

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

Overview of Activity 2

Activity	Objective	Content	Suggested Duration
2	To engage teachers in reflecting on the importance of upholding values and conduct through case discussions	<p><u>【 Reflection on teachers’ professional roles and values through case discussions】</u></p> <ul style="list-style-type: none"> ➤ Given that teachers play a crucial role in students’ growth, they must not only possess professional knowledge and skills but also exhibit moral values and virtues. Teachers may reflect on this through case discussions as follows. ➤ This training package provides 4 cases that cover on-campus and off-campus scenarios, entailing different values and conduct required of teachers as stated in the codes in the “Guidelines on Teachers’ Professional Conduct”, such as upholding professional belief, being a role model, being committed and responsible, caring for students, etc. Schools may select different cases for discussion as needed and ask teachers to reflect on the eight codes on teachers’ professionalism as well as personal ethics and conduct in the Guidelines. Each case includes a discussion, a sharing and a school-based review section, with a total running time of about 45 minutes. ➤ Trainers may read the case scenarios beforehand to understand the content and key points of each case, and then lead the activity by following the steps listed in the lesson plan. ➤ There is a lesson plan, a case scenario (Annex 1) and key information (Annex 2) for each case. 	45-180 minutes

Trainers may refer to the content and steps in the lesson plan and annexes to lead teachers' discussion and help them grasp the key points.

➤ After discussing case-related questions, extended questions may be asked as appropriate to facilitate more in-depth discussion from the school's and teachers' perspectives. For example,

- Why has the scenario in the case arisen?
- How can the school prevent/avoid such incidents?
- What professional conduct and behaviour are required of teachers?

➤ The school-based review extends from case level to school level. When preparing for this training activity, the principal/school management may review the current school-based policies and codes in areas of school management / learning and teaching / teacher training / school culture with reference to the "Guidelines on Teachers' Professional Conduct" and related documents. They can share with teachers the relevant or optimised/updated school-based policies and codes as well as the requirements and expectations on them. The school-based review can be carried out after the discussion of each case or after all the selected cases have been discussed.

- Rundown of case discussion:

1. Warm-up activity – to engage participants and set the stage for discussion
2. Play the animations, and invite teachers to have group discussion on the animations and case-related questions and present their ideas.
3. The summary of each case will highlight key

		<p>points for teachers' attention, as well as the values and conduct expected of them.</p> <p>4. Each case includes a school-based review section, in which school management can examine the key points of the case, review the relevant current school-based policies/measures, and reiterate the school's expectations of teachers.</p>	
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