
  - Chapter 1 Foreword
  - Chapter 2 Professional Conduct and Behaviour of Teachers: The Codes
  - Chapter 3 Professional Conduct and Behaviour of Teachers: Codes Explained
  - Chapter 4 Professional Conduct and Behaviour of Teachers: Codes in Practice
- Appendix 1 The Teacher Competencies Framework
- Appendix 2 T-standard<sup>+</sup>
- Appendix 3 Education Ordinance (Chapter 279 of the Laws of Hong Kong): Sections 46 and 47
- Appendix 4 Mechanism of Handling Suspected Professional Misconduct of Teachers
- Appendix 5 Case Examples of Teachers’ Professional Misconduct

✧ Introducing the eight codes of the professional conduct and behaviour of teachers:

- Uphold professional belief
- Honour the rule of law
- Be a role model
- Uphold probity and integrity
- Be committed and responsible
- Care for students
- Respect privacy
- Safeguard professionalism

✧ Trainers can provide specific examples of “Dos” and “Don’ts” of teachers’ behaviour based on the codes. For instance, the code “Be a role model’: Exercise self-discipline assiduously, uphold one’s virtues and pursue high moral standards. Be upright and proper in words and deeds; be a role model for students with regard to their studies, work and attitude towards life; guide students in their whole-person development.” can be illustrated by the following examples:

✧ Dos:

- Set strict standards for personal conduct, keep good attendance records and commit to strengthening professional ethics in oneself in pursuit of high moral standards.
- Be upright in words and deeds, decent in demeanour, punctual and trustworthy; demonstrate the personal qualities and character expected of teachers to act as a role model for students.

- Use and manage social media platforms carefully and properly, and be responsible for the messages that one has disseminated and forwarded on social media platforms.

✧ Don'ts:

- Behave in a way that is detrimental to the professional image of teachers.
  - Promote or express hatred and violence, use foul language, curse, insult or rebuke others.
  - Disseminate or forward indecent, untrue or inappropriate messages or information, tarnishing the professional image of teachers, and undermining parents' and the public's confidence in teachers.
- Summing up: The core mission of education is cultivating values and nurturing people. As role models for students, teachers shoulder the important responsibilities of imparting knowledge and skills, enlightening students and nurturing students' character. Their words and deeds, conduct and values have a profound impact on students' growth.

Note:

- School management/trainers can ask teachers to read the "Generic Teacher Competencies Framework", the "Guidelines on Teachers' Professional Conduct" and the "Professional Standards for Teachers of Hong Kong" (T-standard<sup>+</sup>) before attending this training. Alternatively, they may use the T-standard<sup>+</sup> training resources in relevant training to enhance

		teachers' knowledge and recognition of their professional roles.	
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