

**Annex I to the
Letter on Guiding Framework for Primary and Secondary
Teacher Education Programmes**

Guiding Framework for Primary and Secondary Teacher Education (TE) Programmes (Bachelor of Education)

1. Aims and Objectives

Initial teacher training is the foundation for quality teaching and continuous professional growth of teachers. Its primary objective is to equip prospective teachers with the necessary knowledge and skills, to develop their professional roles, values and conduct, and to enable them to perform as effective and reflective school teachers in educating and cultivating students' whole-person development in various school settings (including primary schools, secondary schools and special school) in Hong Kong.

Aims of TE programmes at primary and secondary levels are as follows:

- a. To cultivate the attitude and values, develop an understanding and competence to perform the professional role of teachers in various school settings effectively.
- b. To develop an understanding of cultural, social, economic and other relevant factors affecting the development of school education, with particular reference to local context.
- c. To impart knowledge and skills required for planning, implementing and evaluating contemporary primary and/or secondary school curriculum, as well as student development and support programmes appropriate to local context.
- d. To develop an understanding and competence to promote whole-person education.
- e. To impart knowledge and skills required for catering for students with diverse needs and background.
- f. To develop an understanding of the importance of parental support in students' development and skills required in promoting home-school collaboration.
- g. To develop capacity for continuous professional growth and reflective practices.

2. Programme Structure and Arrangement

a. Programme Duration

– Length of the TE programme should

- i. **normally be five academic years of full-time studies or equivalence, or within the duration allowed for part-time studies as specified by individual TE universities, and**
- ii. **include supervised teaching practicum of not less than 12 weeks in a relevant context, such as in primary/secondary schools; or not less than 6 weeks in primary and 6 weeks in secondary school settings for cross-sectoral programmes.**

- b. Attainment Requirement
 - Completion of all core domains¹, and
 - 100% completion of supervised teaching practicum as required.

3. Assessment System

- a. Assessment may include but are not limited to assignments, tests, examinations, teaching assessment, dissertation and capstone project. The weighting of each assessment domain is determined in accordance with the standing policies and subject to the monitoring mechanisms of universities.
- b. The assessment criteria may vary from domain to domain, but the elements under each domain should be covered.
- c. To ensure that adequate opportunities are provided for participants to achieve the intended programme objectives, relevant support measures such as remedial sessions and supplementary examinations should be included.
- d. Practicum is essential for applying theory to practice. Assessment on supervised teaching practicum must therefore be made compulsory. A graduation certificate will only be awarded to participants who have satisfied the requirements on supervised teaching practicum with not less than 12 weeks in primary/secondary school settings, or not less than 6 weeks in primary and 6 weeks in secondary school settings for cross-sectoral programmes.

4. Content Outlines

Pursuant to the aims of the TE programme, the programme should contain the core domains, as well as a specified period of teaching practicum meeting the requirements of the programme duration and practicum activities and the training elements as set out in the next section.

¹ To enhance the professional competence of TE students, TE universities may provide elective courses on advanced / thematic topics based on the core domains of this Framework as well as institutions' niche areas and their students' needs.

The content of TE programmes should cover the elements under each of the 4 core domains. Graduates from TE programmes are expected to be competent education practitioners in school settings, able to uphold professional values and ethics, and possess knowledge and skills required of a professional teacher. Upon successful completion of a TE programme, graduates are expected to:

Core Domains

(1) Professional Role, Values and Conduct

1. uphold the mission of cultivating values and nurturing people, and display a correct understanding of the Constitution of the People's Republic of China, the Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China (the Basic Law) and the Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region (the Hong Kong National Security Law) as well as the latest development of our country, so that they could help students correctly understand the constitutional status of Hong Kong, and cultivate in students a sense of belonging towards the country, a sense of national identity and an affection for the nation.
2. embrace the professional roles and values required of a teaching professional and expectation of society on their behaviour and conduct. They should understand relevant guidelines on teachers' professional roles and conduct, exercise self-discipline assiduously, uphold values and virtues of probity, integrity and honesty, and be conscious of upholding teachers' professional image in words and deeds with a view to safeguarding the image and dignity of the education profession.
3. understand their obligations in safeguarding national security, social order and public interest, and act in compliance with laws, rules and regulations so that they could be role models for students and help nurture students as law-abiding and responsible citizens.
4. understand the importance of pursuing continuing professional development and commit to participate in professional development activity and educational research so that they would set high professional standards in pursuit of improvement and excellence to enhance their professional capabilities.
5. demonstrate skills to be reflective education practitioners who continually evaluate the performance and initiate improvement in learning and teaching as well as student development, so that effective learning and healthy growth of students would be promoted.
6. keep abreast of education trends and policies, demonstrate awareness and responsiveness to societal changes as well as major local, national and global issues so as to equip students with the knowledge and skills required to have a foothold in Hong Kong, an affection for the country and a global perspective.

Recommended themes/topics: Constitution, Basic Law and National Security Law; Constitution and Basic Law Education, National Security Education; National Education; professional roles, values and conduct, T-Standard⁺; Education Ordinance and Education Regulations, relevant stipulations/guidelines related to teaching profession including but not limited to Guidelines on Teachers' Professional Conduct; professional growth and development; teachers as reflective practitioners; education research; education trends; national and international development; legal matters relating to schools and teachers (e.g. Copyright, anti-discrimination ordinances, Personal Data Privacy Ordinance, Employment Ordinance, mandatory reporting mechanism for child abuse cases, etc.).

(2) School Education and School Development

1. have a solid knowledge of education theories and development; display an understanding of the principles and factors underlying its development, with particular reference to local context.
2. demonstrate the ability to address contemporary issues in school education amongst the philosophical, sociological, psychological, and pedagogical realms, with special reference to local context.
3. display the ability to realise the school vision and mission and discharge their duties according to school policies, practice and culture.
4. demonstrate the ability to collaborate with colleagues, stakeholders and external professionals, with a view to bringing about favorable educational outcomes.
5. understand the key concepts and tools to evaluate school practices and give constructive opinions when appropriate for continuous school development.
6. display an understanding of schools' implementation of education policies and initiatives, in particular the good practices in classroom settings.

Recommended themes/topics: foundations of school education; contemporary issues in school education; education policies; school development; teacher leadership; school evaluation.

(3) Learning and Teaching, Curriculum and Assessment

1. demonstrate an understanding of the learning goals of primary and/or secondary school education, and key elements in the latest curriculum guides; display the competence in attaining the learning objectives set out in the curriculum guides in the course of teaching and student development work.
2. demonstrate the mastery of subject knowledge, language proficiency in teaching and the competence in adopting appropriate pedagogies for promoting whole-person education.
3. demonstrate the ability to cater for students with special educational needs (SEN)²; display an understanding of how students differ in learning; display the ability to identify individual differences and apply appropriate pedagogies to cater for diverse learning needs of students.
4. demonstrate effective and ethical use of learning and teaching resources according to the educational needs and abilities of students, and skills to enhance students' information, media and technology literacy.
5. display the ability to promote values education in the planning and implementing of school curriculum, in particular to develop students' sense of identity, belonging and

² From the 2007/08 school year onwards, the Education Bureau (EDB) has been offering structured special education training pitched at three levels, i.e. Basic, Advanced and Thematic (BAT) Courses. Training targets have also been set for schools to arrange their teachers to attend the BAT Courses in a systematic manner to enhance the professional capacity of teachers in catering for students with SEN and the effectiveness of schools in implementing integrated education. Prospective teachers completing relevant module(s), lasting not less than 30 hours in total and meeting the requirements of basic training as specified by the Education Bureau (version as at 2021/22 school year is at Annex), will be exempted from the EDB's requirement of attending the Basic Course.

responsibility towards the nation and local community.

6. demonstrate the ability to adopt appropriate assessment strategies and tools, and analyse assessment data to enhance learning and teaching.
7. demonstrate a basic understanding of curriculum leadership for enhancing learning and teaching effectiveness, and applying effective pedagogical strategies to cope with the changing and interdependent world.

Recommended themes/topics: On-going renewal of school curriculum; curriculum development and adaptation to meet learner diversity; classroom learning and teaching; catering for students with SEN; quality learning and teaching resources; information, media and technology literacy; curriculum leadership; assessment literacy.

(4) Student Growth and Development

1. care for and love students, aspire to be role models for students and act as chaperons of students to support their growth and help them unleash their potential.
2. demonstrate the competence in providing appropriate student development and support programmes as well as setting up and maintaining a stimulating and inviting environment to meet the development needs of students.
3. display an understanding of and positive attitude towards students with SEN and diverse learning needs, and demonstrate the ability to support their learning and development.
4. demonstrate an understanding of the policy and practices of teaching Non-Chinese Speaking students, demonstrate the awareness about cultural and linguistic diversity and demonstrate the competence in educating students to respect each other's differences and culture.
5. demonstrate the competence in working with co-workers and other professionals, and mobilising community resources to support students with diverse needs and cultural background.
6. demonstrate an understanding of and competence in promoting home-school collaboration and the importance of parental involvement in primary and/or secondary education.

Recommended themes/topics: promotion of values education; student growth and development; education psychology; guidance and discipline; multiculturalism in Hong Kong; student wellness and well-being; home-school collaboration.

Supervised Teaching practicum and Independent Learning, Other Learning Experiences	Training Objectives and Requirements	Minimum Duration
Supervised Teaching Practicum and Independent Learning	1. The objective of teaching practicum is to strengthen student teachers' ability to connect theory and practice, as well as to deepen their understanding of authentic school settings. Under the mentors' guidance, support and supervision, student teachers are expected to acquire practical skills in teaching and handling school's administrative work through participating in a wide variety of school activities, e.g. lesson observation, shadowing the work of mentors, participating in panel meetings and school functions, etc.. Teaching practicum also aims to develop student teachers' proficiency to interact with different stakeholders including parents, teachers and other co-workers. 2. Student teachers should be supervised by teacher mentors from the school and the institution. Assessment should cover their performance in essential aspects including teaching as well as professional attitude and conduct. Normally, there should be at least three supervisions conducted by the supervisors of the institutions during the course of study. Student teachers should also be provided with opportunities to share experience with peers and supervisors/mentors, and to make self-reflection in applying the professional knowledge and skills acquired in relevant school settings. 3. Consolidation of the learning experiences gained from teaching practicum through various types of coursework, e.g. learning and teaching portfolio, reflective journal and mini-study should be encouraged.	Not less than 12 weeks in primary/secondary/special school settings, or not less than 6 weeks in primary and 6 weeks in secondary school settings for cross-sectoral programme.

Other Learning Experiences	To broaden student teachers' horizon, and to develop a sense of national identity and sense of belonging to our country, student teachers are strongly recommended to visit the Mainland for study, experiential learning, project work, etc. at least once during their study. They should also be given opportunities to participate in various modes of local and/or non-local experiential learning beyond classroom, e.g. community projects, voluntary services, study trips, with a view to enhancing their awareness of the latest education trends and global development in education, as well as to strengthening their capacity to integrate theory with practice.	
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**Course Outline for Basic Course on Catering for Diverse Learning Needs
for the 2021/22 to 2023/24 School Years
(online learning mode) (30 hours)**

The Basic Course is delivered with sound educational theories, practicable strategies and skills, and ample examples of good local practices. Emphases have been put on early identification and intervention for students (including non-Chinese speaking (NCS) students) with special educational needs (SEN) and how evidence-based practices/support programmes will benefit these students, as well as typically-developing ones, in terms of improved learning outcomes.

Learning Objectives:

On completion of the Basic Course, teachers shall be able to:

1. understand the policy and principles of integrated education (IE) in Hong Kong, specific support needs of students by their types of SEN, and effective evidence-based practices in supporting students (including NCS students) with SEN in an inclusive environment;
2. understand the 3-tier intervention model, basic intervention strategies, and how to maximise the learning outcomes and enhance parental support strategies;
3. understand the importance of early identification and formulation of evidence-based practices/support programmes based on systematic needs assessment, regular review using the model of response to intervention, and timely adjustment of intervention programmes in accordance with the progress of students (including NCS students) with SEN;
4. understand how to work in collaboration with Special Educational Needs Coordinators (SENCOs), Special Educational Needs Support Teachers (SENSTs), Guidance & Discipline Teams in schools and other professional staff, such as school-based educational psychologists (EPs), school-based speech therapists (STs) and school social workers, to maximise the support for students (including NCS students) with SEN;
5. understand and apply the principles of curriculum differentiation and adaptation to cater for diverse learning needs of students (including NCS students) with SEN through quality curriculum delivery in the regular classroom, deployment of appropriate instructional strategies and assessment methods, special arrangements for internal examinations, etc.; and
6. understand and apply effective evidence-based support strategies for cultivating an inviting environment in school to cater for students (including NCS students) with SEN, and develop in students positive attitudes towards their counterparts with SEN.

Learning Contents:

The Basic Course shall cover the following topics:

1. IE policy, principles and practices in Hong Kong, including early identification and intervention, Whole School Approach (WSA), 3-tier intervention model and response to intervention to cater for students (including NCS students) with SEN in ordinary schools, provisions and resources for IE, implications of Disability Discrimination Ordinance and Code of Practice on Education on educational practices, etc.;
2. an overview of the characteristics and early identification of students with:
 - (a) “Cognition and Learning Needs (CLN)” - focusing on those with specific learning difficulties (SpLD) (including dyslexia and developmental coordination disorder) or intellectual disability (ID);
 - (b) “Behavioural, Emotional and Social Development Needs (BESDN)” -focusing on those with autism spectrum Disorder (ASD), attention deficit/hyperactivity disorder (AD/HD), emotional and behavioral disorders (EBD) or mental health problems/ mental illness (MI); and
 - (c) “Sensory, Communication and Physical Needs (SCPN)” - focusing on those with physical disability (PD), visual impairment (VI), hearing impairment (HI), or speech and language impairments (SLI);
3. a person-centred approach to catering for students (including NCS students) with SEN, together with strategies for cultivating an inviting environment conducive to learning and nurturing students’ respect for diversity;
4. effective and evidence-based intervention and support strategies in the regular classroom, including curriculum differentiation and adaptation to cater for diverse learning needs of students (including NCS students) with SEN, deployment of appropriate instructional strategies and assessment methods, special arrangements for internal examinations, improved lesson planning with Universal Design for Learning to meet the needs of all learners from the start, and refinement of intervention and support strategies through Lesson Study;
5. readily available resources/tools/training materials (e.g. for teachers and parents, or for self-learning by students) for supporting students (including NCS students) with SEN; and
6. roles and responsibilities of key school personnel and stakeholders in implementing the WSA to IE, including the school management, SENCOs, SENSTs, teachers, teaching assistants, EPs, STs, social workers, parents, etc.