

12 December 2024

## **Education Bureau Circular No. 29/2024**

### **Training Requirements for Teachers**

[Note: This circular should be read by

- (a) Supervisors and heads of all government schools, aided schools (including special schools), caput schools and Direct Subsidy Scheme schools - for action; and
- (b) Head of sections - for information and action where applicable.]

### **Summary**

This circular aims to inform all publicly-funded schools<sup>1</sup> of the latest details regarding the training requirements for teachers (including newly-joined teachers (NJT), in-service teachers, teachers aspiring for promotion and teachers substantively promoted to a higher rank) as implemented from the 2020/21 school year. Schools are required to circulate this circular to all teachers, and to monitor and follow up on their training progress.

### **Background**

2. Teachers are the key to providing quality education. The Education Bureau (EDB) has all along attached great importance to the professional quality of the teaching profession and is committed to enhancing the professional competence of teachers through diversified professional development programmes and activities. In the 2020/21 school year, EDB established the Professional Ladder for Teachers<sup>2</sup>, developed a training framework for teachers, and provided structured core training for NJTs and teachers aspiring for promotion. Moreover, EDB regularly announces a variety of training programmes through the Training Calendar System (TCS), encouraging teachers to pursue continuing professional

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<sup>1</sup> Publicly-funded schools include government schools, aided schools, caput schools and Direct Subsidy Scheme (DSS) schools.

<sup>2</sup> For details, please refer to EDB Circular No. 6/2020 “Implementation of the Recommendations of the Task Force on Professional Development of Teachers” ([https://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/Attachment1\\_EDBC20006E.pdf](https://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/Attachment1_EDBC20006E.pdf)).

development. Training packages and materials<sup>3</sup> are also provided to support schools in conducting school-based professional development activities, thereby facilitating teachers' fulfilment of the core and elective training requirements under the Professional Ladder for Teachers.

3. As announced in the Chief Executive's 2022 Policy Address, NJTs in publicly-funded schools and promoted teachers in public sector schools were required to participate in Mainland study tours; while in-service teachers would be offered more Mainland study opportunities to enhance their understanding of the country's development and to strengthen their ability to nurture students' sense of national identity. In this connection, EDB has been organising Mainland Study Tours for Newly-joined Teachers and Mainland Study Tours for Promoted Teachers since 2023.

4. Teachers should actively equip themselves and keep up with the times. Code 8 as specified in Chapter 3 of the Guidelines on Teachers' Professional Conduct also stipulates that teachers should actively participate in continuing professional development activities to enhance their professional competence and meet the training requirements at different stages of profession in accordance with the guidelines of EDB and their schools. Schools should pay heed to and remind the teachers concerned to note the contents of paragraphs 5 to 17 below, in order to fulfil the specified training requirements.

## **Details**

### **(I) Newly-joined Teachers**

5. Starting from the 2020/21 school year, full-time teachers appointed to teach in publicly-funded schools<sup>4</sup> for the first time are required to complete 30 hours of core training and not less than 60 hours of elective training based on individual professional development needs within the first three years of service.

6. The core training programme for NJTs comprises four compulsory courses under two categories with details tabulated as follows:

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<sup>3</sup> Relevant resources (including the Training Package on T-standard<sup>+</sup> for Schools, the Training Package on Teachers' Professional Values and Conduct for Schools, and Videos of Greater Bay Area Forum on Teachers' Professional Ethics) have been uploaded to EDB webpage (<https://www.edb.gov.hk/cpd/en>).

<sup>4</sup> Including regular teachers, contract teachers, monthly-paid temporary teachers (excluding daily-rated supply teachers) and Native-speaking English Teachers. Teachers who had taught in private schools and transferred to local public sector schools or DSS schools as full-time teachers on or after 1 September 2020 must also complete the training programme for NJTs within the first three years of the transfer as required.

Content of Core Training		Training Hours	
Category 1	Workshop on Teachers' Professional Identity	6	12 hours in total
	T-standard+ Online Course	3	
	Training Programme on the Constitution, the Basic Law and Hong Kong National Security Education	3	
Category 2	Mainland Study Tour for Newly-joined Teachers	18 hours	

7. The above programmes are offered by EDB at regular intervals every school year. Relevant information is available on the Year Calendar of Core Training on the Training Programmes for NJTs webpage (<https://www.edb.gov.hk/njt/en>), and will be updated from time to time. Due to the **limited quotas** for each course, teachers should **enrol in the courses as early as possible**. Schools should also arrange for NJTs to attend these courses as appropriate.



8. For elective training, NJTs may enrol in structured learning programmes/ activities based on their professional development needs. These can include professional development programmes related to Key Learning Area or subjects and fostering students' whole-person development, as well as school-sponsoring body/ school-based induction programmes for NJTs. Structured learning may also include participation in local/ non-local education conferences, seminars, thematic lectures, workshops, online courses, study tours within or outside Hong Kong, and courses related to teaching qualifications. Teachers should properly maintain their training records, and input in the e-Services Portal information about elective training courses not enrolled through EDB TCS for school's verification<sup>5</sup>.

9. Schools should regularly review and follow up on the training progress of NJTs to ensure that they fulfil both core and elective training requirements. For teachers who fail to meet the core training requirements after the end of the training period, EDB will follow up seriously, which include seeking explanations from the management committees/ Incorporated Management Committees (IMCs)/ School Management Committees (SMCs) of their schools concerned, and issuing management letters to the schools as appropriate, while reviewing the registrations of relevant teachers from the perspective of professional conduct, and taking appropriate follow-up actions, such as issuing warning or advisory letters to the teachers concerned.

10. For the afore-mentioned teachers who received warning or advisory letters due to their failure in meeting the core training requirements, they should complete the required core training as soon as possible if they continue to teach in publicly-funded schools. If they

<sup>5</sup> Please refer to the relevant EDB webpage ([https://eservices-help.edb.gov.hk/irooms/eservices/helpmanual/tc/introduction\\_en.html](https://eservices-help.edb.gov.hk/irooms/eservices/helpmanual/tc/introduction_en.html)).

transfer to another school, or re-join the teaching profession after a break in service and are employed by a publicly-funded school, they could only be employed on a daily-rated basis until they complete all core training. When schools hire these teachers, they should notify the School Leadership and Professional Development Section of EDB by email (ctnjt@edb.gov.hk) within 14 calendar days upon the commencement of the teachers' service for follow-up on their training arrangements. If the above-mentioned teachers still fail to complete the training as required, EDB will take further follow-up actions, including considering cancellation of their teacher registrations.

## **(II) In-service Teachers**

11. Starting from the 2020/21 school year, all in-service teachers are required to spare a minimum of 30 hours from the 150 hours of training required in each three-year Continuing Professional Development (CPD) cycle to take part in core training under two categories, namely Teachers' Professional Roles, Values and Conduct and Local, National and International Education Issues, with not less than six hours spent on each category.

12. Core training activities for in-service teachers should be structured learning provided by EDB, teacher education universities, school-sponsoring bodies or schools, including participation in local/ non-local education conferences, seminars, thematic lectures, workshops, online courses, study tours within or outside Hong Kong, courses related to teaching qualifications, and staff development day activities.

13. Schools are advised to incorporate the content of the two categories mentioned above in their school-based teacher CPD plans to facilitate teachers in achieving the training goals. Besides, schools should remind teachers to record particulars of completed training programmes/ activities on the e-Services Portal, and utilise the e-Services Portal to monitor and follow up on teachers' training progress. EDB will make reference to relevant records to understand teachers' participation in CPD activities both at teacher and school levels as a whole, and follow up with the schools concerned as necessary.

## **(III) Teachers Aspiring for Promotion**

14. To be eligible for promotion to a higher rank<sup>6</sup>, all teachers in aided schools must meet the requirements as stated in the Codes of Aid, and undertake the training programme(s)

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<sup>6</sup> "Higher ranks" refer to Senior Graduate Master/Mistress (SGM), Primary School Master/Mistress (PSM), Principal Graduate Master/Mistress (PGM) and Senior Primary School Master/Mistress (SPSM) in aided schools. The training requirements for promotion to higher ranks (including Education Officer, PSM, Senior Education Officer and SPSM) in government schools are, in principle, the same as those in aided school. For details, please refer to relevant EDB internal circulars.

recognised and approved by management committees/ IMCs<sup>7</sup>. Starting from the 2020/21 school year, EDB has enhanced the training for promotion, which consists of Core and Elective Parts, as detailed in the table below.

<b>Promotion Rank</b>	<b>Core Part (30 hours) [provided by EDB]</b>	<b>Elective Part (60/100 hours)</b>
Graduate Master/Mistress (GM) to Senior Graduate Master/Mistress (SGM)	<ul style="list-style-type: none"> <li>➤ Professional Conduct, Values and Education Policies (12 hours)</li> <li>➤ Professional Vision and Growth of School Leaders (12 hours)</li> <li>➤ Reflection and Practice of Professional Leadership (6 hours)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers can select suitable training programmes amounting to 60 hours, according to the professional expertise required for respective promotion posts.</li> <li>➤ These training programmes must be endorsed and accepted by the management committees/ IMCs as fulfilling the requirements of the Elective Part.</li> </ul>
Assistant Primary School Master/Mistress (APSM) to Primary School Master/Mistress (PSM)		
Senior Graduate Master/Mistress (SGM) to Principal Graduate Master/Mistress (PGM)	<ul style="list-style-type: none"> <li>➤ Professional Conduct, Values and Education Policies (12 hours)</li> <li>➤ School Administration and Management (18 hours)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers can select suitable training programmes amounting to 100 hours, according to the professional expertise required for respective promotion posts.</li> <li>➤ These training programmes must be endorsed and accepted by the management committees/ IMCs as fulfilling the requirements of the Elective Part.</li> </ul>
Primary School Master/Mistress (PSM) to Senior Primary School Master/Mistress (SPSM)		

15. Teachers must complete the training programmes in the Core Part and the required number of hours of training programmes in the Elective Part within five years prior to their date of substantive promotion. Management committees/ IMCs should check the training information and records before considering the teachers for substantive promotion to ensure that they have met the training requirements for promotion.

<sup>7</sup> To meet the eligibility for promotion, aided special school teachers should complete courses that are recognised as having the special education qualification for promotion purpose. For details, please refer to the relevant provisions of the Code of Aid for Special Schools and the latest circulars on special school teacher training on the EDB webpage (<https://sense.edb.gov.hk/en/>).

#### **(IV) Promoted Teachers**

16. Starting from the 2023/24 school year, all public sector school teachers who are substantively promoted to a higher rank must participate in the Mainland Study Tours for Promoted Teachers organised by EDB within two years of their substantive promotion in order to meet the training requirements for promotion. Please also refer to EDB Circular No. 10/2023.

17. Teachers should discuss the timing of their participation in the Mainland study tours with their schools as early as possible. Schools should make appropriate co-ordination and arrangements to facilitate teachers' completion of the training. EDB will closely follow up on any promoted teachers who fail to complete the study tours within the specified timeframe. If necessary, EDB will request explanations from the management committees/ IMCs / SMCs of the schools concerned and issue management letters to the schools as appropriate, while reviewing the registrations of relevant teachers from the perspective of professional conduct, and take appropriate follow-up actions, such as issuing warning or advisory letters to the teachers concerned.

#### **Optimising the Use of the e-Services Portal**

18. Teachers should optimise the use of the e-Services Portal to record and review their training progress. Schools should ensure that the data input is complete and accurate to facilitate follow-up on whether the teachers have fulfilled the training requirements. To this end, schools should pay attention to the following:

- update teachers' personal particulars at the start of every school year, particularly check carefully information of NJTs and promoted teachers, including the date of first appointment/ substantive promotion, to ensure data accuracy, and pay attention to the deadline for fulfilling training requirements and rectify incorrect information, if any, as early as possible;
- remind teachers to verify and confirm the records and information of their appointment as well as their training records and information of the previous school year at the e-Services Portal at the beginning of every school year, and update any changes of information previously provided as early as possible;
- ensure that the teachers concerned understand the training requirements, develop training plans with them as early as possible, and provide space for them to attend training courses; follow up on teachers' training progress drawing reference to the e-Services Portal records regularly and provide timely reminders; and

- require teachers to record particulars of completed training programmes/ activities on the e-Services Portal, particularly those not enrolled through EDB TCS, for school’s verification; remind teachers to regularly review their training progress and timely fulfil the training requirements according to individual training plan as formulated.

## Monitoring and Follow-up

19. Schools, as the employers of teachers, should assume a supervisory and supportive role to ensure that teachers fulfil the training requirements at different stages of professional development in accordance with the guidelines set by EDB and their respective schools. Furthermore, schools should also duly reflect teachers’ participation in CPD activities in performance appraisals, thereby motivating them to seek advancement through self-reflection and strengthen their professional competence. EDB will also review the CPD policy for teachers and monitor the training progress of relevant teachers in view of the development of education, as well as the professional development needs of schools and teachers.

## Enquiries

20. For information about the Continuing Professional Development of Teachers, please refer to EDB website (<https://www.edb.gov.hk/cpd/en>). For enquiries about training requirements for teachers, please contact the sections listed below. For enquiries about training requirements for promotion of public sector school teachers, please contact respective Senior School Development Officers.



Newly-joined teachers:	School Leadership and Professional Development 1 Section Tel: 3509 7581 / 3509 7573 Email: <a href="mailto:ctnjt@edb.gov.hk">ctnjt@edb.gov.hk</a>
In-service teachers and promoted teachers:	School Leadership and Professional Development 2 Section Tel: 3509 7476 / 3509 7477 Email: <a href="mailto:slpd_training1@edb.gov.hk">slpd_training1@edb.gov.hk</a>

Ms W P LEE  
for Secretary for Education