

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

Training Guide

Background

Starting from the 2020/21 school year, the Education Bureau (EDB) has implemented the recommendations of the Task Force on Professional Development of Teachers to enhance training for in-service teachers. According to Education Bureau Circular No. 6/2020, in-service teachers are required to spare a minimum of six hours in each three-year cycle to take part in professional development programmes/activities relating to “Teachers’ Professional Roles, Values and Conduct”.

About the Training Package

This training package provides schools with training materials for conducting school-based professional development programmes/activities relating to “Teachers’ Professional Values and Conduct”.

Training objectives: (i) To reinforce teachers’ professional values and conduct
(ii) To inspire teachers to reflect on how to cultivate values and nurture people in fulfilling their professional roles

Schools may use the entire training package, which consists of three parts, for a three-hour training session, or adopt the materials flexibly as needed. An overview of the training package is provided below:

Activity	Content	Suggested duration
1	Teachers’ professional values and conduct	20 minutes
2	Reflection on teachers’ professional roles and values through case discussions	135 minutes (* based on selection of 3 cases)
3	Sharing of real-life cases and conclusion	25 minutes
		Total: 180 minutes

Mode of Implementation:

(I) Use the entire training package (Activities 1 to 3, totalling 180 minutes)

- ✧ Suitable for staff development days with the aim of reinforcing the professional values and conduct of all teaching staff.

(II) Mix and match activities in the package:

- ✧ Example 1: Combine the activities with other training themes/content, e.g. T-standard⁺, teachers' professional ethics, positive school culture, etc., and engage teachers in reflecting on their professional roles and values through warm-up activities and case discussions.

Activity	Content	Suggested duration
1	Teachers' professional values and conduct	20 minutes
2	Reflection on teachers' professional roles and values through case discussions (The number of cases selected may vary according to school-specific needs. The suggested discussion time is 45 minutes per case.)	45-180 minutes

- ✧ Example 2: School management may select relevant cases and use real-life cases to inspire teachers to remain committed to their roles and uphold professional values and conduct.

Activity	Content	Suggested duration
2	Reflection on teachers' professional roles and values through case discussions (The number of cases selected may vary according to school-specific needs. The suggested discussion time is 45 minutes per case.)	45-180 minutes
3	Sharing of real-life cases and conclusion	20 minutes

(III) Adopt the part on case discussions only (Activity 2)

- ✧ Integrate the case discussions with relevant activities, e.g. teachers' induction programmes, workshops and meetings, etc., to engage teachers in reflecting on their professional roles and values, and to increase the sensitivity to their words and deeds.

Activity	Content	Suggested duration
2	Reflection on teachers' professional roles and values through case discussions (The number of cases selected may vary according to school-specific needs. The suggested discussion time is 45 minutes per case.)	45-180 minutes

Overview of Activities:

Activity	Objective	Content	Suggested Duration
1	To share important concepts related to professional values and conduct through a warm-up activity	<p><u>【Teachers’ professional values and conduct】</u></p> <ul style="list-style-type: none">➤ Warm-up activity: Struggling with dilemmas (with PowerPoint slides)<ul style="list-style-type: none">• Trainers can start with a simple and light-hearted activity to stimulate teachers’ reflection on their behaviour and thoughts when considering various options.• 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?”• 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.• School management/trainers may construct everyday/workplace scenarios for the warm-up activity based on school-specific needs. The activity should be conducted in a relaxed manner to encourage teachers to consider how behaviour reflects certain values.	20 minutes

➤ 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⁺
- 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⁺) before attending this training. Alternatively, they may use the T-standard⁺ training resources in relevant training to enhance teachers' knowledge and recognition of their professional roles.

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. 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 	45-180 minutes

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 points for teachers’ attention, as well as the values and conduct expected of them.
 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.	
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Activity	Objective	Content	Suggested Duration
3	To engage teachers in learning from others' mistakes, and inspire them to remain committed to their professional roles, uphold professional conduct and hold on to their original aspiration of being a teacher	<p><u>【Sharing of real-life cases】</u></p> <ul style="list-style-type: none"> ➤ School management/trainers may (by referring to the reference below and the PowerPoint slides for this session) select some real-life cases of teacher misconduct, e.g. child abuse, engaging in outside work without permission, mishandling student discipline, etc. They can discuss these cases with teachers, expound the school's views on such misconduct, and remind teachers to be mindful of these issues in their daily work. <ul style="list-style-type: none"> • Reference: https://www.edb.gov.hk/attachment/en/teacher/guidelines_tpc/guidelines_en.pdf ➤ School management/trainers can explain to teachers the impacts of misconduct on different stakeholders (students/teachers/parents) to help them reflect on how to prevent such incidents, uphold professional conduct and perform their professional roles. ➤ After the discussion, school management/trainers can summarise the findings and share examples of good professional conduct demonstrated by teachers both on and off-campus to inspire them to remain committed and dedicated to their duties. <ul style="list-style-type: none"> • Examples: <i>Committee on Professional Development of Teachers and Principals (Videos of the sharing of three teachers) ---</i> https://www.cotap.hk/index.php/en 	25 minutes

【Conclusion】

- In summing up the content of all activities and findings of the discussions, the principal/vice-principal/school management should reiterate that the fundamental mission of education is to cultivate values and nurture people. They should stress the profound impact that teachers have on students and underscore the importance of upholding professional conduct and values. They may take this opportunity to express their expectations for all teachers and elucidate the school's stance on teachers' professional misconduct.