

I Introduction

- 1.1 School principals are leaders in our school education system. They play a vital role in achieving the Government's aim to provide quality education for our young.
- 1.2 In recent years, the quest for quality education has resulted in a number of initiatives which have made significant demands on principals in public sector schools, amongst which is the practice of school-based management (SBM) by the year 2000. Under SBM, the role and responsibilities of principals will be changed significantly. In return for accountability, they will be given more authority and flexibility in the deployment of financial resources, staff matters, curriculum and other professional, managerial and operational matters. With wider participation in school management by various stakeholders such as teachers and parents, they would need to work together with them, listen to and accommodate diverse views and to be responsible to them for the performance of the school. Hence, school leadership in the context of SBM will require a paradigm shift, moving from the traditional concentration on maintenance and hierarchy, to change, collegiality, teamwork, improvement and effectiveness.
- 1.3 In addition, principals have to face new challenges brought forth by advances in technology and higher expectations on education from the community, these include :
 - * the use of information technology to support learning and teaching;
 - * adaptation of the school curriculum to suit the ability and disposition of students so as to maximise the potential of, and not to give up on each individual student;
 - * increasing community expectations for improvements to the education system and the quality of learning processes and outcomes;
 - * a growing awareness of teacher professionalism;
 - * globalisation of the world economy and the emergence of a knowledge-based economy which demands workers with multiple intelligence and creativity; and
 - * life-long learning and the notion of school as a learning organization.
- 1.4 These new challenges will require principals to take on new leadership roles in quality development and quality assurance. They also highlight the need for a more focused and systematic school leadership training and development programme to enhance the quality of school leadership.
- 1.5 To help principals and potential principals acquire the knowledge and skills and to become more effective, efficient and professional leaders, the Education Department (ED) set up in January 1999 the Task Group on Training and Development of School Heads to draw up a framework for a leadership training programme for school principals. The terms of reference and composition of the Task Group are at Annex I.
- 1.6 The Task Group held four meetings. Its members visited England, Scotland, Australia (State of Victoria) and Singapore in February/March 1999 to study the principal training programmes in these countries. It has completed its deliberations and proposed a leadership training programme for school principals, which is the subject of the present consultation.
- 1.7 The Task Group now wishes to seek the views of the education community, including principals, teachers, school sponsoring bodies, educational bodies on the programme before it is delivered to the Director of Education.

1.8 You are invited to send in your views to the following address before 17 July 1999:

Secretary

Task Group on Training and Development of School Heads

School-based Management Division

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II Leadership Training Programme for Principals

Existing programmes

2.1 Since 1982, ED has been providing induction programmes to newly appointed school principals in the public sector. The aim of the induction programmes is to equip the newly appointed principals with the knowledge and skills they need for leading and managing their schools. The main training courses provided by ED are as follows:

- * A 10-day Primary School Administration Course with a 6-month action plan/project work is offered to newly appointed or potential primary school principals in the public sector to help them acquire the basic management knowledge and skills for effective school management. Seventy-nine courses have been conducted so far for 1,640 newly appointed primary school principals; and
- * A 9-day Secondary School Administration Course with a 6-month action plan/project work is offered to newly appointed or potential secondary school principals in the public sector to help them acquire management concepts and skills for effective school administration and management work. Twenty-eight courses have been organised for 569 newly appointed secondary school principals.

A brief description of the above courses is at Annex II.

2.2 Apart from the above courses, half-day or one-day in-service courses/workshops/seminars are frequently organised for serving principals to enhance their understanding of school administration, curriculum development, special education, information technology, etc.

2.3 To assist schools in the implementation of the School Management Initiative (SMI), ED has since 1992 commissioned local tertiary institutions to run a 30-hour training programme for school supervisors, principals and assistant principals. The programme covers school-based management, effective school leadership, school development planning and evaluation, financial and human resources management, staff development and appraisal, change management, etc. Up to now, 318 principals have attended and completed the training. Since June 1998, ED has also organised district-based workshops and seminars to provide similar training for principals of non-SMI schools.

Proposed programme

(a) Objectives and outcomes

2.4 The new leadership training programme is designed to equip and develop school principals with the necessary **knowledge, skills and attitude** to become competent leaders to lead schools into the new millennium. Through the leadership training process, participants will reflect on their strengths and weaknesses, and develop goals for improvement to become more effective in their professional role as principals.

2.5 The intended course outcomes are to enable the participants to:

- * assess personal leadership potential for further training and development;
- * increase understanding of the critical role of a principal in the development and

- maintenance of effective schools;
- * improve skills in strategic planning and implementation processes;
- * understand global developments and their implications for education and the school; and
- * shape a personal vision for leadership and continuous professional development.

The end vision is to achieve a paradigm shift and transform the principal from a hierarchical manager to a visionary leader, with the ultimate aim of improving student learning.

(b) Design and delivery

- 2.6 The new leadership training program comprises a self-assessment process, a leadership development programme, a set of core, elective and school-based modules, an individual experiential school project and final assessment. Participants are expected to complete the program in one or two years.
- 2.7 The programme will be managed by ED under the advice of a steering committee with membership from government departments/bureaux, tertiary institutions, principal associations, professional bodies, business and public organisations.
- 2.8 Tertiary institutions and other training agencies or trainers will be invited to be course providers. The programme will be conducted mainly in the evenings and school holidays. Where this cannot be arranged, parts of the programme will be conducted during school days.

(c) Programme framework

- 2.9 The training programme will consist of the following parts:

Part I Needs assessment

Participants will undergo a reflective leadership assessment process which consists of two components:

- * Self-evaluation; and
- * Feedback from work colleagues as well as the supervisor.

- 2.10 The assessment will be based on the draft school leadership competency profile in Annex III. The profile has been prepared with reference to the standards and core competencies for principals in England, Scotland, Australia (Melbourne) and the United States (Interstate School Leaders Licensure Consortium). The profile will be refined in the light of comments from the present consultation and will be kept under review over time. The assessment will help participants to identify those professional competencies for leading and managing schools, and competencies which require to be further developed through the programme and the experiential project in Part IV.

Part II Leadership development programme

- 2.11 The effectiveness of the leadership development programme hinges on a paradigm shift and attitudinal change among participants. To effect these changes, the programme will

- * explore leadership in its broader context, with emphasis on the change in educational trends, global context, technological challenge, family changes, social context and the role of the school in education;
- * focus on the principal as a role model for staff and students, as a team builder, a visionary leader, a problem solver and a change agent from the personal, interpersonal, organizational and global perspectives;
- * examine the leadership dimensions of a principal as a strategic, instructional, organizational and ethical leader in the school; and
- * develop the leadership skills and competencies as applied in the school context, with the ultimate aim of enhancing student learning outcomes.

2.12 The programme will be conducted in a series of workshops which may include case studies, learning games, and other delivery modes. Participants are expected to participate actively in self-reflection, discussion, practical exercises, group work, etc.

Part III Core, elective and school-based modules

Core modules

2.13 These modules will provide participants with leadership and functional skills to lead and manage a school effectively under the school-based management framework. The areas of study in each module are not exhaustive. *Suggestions are welcome.* The modules and their contents will also be reviewed and refined in the light of experience and changing circumstances. Module 5 focuses on practical strategies and skills and is designed as an induction programme for newly appointed principals.

Module 1 Learning and teaching

- * School-based curriculum planning
- * Advances in learning psychology
- * Effective instruction supervision
- * Application of information technology in learning and teaching
- * Data analysis and interpretation
- * Assessment and feedback

Module 2 Human resources development

- * Performance management
- * Staff development
- * Mentor training
- * Communication and networking

Module 3 Financial management

- * Management of resources
- * Budget planning, monitoring and reporting
- * Cost-benefit / cost-effectiveness analysis
- * Use of community resources

Module 4 Strategic management

- * Vision building, implementation and renewal
- * Community-school collaboration

- * Managing the change process for school improvement
- * Quality assurance and accountability
- * School as a learning organisation

Module 5 School administration (for newly appointed principals)

- * Partnership between ED and school
- * Education Ordinance and Regulations, Codes of Aid
- * Financial management system in ED
- * Education initiatives and policies

Elective modules

2.14 The aim of the elective modules is to broaden the perspectives of the participants on issues pertaining to the development of Hong Kong which have an impact on the local education system. The list of modules is not exhaustive. *Suggestions are welcome.* Additional modules will be included when the need arises. Participants will be required to select a minimum of two modules.

Module 6 School visits outside Hong Kong (self-financed)

Module 7 International perspectives on educational development

Module 8 Professional responsibility and the Law

Module 9 Future economic development and its impact on education

Module 10 Education in the age of information and technology

Module 11 Equality issues in education

Module 12 Educational development in the Mainland

School-based modules

2.15 Participants will be attached to a school with good practice in a particular area of instruction or management such as:

- * Curriculum tailoring/adaptation
- * Application of information technology in learning and teaching
- * Language teaching
- * School-based assessment
- * Classroom action research
- * Whole-day primary schooling

Part IV 8-month experiential school project

2.16 Each participant is required to design and implement an 8-month experiential school project to develop, practise and demonstrate the competencies identified for further development in the “Needs Assessment” in Part I. This can also be a work-related project through which participants can apply or experiment the new skills they have acquired in their own school setting.

- 2.17 The participant will be supported by a facilitator who will be selected from among experienced school principals, academics from tertiary institutions or senior managers/administrators in the business or public sector. The participant will choose a facilitator from a panel of nominated facilitators.
- 2.18 Facilitators will be given the necessary training to enable them to better understand and fulfil their role. They will receive an honorarium.

Part V Final assessment

- 2.19 Successful completion of the training programme will require:
- * completion of all core and elective modules in Part III and satisfactory assessment by the training provider;
 - * submission of the report on the experiential project in Part IV and satisfactory assessment by the facilitator; and
 - * an overall satisfactory assessment by the supervisor and/or principal on the performance of the participant on completion of the training programme.

Award

- 2.20 Participants who successfully pass the final assessment will be qualified to become, or continue to be principals, subject to para. 2.22 below. Those who fail in any of the assessment tasks will be allowed to re-submit their work one more time.

Target groups

- 2.21 Serving principals, newly appointed principals, assistant principals and aspiring principals can apply for the programme. Recommendation by the school supervisor is required. In the event of over-subscription, priority will be given to newly appointed and serving principals.
- 2.22 To ensure that all principals will have the leadership skills necessary to manage and lead the school, it is proposed that with effect from the 2000/01 school year, newly appointed principals are required to complete Parts I and II of the programme prior to taking up office. The other parts of the programme can be completed within the current school year. It is also proposed that the aim should be to require all newly appointed principals to obtain the certificate of principalship prior to appointment from the 2004/05 school year. For serving principals, the aim is to require all of them to have the certificate by September 2007.

Number of participants

- 2.23 In the 1999/2000 school year, about 150 participants will be trained. It is planned that the number will be increased to 200 in subsequent years.

Exemption

- 2.24 Participants who possess qualifications or have undergone training equivalent to the training programme may seek exemption from part of the Part III programme. Such applications will be considered by the steering committee.

Course fees

- 2.25 It is not possible to estimate the course fee until the programme has been finalised. As an incentive to encourage participation, ED will provide each participant with a subsidy in the form of a refund equivalent to 50% of the course fee, up to a maximum of \$30,000 and subject to successful completion of the final assessment.

Programme evaluation

- 2.26 The programme will be supervised by the steering committee. An independent assessor will be appointed to evaluate the programme. Results of the evaluation will be reported to the steering committee.

Continuous professional development

- 2.27 To provide continuous support for the professional development of principals, it is recommended that ED should consider supporting the following activities:
- * establishing **principal networks** after the leadership training programme. Participants will be encouraged to form collegial groups so that they share experiences in support of further career development;
 - * forming **cluster schools on a district or regional basis** whereby principals in the same locality can share resources, organise learning activities for continuous professional development;
 - * negotiating with **tertiary institutions or professional associations** in recognising some of the modules for further studies and /or exemption from courses required for professional membership; and
 - * in the long run, collaborating with principal associations, tertiary institutions, and the business sector to set up a **principals' centre** to provide continuous professional education for school leadership and to advance the status of principalship.
- 2.28 The Task Group will continue to develop a strategy for cultivating professional commitment to continuous learning and development amongst principals, for example, by setting a minimum number of contact hours of training and development in a year.

Task Group on Training and Development of School Heads

Terms of Reference

Within a period of six months :

- (a) To draw up a framework on the training and continuous professional development of school heads;
- (b) To consult parties concerned on the framework; and
- (c) Based on (a) and (b) above, to deliver to the Director of Education a report on the establishment of a programme and its associated implementation strategies on the training and continuous professional development of school heads and all matters in connection thereof.

Membership

Chairman

Mr TSUI See-ming
(to 1.4.1999)

Mr CHONG Kwok-kit
(from 7.4.1999)

Member

Mrs Lilian L Y CHAN
Professor CHENG Yin-cheong
Mr Richard S M CHEUNG
Mrs Evonne CHING
Dr Frederick K S LEUNG
Miss Stella MAN (to 31.3.1999)
Sister Cecilia WONG

Mr CHAN Wing-kwong
Dr Anthony B L CHEUNG
Mr William CHEUNG
Professor Jack LAM
Dr LEUNG Wing-tai
Mr TAI Hay-lap, BBS, JP

Secretary

Mr IP Po-kuen

10-Day Primary School Administration Course

- Aims**
- * To assist newly appointed primary school principals to acquire basic management concepts and skills which enable them to manage schools effectively and efficiently.
 - * To fulfil training requirements for promotion of Assistant Master/Mistress to Senior Assistant Master/Mistress and from Senior Assistant Master/Mistress to Principal Assistant Master/ Mistress.
- Participants**
- * Newly appointed primary school principals in the aided school sector.
 - * Potential principals of Government primary schools.
- Class Size**
- Maximum 24 per class
- Content**
- (a) Basic management concepts
 - * Management functions and roles of principals
 - * Human resources management
 - * The importance of vision in schools
 - (b) Management skills
 - * Communication skills
 - * Working with people
 - * Selection of staff
 - * Induction of teachers
 - * Performance management
 - * The art of coaching
 - * Team building
 - * In-tray exercise
 - * Managing change
 - * Media and schools
 - (c) Professional knowledge
 - * Education policies
 - * School places allocation

9-Day Secondary School Administration Course

- Aims**
- * To equip newly appointed secondary school principals with the necessary basic management concepts and related skills for effective and efficient school management.
 - * To fulfil training requirements for promotion/ appointment of principals.
- Participants**
- * Newly appointed secondary school principals in the aided school sector.
 - * Potential principals of Government secondary schools.
- Class Size** 20 to 24 per class
- Content**
- (a) Basic management concepts
 - * School vision and mission
 - * Roles and functions of school principals
 - * Principals as leaders
 - * Motivation
 - * Empowerment
 - (b) Management skills
 - * Communication
 - * Selection of staff
 - * Performance management and staff development
 - * Working with staff with teaching/emotional problems
 - * Crisis management
 - * Team building
 - * A day in the principal' s office (In-tray exercise)
 - * Managing change
 - * Relationship between principals and the media

Draft School Leadership Competency Profile for School Principals of Hong Kong

The competencies are statements of what school principals should be able to do. They are organized into four broad domains: strategic leadership; instructional leadership; organizational leadership; and ethical leadership.

Strategic Leadership

The school principal should be able to:

1. facilitate the development of a shared vision of learning to promote a high level of achievement by students.
2. create and foster within the school the culture of a learning organisation.
3. communicate effectively the vision and goals of the school to students, staff, parents and the community at large.
4. develop and implement strategic plans to achieve the vision and goals of the school.
5. ensure that the organisation and management systems are supportive of the vision and goals of the school.
6. collaborate effectively with students, staff, parents and the community at large in the implementation of the vision and goals of the school.
7. monitor, evaluate and renew regularly the vision and goals of the school.
8. utilize qualitative and quantitative data in strategic planning and decision making.

Instructional Leadership

The school principal should be able to:

1. foster a school environment conducive to teaching and learning, by developing with staff a school culture which focuses on improving instruction, incorporates best practice and promotes student achievement.
2. design and implement with staff an integral instructional programme of curricular, co-curricular and extra-curricular activities based on student needs, current trends and public policies.
3. apply theory, practice and research to foster a quality instructional programme for students.
4. develop with staff a student personnel service and plan activities to fulfil students' social, cultural and developmental needs.
5. assure the assessment of student progress by a variety of strategies and techniques and use data for the improvement of the instructional programme.
6. promote the integration of technology in the instructional process to enhance learning.
7. model life-long learning through formulating and implementing a self-development plan.
8. identify the training needs of staff and make provisions for their professional development and enhancement of expertise.

Organizational Leadership

The school principal should be able to:

1. establish operational plans and procedures to achieve the school goals.
2. apply management skills and group processes to define roles, assign functions, delegate effectively and determine accountability.
3. use effective communication, interpersonal, decision making, problem solving, consensus building and conflict resolution skills.
4. monitor and assess progress in the implementation of the action plans and procedures and make necessary adjustments and changes.
5. manage time effectively to maximize the attainment of school goals.
6. identify and analyse the major sources of financial resources for the school.
7. perform responsibly and efficiently budget planning, monitoring and reporting functions for the school.
8. perform responsibly and effectively personnel selection, supervision, evaluation, and management functions for the school.
9. implement strategies and measures to ensure that the physical facilities are operating efficiently and effectively to maintain a safe, clean and aesthetically pleasing school environment conducive to learning.
10. utilize technology to enhance the effectiveness of school operations.
11. implement laws, government policies and regulations relating to schools and students.
12. operate an information management system to facilitate communications within the school community and with the public.
13. interact effectively on school matters with personnel of the school sponsoring body, the Education Department, other government and non-government organisations.

Ethical Leadership

The school principal should be able to:

1. model ethics and integrity in professional and personal activities.
2. promote ethical behaviour and integrity within the school community.
3. demonstrate the appreciation for and sensitivity to the diversity of individuals in the school community.
4. account to the students, parents, staff, governing body and the public at large for the equity, effectiveness and efficiency of school operations.