

Fundamental of Teacher Professional Development in the New Normal

Talk Organized by Office of School Partnership and Community Engagement
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Objectives of Talk

- To reflect on issues and mindsets that are important to growing and developing teacher – The fundamentals of teacher professional Development that are valid in changing times (or in good and not-so-good times; when there are hardships and adversities)
- To review teacher professional development standards and illustrate how they can still guide our professional experience and development in changing times

The Here-and-Now of the Education Profession in HK (2019-now)

- Disruption and paradigm shift in education due to the COVID-19 pandemic (e.g., on-line teaching, role of teachers)
- Social unrest, divisions, and changes (e.g., the regional and global political entanglements) have disrupted social equilibrium, and students are unsettled
- There are some concerns raised on teachers and the education profession

Many teachers are very tired!

Key Points & Take-home Messages

1. Teachers have to recognize that our world is rapidly changing (i.e., at an unparalleled pace). Changes are stressful but they often bring about new opportunities in education to mold the next generations
2. In challenging moments we have to go back to the basics, and do the basics very well
3. No one is perfect, and teachers should be (and are) growing professionally and we can do better each and everyday

Our World is Changing – The New Normal

Unpredictability (不能預測) – We have AI and we can accurately predict many events in life (e.g., weather, MTR arrival time) but we cannot predict the pandemic and many social disruptions

Divided (撕裂) – We have the most powerful digital social media platforms but our world has been more divided than ever, partly due to the un-intended consequence of polarization of views in these platforms

The New Normal

新常態

Mis-information (假資訊) – We can “google” all the information from the NET, but “fact-check” is not sufficiently practiced, and one can argue that we are descending into an “mis-information” age

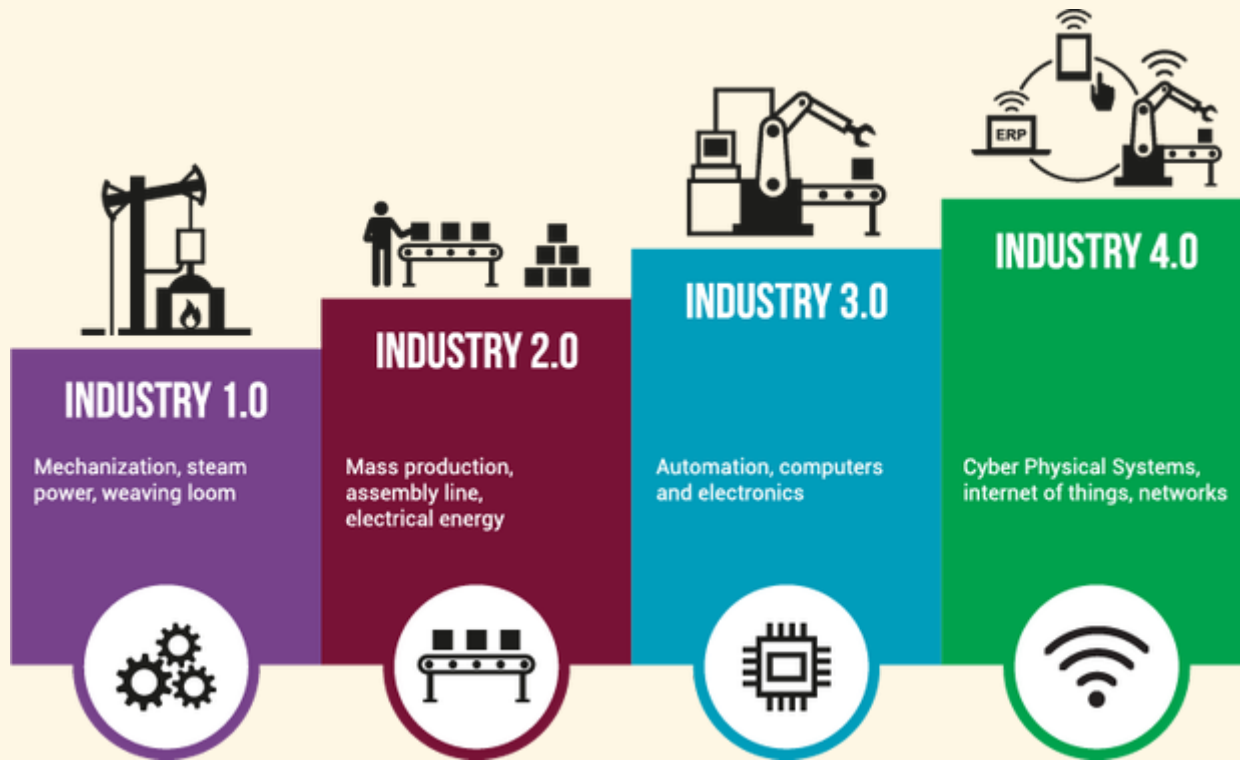
Hopelessness (缺乏盼望) – Human is technologically more advanced, more capable of coping with adversities (e.g., medicine, psychology) than ever, but there is a sense of hopelessness among many people

Education & Work are also Changing Rapidly

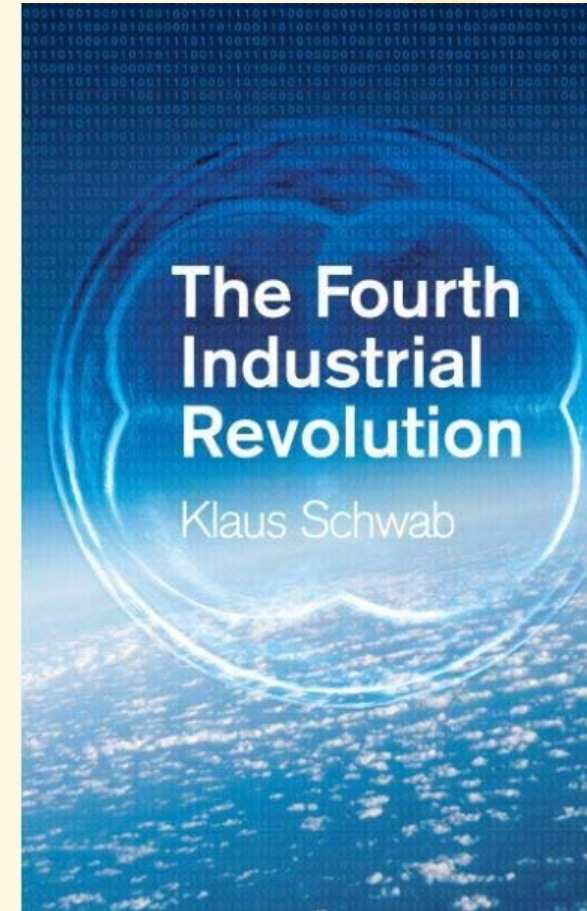


<https://twentytwo.co.nz/blog/workplace-change-the-dangers-of-not-embracing-how-people-adapt/>

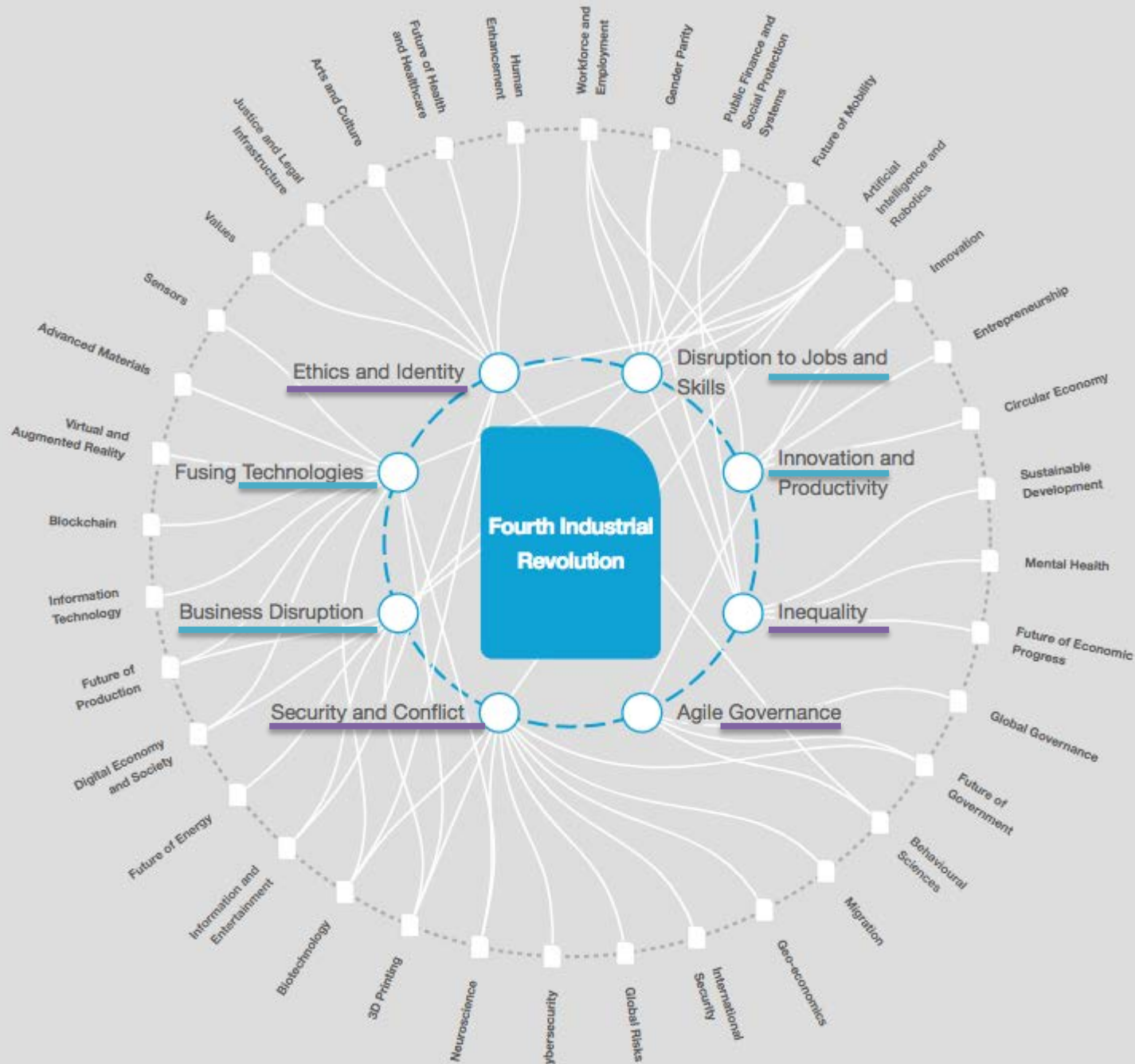
The Fourth Industrial Revolution is Underway



sadhyam.com



Schwab, K. (2016). *The fourth industrial revolution*. New York, NY: Crown Business.



第四次工業革命的最大挑戰，是人如何善用科技，改變人的生活

而不是讓科技主宰了人的生活，要人去適應科技

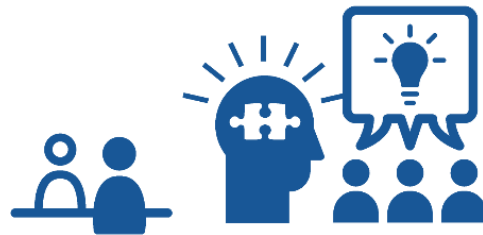
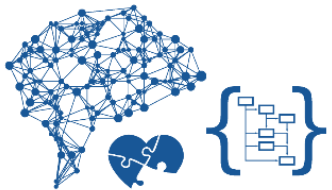
Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making New
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility New

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

- Which skills are Needed for the 4th Industrial Revolution?
- Can those skill sets be automated?

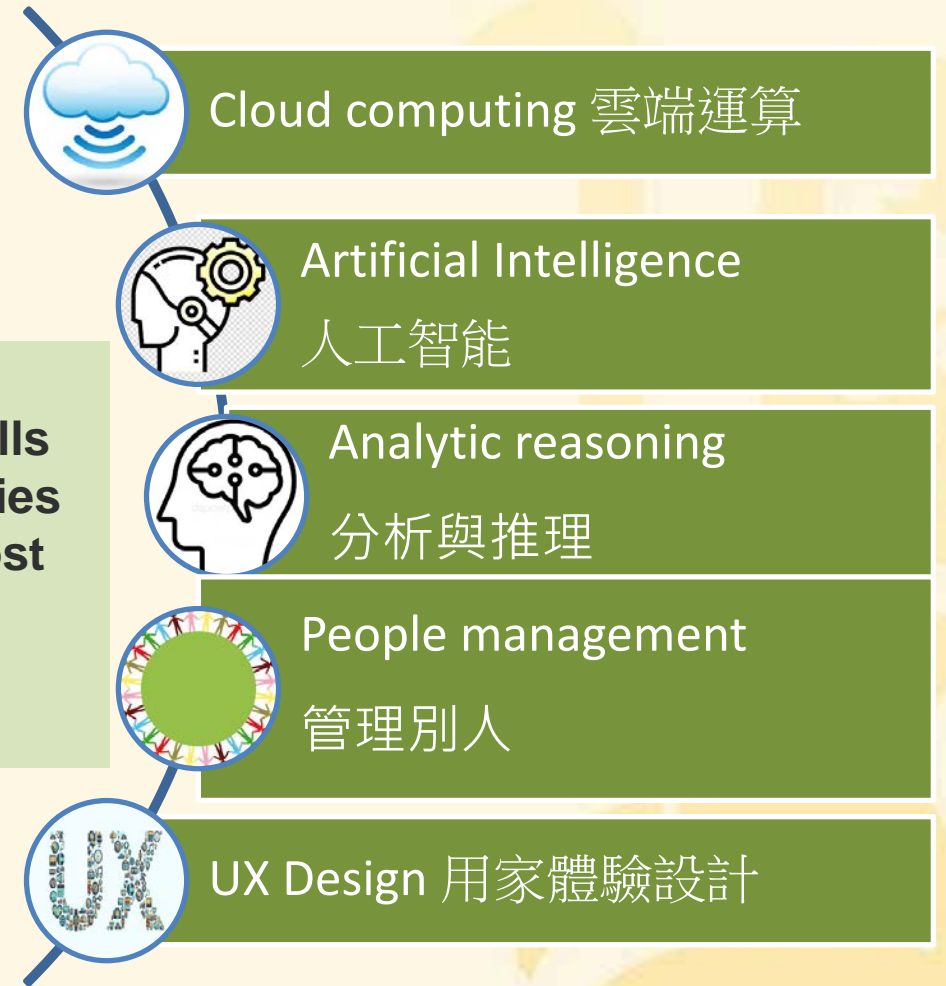
1. 複雜的解難能力
2. 批判思維
3. 創意
4. 管理他人
5. 與別人協調
6. 情緒智商
7. 作判斷和抉擇
8. 服務取向
9. 談判
10. 靈活思維

LinkedIn
Soft Skills
Companies
Need Most in
2019
軟實力



But, even candidates with exceptional hard skills need soft skills in order to stand out and succeed In fact, 57% of leaders say soft skills are more important than hard skills.

LinkedIn
Hard Skills
Companies
Need Most
in 2019
硬實力



Skills, not job titles, are the new metric for the labour market

Jian Lu, President, LinkedIn China

Young People are Changing

Identity 身份

Emotional 情感 情緒



Social 社交

Cognitive 認知

The Basics and Fundamentals in Teacher Professional development

– Sub-Themes I want to Address

1. Vocation - Your calling to be a teacher (a theme that is often not addressed in professional standards)
2. You are growing and changing – Re-evaluation and re-construction of professional direction is a normal part of your journey
3. Managing changes through professional development
4. A brief survey of professional standards in HK – and what it means to your professional development

Sub-theme #1 - Teacher “Calling” and “Mission”

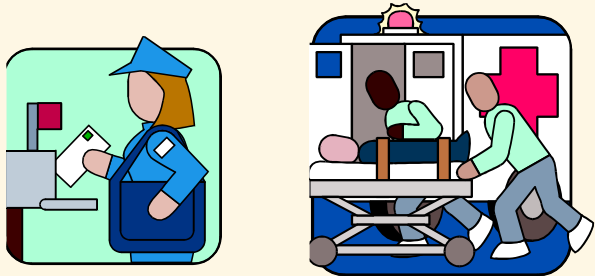
- In challenging moments, it is good to go back to the basics. The first basic is: to re-affirm our commitment to the teaching profession, and perhaps “your special calling to be a teacher.”
- And: You are called to fulfill a mission as a teacher in this special time
- There is a need in front of us: We need teachers in good times and no-so-good times, and more than ever in changing times

Vocation 召命/職志

Webster's Dictionary:

- “A continuing task or responsibility that one is destined or fitted to do or specially called upon to take.”

“一項適合當事人，或當事人被宣召要持續進行的特定工作/
任務/責任/使命。



You are Called to be a Teacher:

- With passions to teach and serve
- Use your skills and competencies
- Meet the needs of students and others that you serve
- Respond to special and urgent responsibilities at a special time (e.g., pandemic, rapid changes)
- Role and tasks fit well with your life purposes and meanings



Reviewing our Call to be a Teachers is Continuous in our Professional Journeys – Including When There are Hardships

- I hope regardless of whether you are a new or seasoned teacher, you can review your call to be a teacher, and open your eyes to needs of your students and around your school, and you will see the missions that you could be a part of
- When you re-affirm your vocation as a teacher, the meaning of what you do will be different, and you will find new perspectives, renewed energies and professionalism, new/old co-workers, and new opportunities to make a bigger difference

Sub-theme #2 - Teachers are also Changing and Developing

In the midst of all the changes that are happening in our/your contexts, you (e.g., the teacher) are also changing:

- The changes in you are triggered by:
 - Your unique professional experiences + learning + holistic development (e.g., physical, psychological) + predictable and unpredictable life events (e.g., pandemic, economic recession)
 - These changes are reflected and expressed in your attitudes, awareness, and actions (through your professional practice)



<https://sjpersonnel.com.au/>

Development Across Life-span

*“A river never passes
the same place twice,”
says a philosopher.*

*“Life is like a river,”
says another
philosopher, and we
draw the conclusion
that this is the
metaphor that comes
closest to the
meaning of life.*

*Consequently, it is
always good to
remember during all
the year to come*



We are always doing things for the first time.

While we move between our source (birth) to our destination (death), the landscape will always be new. We should face these novelties with joy, not with fear – because it is useless to fear what cannot be avoided. A river never stops running.





<https://www.goodfreephotos.com/>

- Professional development is a JOURNEY worth taking -
Understanding and practicing professional principles and standards is a lifelong learning and development process –
And no one can become perfect

是甚麼吸引你進入教育行業?

- a. 我可以做到甚麼?
- b. 甚麼才算是做得好?
- c. 如何做得更好?
- d. 我如何使教育工作更有意義? 滿足感在那裏?
- e. 如行面對在工作中出現的困難?

- As you gain more experiences, know more about your strengths and competencies, and know more about the constraints in daily professional practices, your answers to these questions might change or become more complex than before

- Choosing the Focus and the Right Mix of Your Mission at Different Stages of Your Professional Development Journey

Teaching

Light
Administration

Heavy
Administration

Pastoral Care

Community
Sharing &
Engagement

Sub-theme #3 – Change Management and Growth Opportunities

- Changes (e.g., reasonable amount) can propel professional development (growth opportunity) or generate stagnation

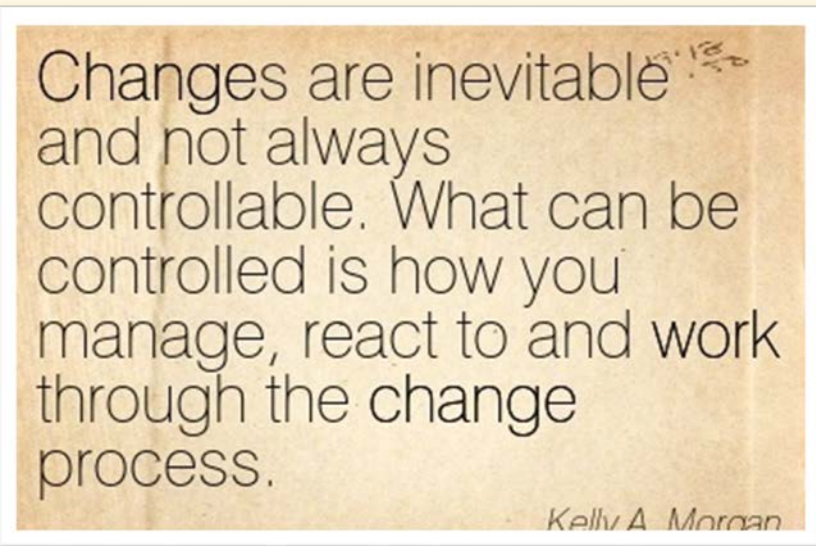
From developmental psychologists:

- 踏上混亂
- 昨天的方法已不適用
- 「為甚麼？我該如何？」
- 危機與焦慮
- 是「危」也是「機」
- 「不再一樣」
- 重建平穩





<http://quotespictures.com/>



Accomplish BIG Things With a

GROWTH MINDSET!

Success Begins With Believing You Can

Instead of Thinking...

- I can't do it.
- I'm not good at this.
- It's good enough.
- It's too hard.
- I'm afraid of making a mistake.
- They are better at it than I am.
- I don't know how.
- I can't make this any better.
- I don't like challenges.
- I give up.

Think This...

- I'm still learning. I'll keep trying!
- What can I learn to get better at this?
- Is this the best I can do?
- With more practice it will get easier!
- Mistakes are how I learn & get better!
- What can I learn from them?
- I can learn how!
- I can always find ways to improve!
- Challenges make me better!
- I'll try a different way!

<https://www.amazon.in/Honey-Paper-Co-Growth-Mindset/dp/B081WZ8SVX>

■ #3.1 - Coping with Changes via a Growth Mindset

#3.2 – Cultivate career adaptability in fast changing times

Be CONCERNED (關注) of future development, challenges, & possibilities in your profession

Increase CONTROL (控制) over one's professional future, through e.g., acquiring tools and skills

Develop CURIOSITY (好奇心) through exploring future scenarios

Strengthening the CONFIDENCE (自信) to pursue your aspirations

#3.3 – Know Your Limits (我的限制)

- 教師的努力，對學生必有幫助
- 多用強項，補足弱項
- 但教師要清楚自己只是一個有很多限制的人，並沒有“特殊”能力去改變學生：
 - 教師不能高估自己的能力，因為這樣會教師和學生都低估學生的能力
- 期望自己能發揮很大的影響，會構成很大的壓力

- 在一個等同的平台下 (e.g., 老師也是一個有很多限制的人):
 - 老師才能與學生一同悲哀，一同喜樂，一同經歷學習過程
 - 老師更能表達同感、尊重、支持，讓學生發現他們的強項

「超人老師」的陷阱

- 老師有時在潛意識裏期望自己能夠提供強而有力的幫助，好像「超人」般能化解教學和學生問題，面對所有的轉變
- 「超人老師」的期盼，是老師「耗盡」(burnout) 主要成因之一
- 要正確認識教育工作的功能與限制，對教育工作和自己有合理的期望。

#3.4 – Wellness: Are you Growing as a Person: Wellness of Teachers is a Pre-requisite to Living our Your Vocation



<https://forestschooleducationseries.wordpress.com/>

- Intellectual development – Are you reading and expanding your knowledge base?
- Emotional development – Are you taking care of your emotions and mental health?
- Physical development – Are you taking care of your health (e.g., exercises, diet, regular check-ups)
- Social development – Do you have a support group and/or a learning community; are you well-connected to your family members

The Whole World is VERY TIRED, even though we might be working from home!



教師及校長專業發展委員會



香港教師專業標準參照

主導原則

1. 以學生為本

通過專業發展，裝備自己，以培育學生全人發展及培養終身學習的能力

2. 邁向核心能力主導

融合了知識、技能、理解、價值的特質和專業素養，以配合現今發展學生核心能力的學校課程

3. 融入核心價值

具體描述教師和校長必須認同的核心價值觀及教育理念，通過專業實踐體現教育價值觀

4. 契合本地和國際教育政策和實踐經驗

參考其他國家的教師能力標準架構及有關教師持續專業發展的政策，與本地教育政策和實踐經驗互相契合

5. 可靈活運用以保障專業自主

具有詮釋空間，供教學專業團隊及其合作伙伴靈活使用或參考

教師的三個專業角色及成長階段

關愛學生的育才者

支援全人成長

啟發學生的共建者

結伴建構知識



敬業樂群的典範

彰顯專業精神

每個角色均附有三個專業成長階段的描述，說明角色的願景及所肩負的使命。

基本要求

力能勝任

成就出眾

COTAP Professional Standard #1

Student Development Objectives 學生發展目標	Role of Teachers 教師角色	Sub-Objectives 具體目標
Whole-Person Wellness 達至全人健康	Caring Cultivators of All-round Growth 關愛學生的育才者 支援全人成長	<ul style="list-style-type: none">■ 培育品格，追求全人發展，良好品德、正面的價值觀和態度及，對本地、國家和世界的認識■ 認識自我，提升自我管理、自我調節和終身學習的能力■ 締造和諧融洽及互相支持的環境■ 幫助特殊教育需要的學生拓展潛能，在多元社會中彼此肯定和尊重

COTAP – Professional Standard #2

Student Development Objectives 學生發展目標	Role of Teachers 教師角色	Sub-Objectives 具體目標
Key Competences for Adulthood 具備成年階段所需的素養	Inspirational Co-constructors of Knowledge 關愛學生的育才者 支援全人成長	<ul style="list-style-type: none"> ▪ 共通能力，開拓與創新精神，兼容中西文化，善用尖端科技 ▪ 協作方式建構知識，投入深度學習，培育學習領域的素養 ▪ 在知識及數碼年代，設計並推行切合學生需要和能力的教學策略

COTAP – Professional Standard #3

Student Development Objectives 學生發展目標	Role of Teachers 教師角色	Sub-Objectives 具體目標
Change Agility for Tomorrow 靈活應對未來的轉變	Committed Role Models of Professionalism 敬業樂群的典範 彰顯專業精神	<ul style="list-style-type: none">■ 與專業學習社群分享和協作，追求持續專業發展，為學校的長遠發展和革新作出貢獻，並為未來轉變作好準備■ 秉持專業操守，遵守《香港教育專業守則》；理解《基本法》精神，尊重法治為香港的核心價值■ 在學校和社會彰顯追求教育公平、卓越及敬業樂群的專業精神

Being a “Committed Role-Model” is most Important

- How you live out your vocation as a teacher everyday can deliver the biggest impact to your students!



From Bolles, “What Color is Your Parachute” – On Pursuing Your Dreams

There is a time, when we are young, when we lie out in the meadow, our hands clasped behind our head, and as we stare up at the sky, we dream of what our life might be. The possibilities seem endless, and we are enchanted at this vision. It beckons us toward LIFE, and JOY.

-
- But then, as things work out, and we grow older. Reality sets in. We decide we have to settle. Settle for a life that's less than what we dreamed. A different life. Maybe an Okay life. But definitely a lesser life. And, at times, a boring life.

-
- But sometimes later, in our life, something awakens within us. Call it yearning. Call it hope. We come to realize the dream we dreamed has never died. And we go back to get it. We decide to resume our search For the life we know within our heart that we were meant to live.

Key Points & Take-home Messages

1. Teachers have to recognize that our world is rapidly changing (i.e., at an unparalleled pace). Changes are stressful but they often posed new opportunities in education to mold the next generations
2. In challenging moments we have to go back to the basics, and do the basics very well
3. No one is perfect, and teachers should be (and are) growing professionally and they can do better tomorrow

THANK YOU!

