

**University of Leicester**  
**School of Education**

**Doctorate of Education**

**Staff Development in**  
**Hong Kong Secondary Schools**

**Yiu-kwong MAK**

**2003**

# Staff Development in Hong Kong Secondary Schools

Yiu-kwong MAK

Thesis presented in part fulfillment of  
the requirements of the degree of  
Doctorate of Education

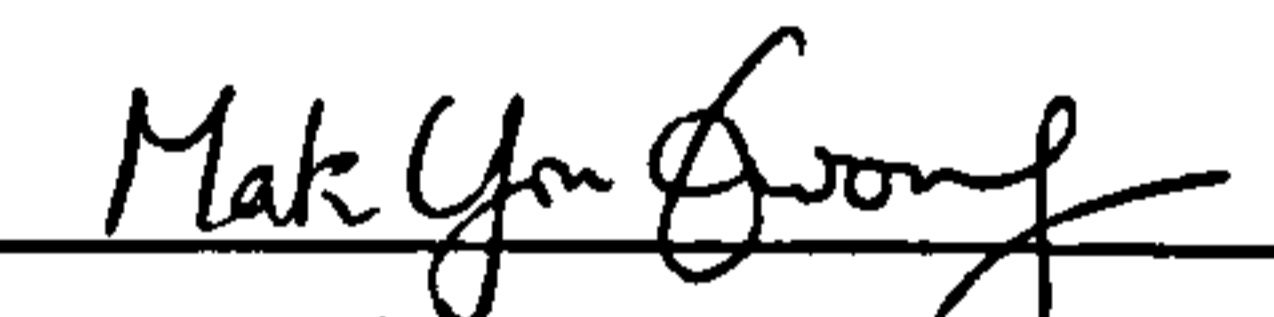
University of Leicester

September 2003

# DECLARATION

I hereby declare that this thesis represents my own work and that it has not been previously submitted to this University or any other institution in application for admission to a degree, diploma or other qualifications.

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( Yiu-kwong, MAK )  
September 30, 2003.

# ACKNOWLEDGEMENTS

Conduction of this research and writing of the thesis let me have a chance to broaden my view in the aspect of staff development. Special tribute should be paid to Professor Ray Bolam for he gave me much stimulating inspiration, constant encouragement and sincere guidance in the past few years. Without his profound opinion and constructive advice, it is impossible for me to have such an achievement.

At the final stage, Dr. Robert Smith supports me in the amendment and refinement of the thesis. His consistent care and assistance help me get the way in the darkness. I am greatly indebted to Dr. Smith for he spends lots of time and energy on helping me. He goes into every detail of my thesis and that really helps to make the thesis a success.

The informants of this study deserve much gratitude because their assistance is a vital contribution to the study. I would like to thank the Principals, the Coordinators of staff development and the teachers of the three target schools.

My brother-in-law and sister-in-law who live in Canada help me invite James Davis and Linda Davis to proofread my thesis. I am most grateful to their assistance for they help me alleviate much of my worries and polish my work.

I would also like to take this opportunity to express my whole-hearted thanks to the total dedication of my parents. I am sure I would not have attained this achievement without their nurture and support.

Last but not least, special recognition should go to my wife, CHAN Sau-kwan Mabel. During the period of the seven-year Doctorate of Education, she gave born to our daughter, Tsz-kan Michelle and our son, Hui-san Michael. Her tender care and thorough support not only give me much confidence to finish my thesis but also make me feel life is full of joy and happiness.

# ABSTRACT

Quality assurance is a global trend in education. It has a close relationship with the issue of staff development. With the implementation of School-based Management in 2000, all secondary schools in Hong Kong have the obligation to incorporate the policy of staff development as one of the major items in the year plans of their schools. The aims of this study are: investigating the staff development policies of selected Hong Kong secondary schools; understanding the strategies adopted to coordinate these policies in relation to School-based Management; examining the implementation of staff development, including its purposes, needs identification, activities, evaluation and perceived effectiveness; exploring the perceived directions and trends of staff development; and discussing the likely implications for policy, practice and research in Hong Kong.

This study, which is unique as there is no similar research applicable to Hong Kong schools, takes the qualitative approach. This helps to achieve a comprehensive study of staff development in three selected secondary schools in Hong Kong. Seven informants from each school, including the Principal, the Teacher-in-charge and a member of the Staff Development Committee, and four other teachers, were invited to provide information for this study. The major information was detected from the interviews of the Principals and the Coordinators of the Staff Development Committees. Other information was supplemented by observation and documents. The validation was a study of the documents and the interviews of the other teachers. All these were used as a means of triangulation to validate the information of the key informants.

Results of the study showed that there was an evolution in the practices of staff development. In order to know the trend of staff development, an investigation of the changing factors and the underlying causes was initiated. It showed that strategies were adopted to face the recent trend. Not only did these three schools have written staff development policies, but they also had a clear link between policy formulation and programme implementation. Staff development activities were organized in different levels. Moreover, it also identified the roles of the principal and the teacher-in-charge, and illustrated the achievement as well as the difficulties of staff development in these three schools. Finally, models are also constructed to demonstrate the practices of staff development in Hong Kong.

# **GLOSSARY OF TERMS**

<b>ACSET</b>	<b>Advisory Committee on the Supply and Education of Teachers</b>
<b>DES</b>	<b>Department of Education Science</b>
<b>Dip. Ed.</b>	<b>Diploma in Education</b>
<b>ECR5</b>	<b>Education Commission Report No.5</b>
<b>ECR7</b>	<b>Education Commission Report No.7</b>
<b>HKASME</b>	<b>Hong Kong Association for Science and Mathematics Education</b>
<b>INSET</b>	<b>In-service Training</b>
<b>LEAs</b>	<b>Local Education Authorities</b>
<b>LIS Index</b>	<b>Level of INSET Sophistication</b>
<b>P.C. Ed.</b>	<b>Post-graduate Certificate in Education</b>
<b>S-B INSET</b>	<b>School-based In-service Training</b>
<b>SBM</b>	<b>School-based Management</b>
<b>SMI</b>	<b>School Management Initiative</b>
<b>TIES</b>	<b>The Instructional Environment Scale</b>
<b>TIS Index</b>	<b>Total INSET in School Index</b>
<b>TTRA</b>	<b>Target and Target-Related Assessment</b>

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## **Chapter 1**

### **Introduction**

Facing the tremendous change in the new millennium Hong Kong, teachers must be competent, creative, knowledgeable, technological and professional. Moreover, the accountable and responsible teachers not only have to fulfill the function of knowledge transmission, but they also must devote much of their time and energy to the personal growth of the students. As stated by Rubin (1978, p.xv), “gifted teachers rarely come ready-made”. Therefore, regardless of academic training, teachers today have to acquire other disciplinary knowledge which in turn can help students in different aspects of life including the moral, physical, psychological, emotional, analytical, aesthetical and social aspects. In order to acquire the essential knowledge and related skills, in-service training (INSET) and staff development become vital elements in the professional growth of teachers. In view of this, the present study reports on an investigation into the current practices of staff development in three selected Hong Kong secondary schools.

Presently, the teaching profession, its mandate, and its functions are complicated by rapid societal change. Accountability, efficiency, effectiveness, value-added, quality assurance and professionalism are hallmarks considerably emphasized in the society. The field of education is no exception. Beyond academic achievement, teachers are urged to pay increasing attention to moral and civic education. The trend towards life-skills inclusive learning and self-fulfillment through education is strongly upheld as the new standard. The influx of new Chinese immigrants creates an addition challenge for teachers. At

the same time, the advancement of information technology, the commonality of the internet, and the sophistication of computer use generate an era of burgeoning requisite knowledge. All these factors compel teachers to strengthen their competence in the process of teaching and learning. It is, therefore, necessary for teachers to keep abreast of all these developments and advancements as well as to equip themselves in preparation for periodic abrupt changes. Thus it is worthwhile to understand how secondary schools take staff development as a means to help their teachers face all these changes and challenges.

To a great extent, with the extension of compulsory education (Hong Kong Government, 1974; Hong Kong Government, 1978), primary and secondary education have gradually fulfilled the quantitative demand for a knowledgeable and skilled populace. After its twenty-year period of implementation, the issue of quality in education now becomes the major and remaining unsolved problem. “Low academic achievers with disciplinary and behavioural problems become an increasing concern and drain on the resources of many teachers” (Tang 1993, p.35). In recent years, the government and educators have diligently to raise the quality of education. Efforts have been put into curriculum innovation, teaching methodology, learning process and educational management. In order to achieve a significant improvement, the Education Commission has proposed a comprehensive reform in education by which the whole education system has been revealed and correspondingly altered (Education Commission, 1999; Education Commission, 2000). These alterations generated many service-level changes in the field of education. However, without further professional development in teachers, the problem of resistance to change within the profession is hard to alleviate. As stated by Bell & Day (1991, p.18), “the

professional development that forms an integral part of whole-school policy will be effective both as part of the continuing process of managing the school and as a contributory factor in initiating and supporting necessary changes”.

Whatever measures are adopted, improvement in educational quality is greatly dependent on teachers. It has been made clear to the educators that teachers are the key elements in the process of educational change as well as improvement in educational quality (Fullan, 1991; Dean, 1991). As a usual practice, colleges of education and universities have put much effort into initial teacher training and in-service training. However, such training seems to be insufficient because it does not meet the specific and continually evolving needs of the teachers. It is impossible for a teacher to acquire all the necessary knowledge and skills just by means of the initial formal training. As a result, the directors of educational institutes and programmes are paying more attention to the function and contribution of staff development.

#### **A. Background of the Study**

In the late 1980s, only a few schools in Hong Kong began to initiate some small-scale staff development activities. At that time, most of the schools did not pay attention to this aspect of service provision improvement until the government proposed the School Management Initiative (SMI) in 1991. Schools that had joined the scheme were allowed to have three working days for staff development activities; however, staff development activities were often haphazard and loosely organized. It was rare to find systematic planning and explicit policy for staff development. Up to the present moment, it seems that most of the schools have gone through a stage of trial and error and have gained

some useful experience in school-based staff development. It is, therefore, prudent to have a thorough study of their experience and obtain a comprehensive view of their practices.

Recently, teachers have to face the external changes such as the language policy, benchmarking, curriculum restructuring, assessment and evaluation, information technology in education, quality assurance, life-wide education, as well as educational reform and innovation. It appears too demanding for a teacher to be trained or developed in all these aspects. Besides, the availability of time and resource is also a major consideration that necessitates identifying and prioritizing what kind of staff development is of immediate concern to the teachers. Therefore, a study on the current practices and the direction of staff development is worthwhile not only for the benefit of the teachers, but also yields dividends for the education system as a whole.

## **B. Statement of Problem**

Ever since the implementation of the School Management Initiative in 1991, the notion of staff development has been emphasized. Some principals have attempted to make use of staff meetings for staff development. Typically, during the staff meetings, messages regarding educational issues have been conveyed, teaching methodologies have been discussed, and skills and experience have been shared. It is also a common current practice for some of the schools to provide specific induction programmes and courses for their new teachers. Furthermore, some schools organize various seminars and conferences to help teachers familiarize themselves with certain educational issues. Workshops are held for teachers to address identified students' problems and important curriculum

innovations. Inter-schools visits are also arranged for teachers to share their experience with others in the profession. All these school-based staff development activities are encouraged as a means to more fully develop the participating teachers, and this in turn can improve the overall quality of education.

As can be seen, the government has already put a strong emphasis on the improvement of educational quality. One of the indicative and influential documents is the School Management Initiative. Another such document is the Education Commission Report No.5 (ECR5). The SMI states that “one of the key characteristics of an effective school is the principal’s concern regarding their staff and their own professional development” (Education and Manpower Branch and Education Department, 1991, p.26). This is further asserted by Wong (1993, p.56), who states that:

the ultimate purpose of the SMI is to encourage student learning. The SMI should embrace the concept of staff development, school-based curriculum, teaching pedagogy, and administrative support because together these all teachers to be involved in school administration for the mobilizing of resources in order to bring about better and more effective teaching and learning within the school.

Moreover, the ECR5 recommends developing comprehensive policy on the professional training and development of teachers (Education Commission, 1992). These educational directives require that schools have a comprehensive policy and systematic plan of implementation for their staff development programmes.

Although Hong Kong government policy, as exemplified in the SMI and

in the ECR5, is clear that all schools should have an explicit staff development policy, it is far from clear that the schools universally do, in fact, have such policies or that they are, in fact, implementing them in professional practice. Accordingly, the need exists to investigate the extent to which this is the case, in a reasonable sample of secondary schools, and to draw some conclusions and implications for practice and policy in Hong Kong.

To a certain extent, staff development has already been supported by many schools in Hong Kong; however, it seems that most of the related activities are rather loosely organized. It would be better if staff development activities were systematically planned and arranged. In order to have an effective and efficient staff development programme, principals or organizers should benefit from an overview of the experience of other schools and purposefully put forward a correspondingly comprehensive and long-term staff development plan.

Drawn from the programme experience of other schools, careful consideration should be paid to two major problems. The first concern is how the principals will introduce the concept of staff development into their schools, and the other is how the principals will plan their staff development. These two problems, as a result, will give rise to the following specific questions. What are the needs of the individual teachers, given the purposes of the school? What are the appropriate policies for staff development? What are the aims and objectives of staff development? What kinds of strategies should be adopted? How, specifically, is the school to implement the staff development activities? What are the criteria for selecting and implementing staff development activities?

Finally, to clearly set the direction for staff development is quite a confusing task. Since the year 2000, all primary and secondary schools in Hong Kong were required to have their own school-based staff development programme under the direction of the School-based Management (SBM) (Advisory Committee on School-based Management, 2000). However, it is, in practice, quite difficult for the schools to arrange appropriate and meaningful staff development for their teachers when there are so many issues that presently concern teachers. These issues specifically include: information technology in education, professionalization of teachers, curriculum restructuring, students' counselling and guidance, managerial and administrative skills, life-skills inclusive learning, as well as educational reform and innovation. Therefore, clarifying the purpose, delineating the scope, and setting the direction of staff development are the current and major concerns of the school authorities.

### **C. Aims of the Study**

The broad aims of the study are to investigate current practices and trends in staff development within Hong Kong secondary schools, how these practices and trends relate to School-based Management, and the implications for practice, policy and research. As to this study, in order to have a clear delineation of the term, staff development is linked and related to the school-based concept; that is, different schools, according to their needs and nature, plan and implement their own staff development policies, programmes and activities.

In particular, the study will focus on five objectives:

1. investigating the staff development policies of selected Hong Kong secondary schools;

2. understanding the strategies adopted to coordinate these policies in relation to School-based Management;
3. examining the implementation of staff development, including its purposes, needs identification, activities, evaluation and perceived effectiveness;
4. exploring the perceived directions and trends of staff development; and
5. discussing the likely implications for policy, practice and research in Hong Kong.

#### **D. Research Questions**

In line with the above aims, the following research questions will be examined:

1. What are the staff development policies in the sample of secondary schools? How are those policies formulated? To what extent do the policies reflect their effectiveness and appropriateness?
2. To what extent has staff development been implemented in the sample of secondary schools? What are the school strategies in the aspect of staff development? What factors have enabled or prevented this? What are seen as successful practices?
3. What forms does staff development take?  
For example: staff development committee, staff development coordinator, links to school, staff development days, management of staff development and policy of staff development, staff development programmes, school-based vs. external originated, etc.  
How is it implemented, received and evaluated?
4. What are the purposes of the staff development activities and practices in the selected schools? How does staff development relate to school development? How does staff development relate to teacher development? What seems to be most effective prospective focus? For example: teacher learning, teacher attitudes and teacher behaviour.

5. What are the emerging trends and directions of staff development?
6. What are the implications, consequences, and recommendations for staff development in Hong Kong?

### **E. Importance of the Study**

Most of the schools in Hong Kong have already started their school-based staff development programmes, as seen in the numerous staff development days; various types of activities with different themes and topics have been organized for the teaching staff. Currently, it is quite common for the teachers to attend seminars, workshops or conferences. Moreover, inter-school visits are also another distinctive aspect of staff development. Yet, it is quite difficult to establish whether there exists a comprehensive staff development policy or any long-term staff development objectives in these participating schools. The British school model experience reveals that staff development policy is the foundation of all the staff development activities. Such policy acts as the guideline and the target for all the associated activities. As to the case of Hong Kong, it is quite rare for the schools to have an in-depth consideration in this aspect because most of the schools are very busy with their daily routine and teaching affairs. In Hong Kong, staff development activities are mostly organized and arranged as a matter of convenience.

At the same time, recent researches in Hong Kong reveal growing attention to the issue of staff development. However, investigation regarding the current practices of staff development specifically in Hong Kong secondary schools seems somewhat limited. Most of the researches deal with teachers' in-service training needs (Too So, 1987; Kan, 1987; Lee, 1993a), views and

evaluation of School-based INSET (Wong, 1990; Ku, 1993), and perception of staff development in relation to certain staff development activity (Hong, 1987; Lee, 1993b). The research herein will contribute to the understanding of policy and the implementation of staff development in the secondary schools of Hong Kong.

As the Government starts to shift the established education objectives from meeting demand to improving quality, teachers become a vital element in the process. Through several educational reports, the government has demonstrated the intention and encouragement of organizing staff development activities so as to enhance teacher competence and concurrently generate a positive attitude among the teachers. In order to achieve meaningful and effective staff development, the activities must be well planned with long-term objectives. Not only should the activities meet the needs of the teachers and the school, but they should also directly benefit the students. It is, therefore, necessary for the principals and the organizers to have an understanding of their current practices and the requisite direction of future staff development before they plan new policy and programmes.

Last but not least, this study is an opportunity for the researcher to conduct an in-depth investigation in the area of staff development in a selection of the schools in Hong Kong. The researcher is not only the teacher-in-charge of staff development in one of the secondary schools, but he is also a part-time lecturer who helps to run the teachers' training courses in several universities in Hong Kong. Therefore, the study can help the researcher augment and disseminate knowledge of staff development and this in turn can benefit present and future

teachers in Hong Kong.

To conclude, this research has significance through its following aspects:

1. it is unique as there is no similar research applicable to Hong Kong schools;
2. it should stimulate the persons-in-charge of staff development to pay closer attention to the policy issue and the planning of staff development;
3. it will present the views of some of the secondary school coordinators of staff development;
4. it will help to formulate the direction of staff development during such a complicated era of educational change;
5. it should contribute to the implementation of staff development under the scheme of School-based Management; and
6. it will deepen the researcher's knowledge and understanding of staff development policy and practices.

#### **F. Anticipated Limitations of the Study**

1. The study is an investigation of only three selected secondary schools – thus, the results are quite difficult, though it is not impossible, to be used to making generalization across Hong Kong.
2. Data collected is potentially fragmented as some informants may not be willing to record their views.
3. As to the Chinese culture, it may be embarrassing for the informants of the target schools to disclose any unfavourable information, therefore, this may affect the validity of the study.

## **G. Outline of the Thesis**

The main function of this initial chapter is to provide the introductory foundation of the whole thesis. Chapter 2 provides information about the historical development and the practices of staff development in Hong Kong. Furthermore, it also explains why staff development has become such an important concern in the field of education. Chapter 3 reviews selected relevant literature as the theoretical foundation of the study. Chapter 4 describes the research design and methodology of the study. It explains not only the reasons why qualitative methods are adopted, but also shows how the process of the study is conducted. Chapter 5 presents the findings of the study from the three target schools. Chapter 6 comprises the discussion and analysis of the study. Finally, Chapter 7 illustrates the constructed models, as well as presents the study's conclusions and recommendations.

## **Chapter 2**

### **Staff Development: Hong Kong Context**

#### **A. Introduction**

Before the early 90s, it was not popular for teachers to have school-based staff development in Hong Kong. Initial teachers' training and in-service training courses were the most common ways to equip teachers with professional knowledge and technical skills. However, it is now recommended practice for the schools to have staff development for their teachers because the formal institutional training was insufficient to meet the needs of the teachers and the schools.

The main purpose of this chapter is to provide an analytic account of the historical development and practices of staff development in Hong Kong. The historical review can provide a perspective of the focus of staff development in different periods and any trends regarding the staff development. Apart from the historical context, there is also an analysis of the reasons why staff development has become an important issue in Hong Kong. Consideration of these points can help to ascertain whether the present practices of the selected secondary schools have been responsive to change. The historical context and associated issues should also provide information for the present study to delineate the scope of the investigation as well as offer relevant reference materials for refining the research questions.

As to the source of materials for the chapter, considerable difficulties were encountered: not only was it hard to find a comprehensive and systematic record of staff development in Hong Kong, but there also existed a paucity of

research studies in this specific area until the 1990s. Therefore, apart from the documents and reports of the government, the most plausible way to gather all the necessary information is to integrate the works of the scholars such as Pang, Cooke and Stimpson, and Sweeting, as well as various studies conducted by the universities.

## **B. Historical Development of Staff Development in Hong Kong**

A prime argument for staff development is that it is one of the means by which to achieve enhanced professionalism in teaching. Sweeting (1992) divides the historical progression in professionalization of the Hong Kong teachers into six periods: years preceding 1841, the late nineteenth century, the early twentieth century, the Japanese occupation, the reconstruction period, and the late twentieth century. The phrases ‘teacher training’, ‘INSET’, ‘staff training’, and even ‘school-based staff development’ were not used during any of the first five periods. Moreover, in Hong Kong, it was not until the early phase of the late twentieth century period that concerned individuals and authorities started to pay attention to the importance of teacher training.

From the mid-1960s to the mid-1980s, most of the attention paid to teacher education in Hong Kong was focused on pre-service education, and relatively little attention was given to in-service education. As stated by Pang (1985c, p.47), “this important area was not even covered by the Education Commission in its first report”. The Survey of the Teachers and their Training in Hong Kong, pointed out that, at that time, teacher training was mainly dependent

upon the universities and the colleges of education. In its concluding remarks, however, the report stressed that “there was a need to integrate the teacher training policy into the primary and secondary education programmes as well as to improve the forecasting of teachers’ requirements” (University of Hong Kong, 1972, p.78).

The main features of teacher training education at that time were well illustrated in an article by Cooke and Stimpson (1991). The training was carried out by two distinct sectors, namely the colleges of education and the universities. There were three colleges of education --- Northcote (which started in 1939), Grantham (1951) and Sir Robert Black (1960), and a Technical Teachers’ College (1974). These colleges were not part of the tertiary sector but were directly financed and staffed by the Hong Kong Government and operated under policies formulated by the Education Department. The universities were administrated independently through their own Councils and funded through the University and Polytechnics Grant Committee. The main responsibility of the Colleges was for the initial training of non-graduate teachers. The colleges also provided for both graduates and non-graduates seeking training in order to work in kindergartens and technical institutes. Teacher training at the University of Hong Kong and at the Chinese University of Hong Kong provided post-graduate initial professional training for graduates seeking posts in secondary schools, through Post-graduate Certificate in Education (P.C. Ed.) and Diploma in Education (Dip. Ed.) programmes. After giving a description of the training regime, Cooke and Stimpson (1991, p.121) conclude that “there was a need to emphasize the role played by schools in the preparation of teachers and that the effectiveness of

training had to be enhanced through a school focus”.

Not only did the environment provide an insufficient in-service training atmosphere, but the individual teacher also perceived that staff training was not worthwhile. For example, Delaney and Chan (1971, p.54) state that “the graduate untrained teachers did not appear to take a great interest in improving their level of competence, apparently as they assumed the Degree was sufficient for adequate performance in teaching”. They did not believe in the value of professional training, since they felt that personality and experience were more important than course work. Therefore, the provision of in-service teacher training did not keep pace with the increasing number of teachers, and most of the effort was concentrated on the pre-service training only.

It was not until 1982 that INSET and staff development had a chance to gain the interest of the teachers and educators in Hong Kong. In 1981, four overseas educators were invited, as a Visiting Panel, to review the education system of Hong Kong. One of the deficient areas that the Llewellyn Report highlighted was the inadequacy of pre-service teacher preparation (Visiting Panel, 1982). As stated by Cooke and Stimpson (1991, p.84), “the Visiting Panel observed that the colleges of education were not equipped, in terms of their size, including both facilities and staff, to prepare the large number of teachers needed for the rapid expansion of public education”. The Panel also mentioned that mechanisms for overall policy development and co-ordination of teacher education were absent. The Panel argued that pre-service teacher education should be conducted in a variety of settings such as universities, polytechnics and

colleges. Individual schools should be more involved with in-service teacher preparation; a rolling plan was needed to enable all teachers to obtain professional qualifications; and both mechanisms and process should be established for the harmonious and balanced development of teacher education (Visiting Panel, 1982).

In December 1982, an international Symposium was organized by the Hong Kong Association for Science and Mathematics Education (HKASME), in conjunction with the International Council of Association for Science Education, to enhance teachers' general awareness of the importance of INSET to their professional life and to promote INSET in Hong Kong (Pang, 1985a). During the Symposium, the two main speakers, Mr. Terry Allsop from Oxford University (UK) and Dr. John Lake from Western Australian Institute of Technology (Australia) also pointed out the inadequacy of pre-service education to teachers in preparation for their life-long career. Furthermore, they also stated that the traditional form of short courses, seminars, and talks, offered outside the school, had little long-term effect and had limited relevance to participants' individual teaching situations. Moreover, the transfer of the skills learnt in such courses to a teacher's teaching repertoire was minimal – as were the chances that a participating teacher could disseminate the new skills to colleagues. In support of a more effective form of INSET, both speakers stressed the importance of 'training and practice' in real teaching situations. Most importantly, Allsop introduced the concept of School-based INSET (S-B INSET), and this initiated a stimulus to the teachers and started a new phase of staff development in Hong Kong (Pang, 1985a).

The school-based concept of INSET captured the interest of the HKASME and spurred the Association to further explore the idea: an 'INSET Working Party' was formed. The first step was to survey the areas in which teacher colleagues needed help (Lo, 1985). The second action was that each teacher member organized relevant activities such as meetings, seminars, and classroom observations - along the line of school-based INSET - as pilot studies in their schools. The results were promising and this encouraged the members to take further initiative and promote school-based INSET in Hong Kong. In June 1983, the Working Party organized a conference on School-based INSET to promote the idea. During the conference, the concept, advantages, requirements, associated problems, practices abroad, and overall programme feasibility in the Hong Kong context were discussed. Thus, the Conference marked the first formal attempt to promote School-based INSET in Hong Kong (Pang, 1985a).

At the same conference, the HKASME presented a conceptual model of S-B INSET which was constructed by the INSET Working Party. The model, designated 'The SKKIM Model' by the Working Party, enabled teachers and educators to classify any S-B INSET activity and position it in a 3-dimensional structure. This model also enabled educators to determine the degree of sophistication of an INSET activity; the further the location of the activity from the origin (0,0,0), the higher its degree of sophistication. The model also provided a way of calculating the degree of sophistication (LIS index) and how schools could evaluate its performance in organizing INSET activities (TIS index) (Pang, 1985b).

In 1984, the HKASME conducted a survey to find out the extent to which School-based INSET was practised in Hong Kong. It was encouraging to find that some forms of school-based INSET were already in existence in at least 75 schools in Hong Kong, taking into consideration that the idea of in-service training was still very new to the Hong Kong educational profession (Pang, 1985b).

From the early 1990s, school-based staff development became an important issue. Teachers and educators paid more attention to the practices and activities of school-based staff development. The major reason for this shift in focus was the introduction of the School Management Initiative in 1991. This educational edict stated that the individual teacher was central to the delivery of education, thus the way in which a school managed, developed, and assessed its staff could provide important indicators of the school's effectiveness. A good management system would aim to enhance professional standards, promote teacher development, and emphasize effective learning as the prime goal of the school (Education and Manpower Branch and Education Department, 1991). This implied that the schools should incorporate a policy to develop their teachers. In order to encourage and to facilitate the school management to arranging the school-based staff development, SMI schools were allowed to have 3 discretionary days specifically for this purpose.

In the following year, Education Commission Report No. 5 was released. It stated clearly a number of recommendations by which they would help to provide a quality of education appropriate to a highly developed 21st century

society and economy (Education Commission, 1992). One of the recommendations was the development of a comprehensive policy on the professional training and development of teachers, which would:

- aim for steady progress towards an all-trained teaching profession;
- ensure that the efforts of course providers meet the needs of schools as fully and effectively as possible in all academic and non-academic areas of work;
- encourage all teachers to enhance their professional competence systematically and progressively throughout their career; and
- increase the importance of professional development as a factor in career progression. (Education Commission, 1992, p.62)

The School Management Initiative and the Education Commission Report played an important role in the development of school-based staff development. It was because they were the official policies stating clearly the new direction of teacher training and staff development. Not only did they confirm the value of school-based staff development, but they also allowed resources for schools to meet the needs of their teachers. As stated by Pang (1992, p.120), “with these official documents, one may be optimistic that proper policies, more resources, and other provisions will be available to support teachers in this important endeavour well into the future”.

More recently, the Report on Review of 9-year Compulsory Education was released in 1997. In the area of promoting effective learning in school, the report sub-committee recommended strengthening teacher education. It considered that professional education was crucial to the teachers’ performance and effectiveness in promoting their pupils’ learning. When considering the

workload of teachers, it stated that time should be allowed for interaction and collaboration with colleagues and visiting external experts on professional activities such as development of school-based curriculum, school-based staff training, and other in-service professional education and development activities (Board of Education, 1997).

Furthermore, the Report emphasized quality in school education and highlighted that staff development should be implemented to facilitate the continuous professional education of principals and teachers (Education Commission, 1997). The Chief Executive, Mr. Tung Chee-hwa, in his First Policy Address, also stressed the importance of teachers' professional development (Tung, 1997). As a result, the Education Department, in response to the recommendations in the Education Commission Report No. 7 (ECR7), adopted a holistic approach for school inspection. Staff management became one of the important aspects for inspection and is subsequently now regarded as one of the performance indicators in schools (Education Department, 1997; Education Department, 1999).

After nearly twenty years, the notion of staff development in the field of education has become a vital issue in promoting quality in education. Quality assurance started with the attention of a small group of teachers and educators, though it was not a smooth path, and finally received the whole support of the educational authorities. During the evolution of staff development, the focus gradually shifted from institutional teacher training to the mode of school-based in-service training. However, due to inexperience, most of the schools organize

their school-based programmes by means of trial and error. As a result, the practices of initial school-based staff development normally give people the impression of a fragmented, haphazard, and *ad hoc* programme approach.

### **C. The Practices of Staff Development in Hong Kong**

In tracing the practices of staff development in Hong Kong, it is quite difficult to find detailed records. Searching through the libraries of the universities or colleges of education and, finally, the Hong Kong Teachers' Centre, there are only a few studies and research efforts conducted by university students and lecturers from which only an indistinct portrayal of staff development emerges.

In Hong Kong, for most schools, the objectives for organizing school-based staff development activities are usually related to the well being of the teachers as well as the schools. According to Pang (1992, pp.116-117), there are six common objectives for staff development:

- a. updating knowledge and skills;
- b. enhancing motivation and attitude;
- c. enhancing reflection-in-action using the four levels of professional knowledge <sup>1</sup>;
- d. enhancing initiatives to analyze, share, and improve practices;
- e. enhancing willingness to overcome problems and constraints and initiatives in introducing and leading changes; and
- f. widening concern for others and widening contributions towards the school, the educational circle, and society.

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<sup>1</sup> Four Levels of Knowledge: a. direct experiential understanding of particular classes; b. knowledge of other professionals' work; c. professional principles; and d. fundamental values and educational theories (Pang, 1991)

At the same time, the following methods are commonly adopted by the schools for teachers' development in Hong Kong:

- a. lesson observation among teachers,
  - b. peer coaching activities,
  - c. job rotation,
  - d. mentoring student teachers and / or new teachers,
  - e. group-reflection activities to develop reflective practice,
  - f. organizing professional development days,
  - g. organizing school-based in-service education for teachers,
  - h. organizing school-based curriculum development activities,
  - i. conducting action research,
  - j. organizing teacher appraisal, and
  - k. initiating and implementing innovations such as the recently introduced SMI and Target and Target-Related Assessment (TTRA) schemes.
- (Pang, 1992, pp.117-118)

Since the Education Commission Report No. 5 identifies induction as one of the important tasks in the scope of staff training and development, an increasing number of schools in Hong Kong have incorporated the induction programmes as part of their school-based staff development activities. Research conducted by Cooke and Pang (1991) shows that secondary school beginning teachers in Hong Kong face many challenging difficulties, particularly for those regions like the new towns in Hong Kong. When untrained graduates enter teaching, induction might also be seen as a substitute for formal initial teacher education (Cooke and Pang, 1990). As a result, this kind of staff development programme gradually has become more common in most of the schools in Hong Kong. According to Pang and Cooke, there is a common sequential framework for planning induction in Hong Kong and this consists of three phases: orientation, adaptation, and development. During these three phases, numerous possible

induction activities are arranged as follows:

Before the start of the year beginning teachers are given:

- a. documents containing information about the school;
- b. a staff handbook describing rules, working procedures, schedules, etc.;
- c. information about facilities and resources available; and
- d. teaching syllabuses, textbooks and other materials related to the subject(s) they will teach.

They may also be invited to the school for orientation visit(s):

- a. to tour the school;
- b. to meet staff;
- c. to meet students;
- d. to observe lessons;
- e. to undertake some teaching;
- f. to discuss with the principal school policies, procedures, rules, expectations of teachers, etc.;
- g. to discuss with the panel chairperson teaching issues and procedures of the subject department; and
- h. to discuss with responsible staff induction programmes, for example supervision of beginners, available help, and support.

During the first year, induction might include:

- a. help and guidance during the first week in particular;
  - b. a programme of regular meetings / seminars for all beginners with staff, to discuss school issues, teaching experiences, and problems;
  - c. being observed by colleagues, panel chairman, or the principal for comments and advice;
  - d. opportunities to observe colleagues teach;
  - e. opportunities to visit other schools;
  - f. opportunities to meet beginners from other schools; and
  - g. social activities to help new teachers get to know their colleagues.
- (Pang and Cooke, 1993, pp.7-8)

In addition to the usual practices of running the staff development programme, some schools adopted 'The Instructional Environment Scale' (TIES) to enhance staff development. The TIES is an instrument developed for examining the quality of instruction received by a target student in a target classroom. There are 12 components which provide a comprehensive framework. The components are instructional presentation, classroom environment, teacher expectations, cognitive emphasis, motivational strategies, relevant practice, academic engaged time, informed feedback, adaptive instruction, progress evaluation, instructional planning, and student understanding. According to one of the research studies, TIES was employed in a school-based staff development programme for nine beginning teachers. Paired t-tests were adopted to compare mean ratings on the twelve areas of effective instructional environment before and after teachers received experimental treatment. The overall result of the training with the use of TIES was encouraging. Comments given by teachers in casual conversation and in a post-programme evaluation exercise indicated that most teachers did find the programme useful and the knowledge gained was considered applicable in the classroom (Ma and Chan, 1993).

It is not common for schools to provide information on what they have done in staff development. The education authorities neither compel the schools to report their staff development activities officially, nor do they put an effort in recording the useful associated experience of the schools. As a result, it is quite difficult to get a complete perspective of the Hong Kong in-service staff development experience. In order to get more information on staff development, a few studies and research papers, which have been conducted by the candidates of

the Doctor of Philosophy, Master of Philosophy, and Master of Education since 1985, can be viewed as a kind of reference. All these efforts and related publications, however, are normally related to a limited or single specific aspect of staff development. The areas of their focus and study are classified as follows.

Primarily, many investigate the issue of staff appraisal for the purpose of staff development (Lau, 1985; Lam, 1992; Tung, 1993; Chan, 1994; Lo, 1998). In these studies, staff appraisal can be viewed as a positive means to help teachers understand their strengths and weaknesses. Formative evaluation is a constructive way that can help to develop the teachers. However, staff appraisal is determined to put significant pressure upon the teachers, if the arrangements and the purposes are not well clarified beforehand. A second aspect that interested many researchers is the needs of the teachers in the process of staff development (Too So, 1987; Kan, 1987; Mak, 1989). The findings of these reports indicate staff development programmes should be aimed at alleviating the difficulties of the teachers, thereby addressing, indirectly, the problems of the schools. Although there is a consensus between principals and teachers on the aims of staff development to update professional skills and knowledge, there is a significant difference regarding the aim of planning for addressing the future needs and changes. Apart from the above two areas of studies, the issue of induction practices also receives the attention of the researchers because initial training for the new teachers has been deemed to play vital role in the field of staff development (Tam, 1987; Wong, 1996).

The perceptions and views of teachers and deputy heads towards staff

development have also been investigated (Hong, 1987; Lee, 1993a; Lee, 1993b; Ip, 1998). The views about the functions of staff development between the teachers and the deputy heads are quite diverse. Results confirm, however, the importance of appointing deputy heads as professional tutors in guiding the work of professional development. Finally, the practice of evaluation on school-based INSET programmes has also been studied (Ku, 1993). Findings reveal that most schools do have some kinds of S-B INSET activities, but they are usually conducted in an informal way. The activities are usually carried out at the departmental level. Only a very low percentage of schools include evaluation as part of the S-B INSET.

These studies show that the issue of staff development has already drawn the attention of researchers. Although a comprehensive picture of staff development is still lacking, the researchers have all contributed effort in the investigation of related practices. This should be invaluable for schools in Hong Kong as they will get information to further develop their school-based staff development programmes.

#### **D. Importance of Staff Development**

In recent years, many schools in Hong Kong have been undergoing an explicit or implicit organizational change because of the influence of their respective and specific environments. The global trend of educational reform, the availability of resource, and the awareness of educational deficiencies prompted the education authorities to introduce a number of policies to improve the quality

of education. In the past ten years, several measures have been taken or proposed to improve the quality of education: these include the privatization policy (Education Commission, 1988), the School Management Initiative (Education and Manpower Branch and Education Department, 1991), the Targets and Target-related Assessment (Education Department, 1992), the Target Oriented Curriculum (Education Department, 1994), the Quality School Education (Education Commission, 1997), the Five-year Strategy of Information Technology for Learning in a New Era (Education and Manpower Bureau, 1998), the Quality Assurance in School Education in Hong Kong (Education Department, 1999), the Outstanding School Awards (Quality Education Fund, 1999), the Review of the Aims of Education (Education Commission, 1999), and the Education Reform (Education Commission, 2000). As a result, secondary schools in Hong Kong have to take the initiative to face the demands of the specific environment. Under these circumstances, staff development becomes a pressing concern that cannot be ignored.

Moreover, presently, a significant percentage of students cannot meet the requirements of the current curriculum and, furthermore, do not receive much support and care from the family. They are often the disenfranchised in the education system, and they cannot earn satisfaction or achievement from their academic performance. On the other hand, they are easily affected by the sub-culture promoted by the mass media, by which their values and behaviour are deviated from the norms and expectations of the school system. Due to the policy of compulsory education, these students-at-risk are forced to attend schools, and this, as a result, generates many social and behavioural problems in schools.

Therefore, it appears that the teaching profession in Hong Kong is facing certain unfavourable conditions including low morale among teachers and poor performance amplified by the behavioural problems of the students. These problems necessitate the schools implementing a programme of rectification. This situation has been reflected in Fullan's argument. He states that "change is necessary because high proportions of students are alienated, are performing poorly or below par, or are dropping out of school altogether. Change is urgently needed because many teachers are frustrated, bored, and burnt out" (Fullan, 1991, p.20). Therefore, it is necessary not only to enrich the staff's pedagogical knowledge, subject knowledge and personal skills, but also to alter the staff's beliefs, attitudes, and values. As a result, staff development is one of the determinant factors in the process of organizational change.

In considering the teachers, staff development is integrated to enhancing the personal development of the teachers. In the past, few people paid much attention to the developmental stages of the teachers in Hong Kong. This was because the occupational mobility and transience of the teachers was considerable. Prior to 1994, many professional people emigrated from Hong Kong to various Western countries. Furthermore, teaching was a less attractive career since there were an increasing number of students with demonstrable problems which frightened new young graduates. Due to the vigorous economic development in Hong Kong, these graduates could earn a better income if they entered the business field rather than taught in a secondary school. However, after 1997, general confidence increased and many migrants returned to Hong Kong. Moreover, in comparison to employment fluctuations caused by the economic

recession, teaching seemed to be a more stable occupation for many qualified persons. With the strict entry requirement, the influx of teachers from abroad was controlled and situation became very much stable than before. Therefore, staff development became an important concern in relation to the stages of teacher development over a progressively more stable teaching profession.

Finally, there is currently a great urgency to accelerate the pace of refining professionalism in the field of education. Ever since the Llewellyn Report (1982), the issue of teacher professionalism continues to draw increasing attention in Hong Kong. Lee (1993c, p.121) analyzes the terms used in the Education Commission Report No. 5 and identifies “professional development as the provision of professional training and guidance to teachers, so that they can acquire further professional qualifications, improve their professional knowledge and skills, and as a result, enhance their professional competence”.

Professional Development is well-documented in various articles (Chincotta, 1992; Sweeting, 1992; Lee, 1993c). The Hong Kong Government established the Professional Code for Educational Workers in 1990 (Preparatory Committee, Professional Code for Educational Workers, 1990). Pang (1992, pp.110-111) asserts that:

the achieving of ongoing professional development because there is a need for acquiring further knowledge and skills necessary for different career stages and there is also the need for maintaining professional competency. Beyond this, professional development can enhance the quality and effectiveness of teachers in order to provide better services. Ultimately, professional development training is vital for the widespread professionalization of teaching.

The concept of professionalism is seen as lying within the affective domain of professional development and is identified as “ways to increase teachers’ devotion, interest, enthusiasm, and commitment for the improvement of practice” (Pang and Tam, 1986, p.57).

It is essential to acknowledge that professional teachers not only need to possess the technical expertise and professional knowledge, but they must also commit themselves with a positive attitude fully to their profession. According to the development matrix of Cheng and Tam (1994), staff development can enhance the technical capability and teaching behaviour during teaching, as well as the affective and cognitive domains of the individual teacher. All these professional enhancements have been stated within the aims of staff development. “The overall aims are: to add to professional knowledge, to improve professional skills, to clarify professional values, and to enable students to be educated more effectively” (Bolam, 1982, p.19).

Reccuringly, the issue of teachers’ professionalism is once again gaining the consideration of the teachers, educators and government officials. The consultation document named ‘Establishment of a General Teaching Council’ was released in 1998 (Education Commission, 1998). The document, pays significant attention to the relationship between staff development and professionalism in support of maintaining a sustained professional development. The document implicitly asserts that staff development not only can ensure the capability of the teachers, but can also pave the way for furthering professionalism in teaching.

## **E. Concluding Remarks and Implications for the Research**

Review of the historical development and practices of staff development can provide information for the design of the present study. A perspective of the focus of staff development in different periods helps to delineate the trends regarding staff development. Besides, the analysis of the reasons why staff development has become an important issue in Hong Kong paves the way to ascertain whether the present practices of the selected secondary schools have been responsive to change. Most importantly, the context of the usual practices and associated issues give a general picture for the researcher to have a preliminary understanding of staff development and provide information for the present study to delineate the scope of the investigation as well as offer relevant reference materials for refining the research questions.

The evolution of staff development in the field of education in Hong Kong is quite similar to the western mode of teacher training, particular in comparison with the experience of the U.K. In the past, in-service education usually took the form of brief or more comprehensive updating and retraining courses, seminars, workshops and conferences, offered by bodies such as the Education Department; specific universities and colleges of education; and teacher associations for development of the teachers beyond the influence of their respective schools. However, there is now an increasing trend towards school-based staff development. Increasingly, over the past twenty years, the importance of in-service development has progressively gained as much consideration as pre-service education. During the evolving process of staff development, attention is no longer just concentrated on the knowledge and skills

of the teachers, but it now also concerns the needs, attitudes, values, vision and mission of the teachers. The overriding aim of staff development is to concurrently benefit the students, the teachers, and the schools.

School-based staff development, although widely implemented in most of the schools in Hong Kong, is still organized in a fragmented and unsystematic way. The quality of school-based staff development is dependent upon the experience of the persons who take charge of the training initiative. Nevertheless, there are widespread efforts at school-based staff development activities; however, they vary in purpose, kind, nature, duration, and level of expertise.

Experientially, the Hong Kong teaching profession has demonstrated that school-based staff development only starts through the initiative of the individual teachers or educators, and it gradually gains the attention of the educational authorities. This administrative interest facilitates the implementation of formal policies and resource allocation to further develop the teachers.

Last, but certainly not of least consideration, the increasing number of studies and researches conducted to investigate the practices of staff development not only can help to evaluate the present activities, but they can also draw more attention over the issue. With a growing population of increasingly enthusiastic teachers and principals in Hong Kong, it is reassuring to find that school-based staff development will likely be practised in a more mature and systematic way in the future.

## **Chapter 3**

### **Literature Review**

#### **A. Introduction**

The aims of this study are: investigating the staff development policies of selected Hong Kong secondary schools; understanding the strategies adopted to coordinate these policies in relation to School-based Management; examining the implementation of staff development, including its purposes, needs identification, activities, evaluation and perceived effectiveness; exploring the perceived directions and trends of staff development; and discussing the likely implications for policy, practice and research in Hong Kong. Therefore, the purposes of the literature review in this chapter are to give an indication of recent and current thinking about educational policy concerning practice in staff development and then to consider the implications for the present investigation.

In support of this study, four main aspects of staff development will be discussed in this chapter: the meaning of staff development, staff development and change, policy issues and implementation issues. Most of the information in this chapter is drawn from the experience of the UK system with some reference to the experience of the USA. This is a matter of practicality because staff development in Hong Kong seems to be evolving in much the same manner as the UK. Before the political and administrative handover of 1997, Hong Kong was still a British colony and at that time the education system often followed the same practices and experiential directions as the UK. As to the historical information and the practices of staff development in Hong Kong, a large percentage has been presented in Chapter two, with the exception of some specifics which are related to the implementation issues are discussed further in the latter part of this chapter.

## **B. Staff Development — its meaning**

Understanding the meaning of staff development is important but, unfortunately, not straightforward: the reason is that no single and agreed definition exists. Ever since the teaching profession required teachers to learn, to train, and to equip for themselves, there have been shifts in the use of terms regarding staff development. The rapidly changing nature of development practice and process has undoubtedly influenced both the meaning and use of these terms (Glover and Law, 1996). Understanding the various definitions of staff development is necessary to the study, however, because not only can it help to gain a clear picture of what staff development actually is, but it also facilitates the designing of the study, the synthesizing of the study questions and the analyzing of the findings.

In the early 1980s, people had different expectations towards staff development. According to Garrett et al. (1992) most perceived it negatively as indicated in Diagram 3.1.

By the late 80s, staff development was considered to be an important issue in contemporary organizational management within several countries. Dean asserted that attention to staff development in British secondary schools was quite recent. She identified the DES Circular 6/86 as the landmark of change in the whole process of professional development (Dean, 1991). Other countries such as the U.S., Australia and Singapore currently emphasize the importance of, and pay attention to, the issue of staff development (Lee, 1993b). As a result, staff development in the educational field has become a global trend, presumably because it is thought to contribute to a higher standard of quality in education.

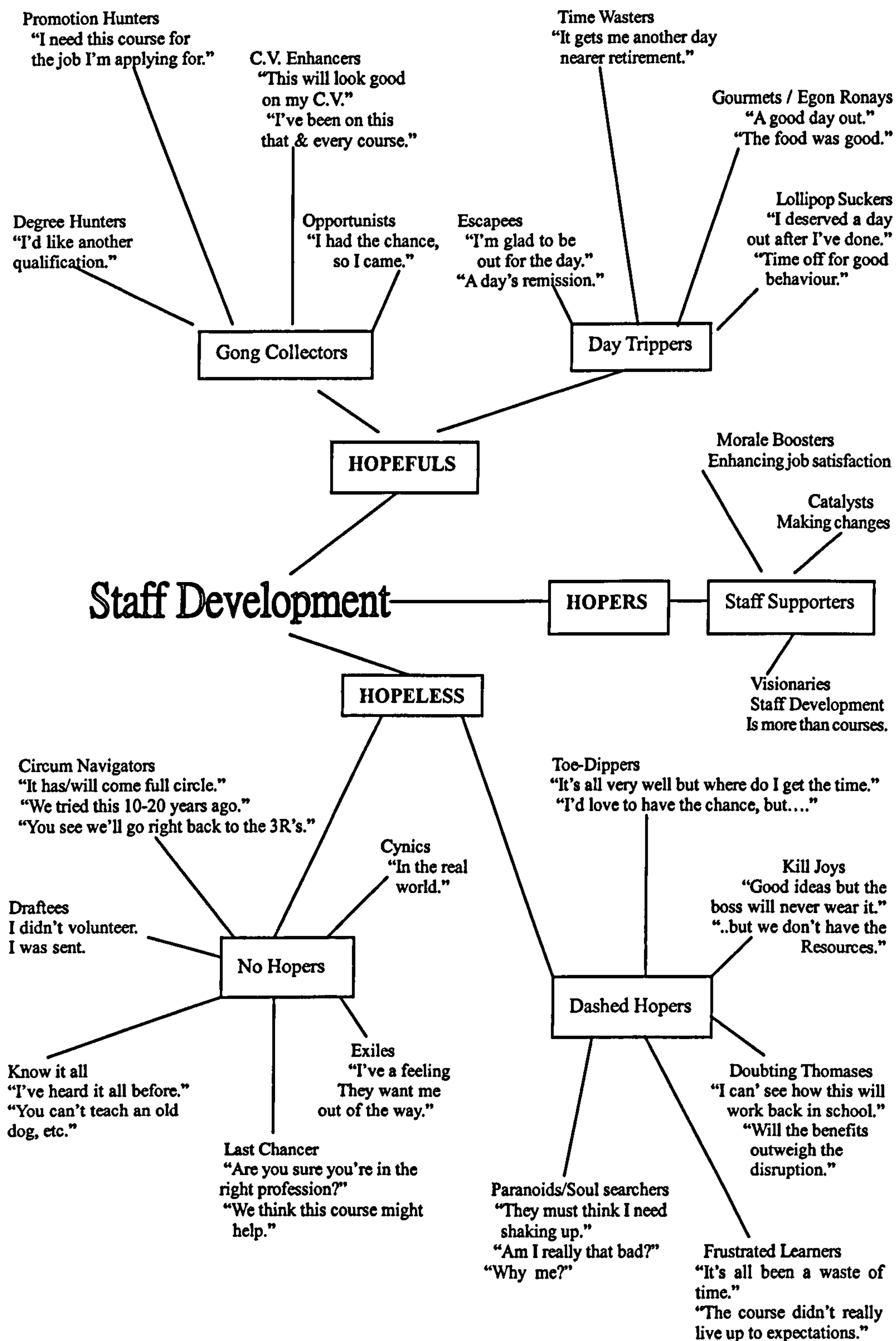


Diagram 3.1: School Staff Perception of Staff Development in the Mid Eighties (Garrett et al., 1992, p.22)

In the past, staff development was seen to be synonymous with in-service education and training (INSET) and external courses. Such courses were usually run by outside agents such as educational units, colleges of education or universities. As time went by, the terms 'staff development' and 'INSET' started to diverge and were individually as separate components distinguished by scholars. Diagram 3.2 illustrates INSET as only a part of staff development.

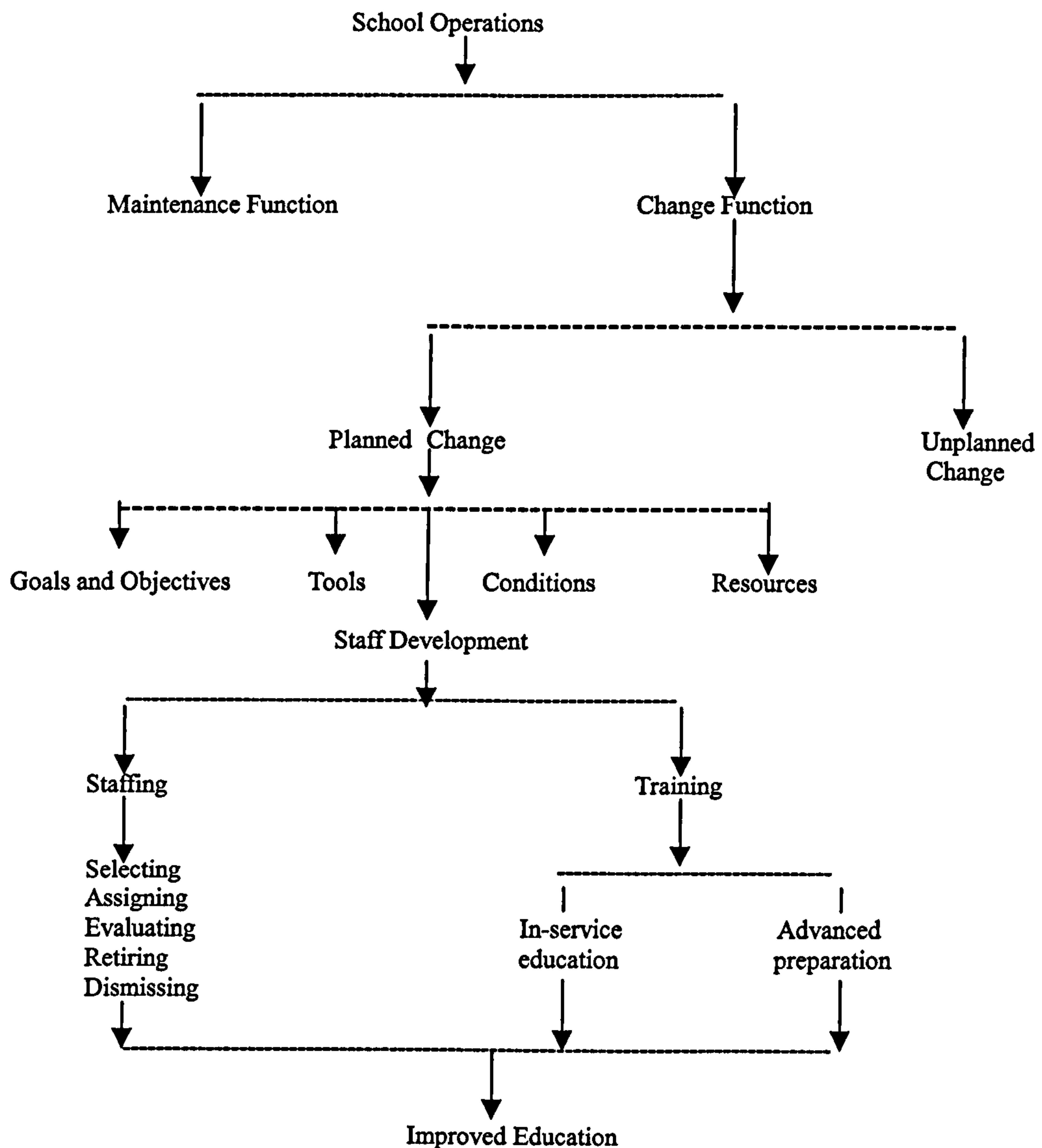


Diagram 3.2 : In-Service Education as a Part of Staff Development (Harris et al., 1969, p.22)

The terms 'staff development', 'INSET', 'teacher development' and 'professional development' tend to be used interchangeably in relation to both the processes of individual and organizational development. There are some differences, however, when examining the details of these terms. Hewton (1988, p.9) stated clearly that:

INSET is normally accompanied by the words 'of teachers': it is the teacher who is being educated or trained. Staff development, however, is concerned with 'staff' and this can be taken to mean both the individuals and the collectivity of teachers is being 'developed' or enhanced. Therefore, a distinction is highlighted – that staff development is concerned with both the needs of individuals and those of organization as a whole.

Some published researchers and writers agree, but there appears to be considerable room to debate the issue:

Staff development activities are employer-sponsored activities or provisions such as release time and tuition grants, through which existing personnel renew and acquire skills, knowledge and attitudes related to job or personal development in order that they can educate children more efficiently. (Bolam, 1981a, p.72)

Staff development is an experimental involvement by a teacher in the process of growing. This process is not short term. It is a continuous, never ending developmental activity. (Cawood and Gibbon, 1981, p.46)

Staff development is "the process by which individuals, groups and organizations learn to be more effective and efficient". Staff development in schools should have aims that relate to the needs, not only of teaching and ancillary staff, but also of the pupils and of the organization within which they all function. (Williams, 1982, p.16)

Staff development is a systematic attempt to harmonize individuals' interests and wishes, and their carefully assessed requirements for

furthering their careers with the forthcoming requirement of the organization within which they are expected to work.  
(Warren Piper and Glatter's definition quoted in Main, 1985, p.3)

Staff development is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes of staff activities designed for the harmonious satisfaction of those needs.  
(Billing's definition quoted in Main, 1985, p.4)

Staff development is concerned with changes in people. This may include changes in knowledge, behaviour, understanding, and attitude. To maintain that staff development and school improvement are different is not, however, to claim that they are unrelated. Teachers may have to change in order for schools to improve. Schools may have to change in order for teachers to improve.  
(Duke, 1987, p.33)

Staff development as all those activities which lead to the teacher's improved performance in the present job, the enhancement of the teacher's prospect of career development, the teacher being able to help the school strengthen its present performance in a situation where the school is perceived to be deficient, and the school being able to prepare itself to meet future demands on it.  
(Bradley, 1987, pp.191-192)

The activities of staff training, that is a conscious institutional approach intended to improve the capability for staff to fill specified roles, particularly in teaching.  
(Matheson's definition quoted in O'Sullivan et al., 1988, p.4)

In-service training is not synonymous with staff development. In-service education is only one part of staff development, being almost exclusively informational in nature. In contrast, staff development goes beyond the informational stage; it involves adaptations to change with the purpose of modifying instructional activities, of changing teacher attitudes and improving student achievement. Staff development is concerned with personal as well as professional and organizational needs.  
(Heidemann, 1990, p.132)

Staff development represents a powerful tool for effective individual, unit, and system change.  
(Castetter, 1992, p.224)

Professional Development is the development of individuals as professionals with needs identified by them or within the school. Teachers see professionalism as central to their role. Staff development is seen as the training and development of staff to meet the needs of the school, and personal development may be related to individual career development. (Tomlinson, 1997, p.8)

The above definitions have different emphases but they also illustrate several common aspects of staff development including its nature, features, and characteristics. First of all, the definitions point out that staff development is a process. Since the career path of a teacher is a life-long journey, it is quite impossible for a teacher to acquire all the necessary skills, techniques, and knowledge during the period of teacher training. Cawood and Gibbon, Williams, and Billing state clearly that staff development is not a short-term process. During this process, a teacher has to develop as the capability to assume different kinds of roles. Fessler borrows the Career Lattice Model to illustrate the numerous roles which the teachers have to assume throughout their career. They include: learners, knowledge producers, coaches, teacher educators, mentors, and leaders (Fessler et al., 1992). All these roles require the teachers to continually develop their capabilities and to generate positive psychological perspectives in order to face the challenges. As a result, teaching roles, differentiated staffing, and career ladders cause staff development to be a continuous advancement process of the personnel.

As a second aspect, the definitions emphasize the output of staff development should not be confined only to the development of the staff. To a great extent, it is also necessary to enhance the school environment and function. Staff development is, first of all, a matter of personal development that enables a

teacher to tackle new tasks, to solve difficult problems, and to handle ever-evolving educational issues. Personal development includes the acquisition of specific skills, knowledge, and understanding - applicable to both classroom management and school administration. Improved classroom management and school administration, in turn, will benefit the management and development of the organization. Bolam (1994) stresses the importance of a school having its own staff development programme, largely because the external, course-based model was increasingly being criticized, and school-focused INSET was seen as the way of meeting the school organizational needs while balancing them with the teachers' individual needs. Optimally, staff development can benefit the teachers, themselves, the individual schools; and the education system as a whole (ACSET, 1989). However, there will always remain a need for staff development to harmonize the individual's interests with the requirements of the organization. Dean confirms that there should be a mutually beneficial relationship between the staff and the organization. "The individual teacher is most likely to develop professionally when the school is supportive and the school is most likely to develop as an educational service provider in return. Mutual support is identified, in this manner, as an essential element in the development process" (Dean, 1991, p.7).

Beyond this, as again seen in the definitions, staff development is closely associated with change. Fullan (1987) identifies three interrelated sets of reasons that explain the potential failure of staff development. One of the factors is the neglect of staff development in planning and implementing change. Staff development, in general, aims at improving and developing the abilities, attitudes,

skills, and knowledge of system members. Heidemann (1990) states clearly that staff development is a measure which involves adaptation to change. Therefore, it is hoped to make use of staff development as a means to change the member individuals and, at the same time, incorporate an alteration to the respective organization. This is concordant with Fullan's idea. He emphasizes that “significant educational change consists of changes in beliefs, teaching styles and materials, which can come about only through a process of personal development in a social context” (Fullan, 1991, p.132). Therefore, the failure to understand staff development as a process that inherently involves change will result in ad hoc, short-term, limiting attempts at staff development.

Next, the definitions are concerned with a range of staff development activities such as school or externally based programmes, individual or collective based participation, knowledge or skill based instruction. All these activities are adopted as strategies for the organization to fulfill its goals and for the individuals to achieve their improved levels of competence. As stated in Billing's definition, “the implementation of programmes of staff activities is designed for the harmonious satisfaction of those [individual and organizational] needs” (Main, 1985, p.4).

Finally, the definitions emphasize the need for a conscious school approach to staff development. This has been stated by Bolam (1981a, p.72): “that staff development activities are employer-sponsored activities which are directed exclusively within the professional control of teachers”. It is quite common for most of the schools to adopt staff development as a means to implement

educational and organizational advancement such as planned change, performance appraisal, curriculum innovation and the new role of school administrators. As stated in Matheson's definition, there is a need for a conscious institutional approach to staff development. This argument is clearly explained as “the conscious institutional approach is for the school to have an agreed policy statement enacted regarding the aims and obligations of the individual and the school towards staff development” (O'Sullivan et al., 1988, p.4). In the daily practice, however, it is easier for a casual observer to note the staff development activities and programmes rather than to appreciate their less obvious contributions and underlying policies.

### **C. Staff Development and Change**

Recent organizational studies stress the open system approach (Hoy and Miskel, 1991; Hall, 1991; Owens, 1991), according to which the environment, and in this application the specific educational environment has a significant impact upon organizational management. In the field of education, the specific environment normally refers to external educational reform and innovation as well as the changing needs of the students.

#### **1. Staff Development for the Changing Needs of the Students**

As stated by many sociologists, education is one of the important elements in society. It performs extensive functions for the continuity and the development of the society as well as the upbringing of the children. The functions include: preserving the culture; transmitting knowledge from one generation to the next; developing the students' rational, independent, and

analytical abilities, thus enriching life; expanding the students' intellectual and aesthetic horizons; facilitating personal versatility; enhancing the students' health; producing responsible and patriotic citizens; encouraging social integration; and preparing students for occupational roles (Broom, Selznick and Darroch, 1981; Horton and Hunt, 1983; Ballantine, 1989). Therefore, if there are some deficiencies in formal education, this will hinder the smooth functioning of the society and will give rise to all manner of related problems. If the teaching staff cannot adapt to the changing needs of the students, the quality of education will be adversely affected and the students will, ultimately, be compromised.

Today, the needs of students are in a state of change. Not only do students need to prepare for the technological advancement of the society, but they also are very much influenced by the changing values within a complex society. In order to help the students, the current societal expectations of teachers have to incorporate the views of parents, politicians, business representatives, and the society as a whole. Therefore, their understanding of, and ability to relate to different views and perspectives are essential. Teachers must also develop an awareness of the diversity of ability, behaviour, social background, and ethnic and cultural origins of their pupils (ACSET, 1989). By means of school-based staff development, activities can be arranged to focus on identifying and understanding the typical characteristics of the community's students, parents, and other members who interact with their schools. This can help teachers gather information about the needs of the students and parents and generate a mutual understanding between all these community stakeholders in education and the teachers.

When problems arise, it is quite common for many schools to permit their teachers the latitude to learn from experience. By trying out various solutions, the teachers can accumulate experience and, in so doing, can enhance their abilities. However, this approach will absolutely affect the learning experience of the students. There will be no detrimental effects provided the approaches of the teachers are appropriate. However, if the methods adopted by the teachers are unsuitable, the students will be negatively impacted. Warwick (1975, p.5) states that:

coming to terms with problems and difficulties by struggling traumatically with them, may occupy three or four years in a teacher's life; however, for many children those problems and difficulties may persist and become a prolonged limitation on the only education that they will receive. The obvious solution to the problem is to have in-service education and training as a regular feature of a school's corporate life.

Thus, staff development will at least minimize the unnecessary anxiety students may experience due to inexperienced or poorly prepared teachers. McMullen puts a strong emphasis on this function of staff development by stating that "a staff development programme is a planned process which enhances the quality of pupil learning by identifying, clarifying and meeting the individual needs of the teaching staff within the context of the school as a whole" (McMullen, 1991, p.164). There is a demand to improve the quality of education with the ultimate concern being the well being of the students; therefore staff development is now an essential strategy for achieving this outcome.

## 2. Organizational Change and Human Dimension

In meeting the changing needs of the students within the specific learning environment, the school organization has to embrace change. “Organizational change, normal part of being responsive and adaptable, can help any organization achieve its organizational goals and be more competitive within the operating environment” (Hall, 1991, p.62).

Hage (1980, p.27) defines organizational change as “the alteration and transformation of the form so as to survive better in the environment”. However, organizational change in education involves more than just changing the organizational structure and the respective implementation process. As stated by Fullan (1992a, p.109), “educational change is technically simple but socially complex: anyone who has been involved in facilitating a major change within an educational institution will intuitively grasp the meaning of and concur with the stated complexity of the social factors inherent in such a change”. In this argument, Fullan places a strong emphasis upon the influence and effect of people during the change process. Thus, a basic premise of organizational development is that structures and technological process cannot be changed effectively without a concomitant change in attitudes and that attitudes of a group can only be changed by the group's members. Organizational development is, therefore, a socio-psychological orientation of the organizations members to the planned, system-wide change of activities. Fullan (1991, pp.36-37) points out that:

the implementation of new policies and programmes imply change in practice. Such change in practice is complex and multidimensional, and is vital to realize that change in actual practice within three specific dimensions, is essential if the intended outcome is to be achieved. The

three dimensions include instructional materials, teaching approaches, and educational beliefs. In other words, the implementation of appropriate and concurrent changes to these dimensions can positively influence the success of the planned innovation. It is self-evident that the teaching materials and teaching approaches comprise the more concrete dimensions which are comparatively easy to handle. It may more likely be the entrenched beliefs of the staff that could more often lead to difficulties in the process of implementing educational change.

In England and Wales, the Advisory Committee on the Supply and Education of Teachers (ACSET) cited a number of examples showing the ways in which curricular and organizational changes have had and will have profound implications for the management of teachers and INSET (ACSET, 1989). Therefore, in order to achieve an effective, efficient and fruitful organizational change, attention should be specifically paid to the human aspects of the organization. "The quality of teachers is central to the achievement of any improvement" (Bradley, 1987, p.187). He further asserts that "at a time of substantial pressure in schools as teachers are reacting to changes in curriculum, changes in financial management, and changes in accountability, the need for a well thought out system for staff development is becoming recognized as being of central importance to the initiative" (Bradley, 1991, p.112).

Fullan (1991, p.45) points out that "successful implementation is dependent on whether the teachers involved appreciate the urgency of the change. People are the most powerful factor in bringing about change. Actually, educational change and organizational change is, in fact, mainly the change of people's perceptions and their personal implementation of new practices within their classrooms, schools, and school districts". Loucks and Hall (1979) have

highlighted that the change of the people's perceptions, attitudes, and beliefs within an institution is the prerequisite for any organizational change within institution and this is because change is always instituted and implemented by individuals. Their personal satisfaction, frustrations, concerns, motivation and perceptions play an integral part in determining the success or failure of the change initiative. Therefore, when there is a desire to implement a change successfully, there is a need to consider the human factors beforehand. With this in mind, Fullan (1991) emphasizes that principals and teachers are the main agents of change, and thus, they are important factors to change. That is why Bolam (1981b) advocates the school-focused INSET programme should focus on improving the job performance skills of the entire school staff as a whole. Thus there is a strong relationship between the organizational advancement and the development of the staff. Staff development can help the school organizations face ongoing educational change. Different training or development activities not only can fulfill the institutional or system needs, but it can also meet the individual needs to a varying extent, depending on their intended purpose. Details of the differences between the system needs and the individual needs can be seen in Diagram 3.3.

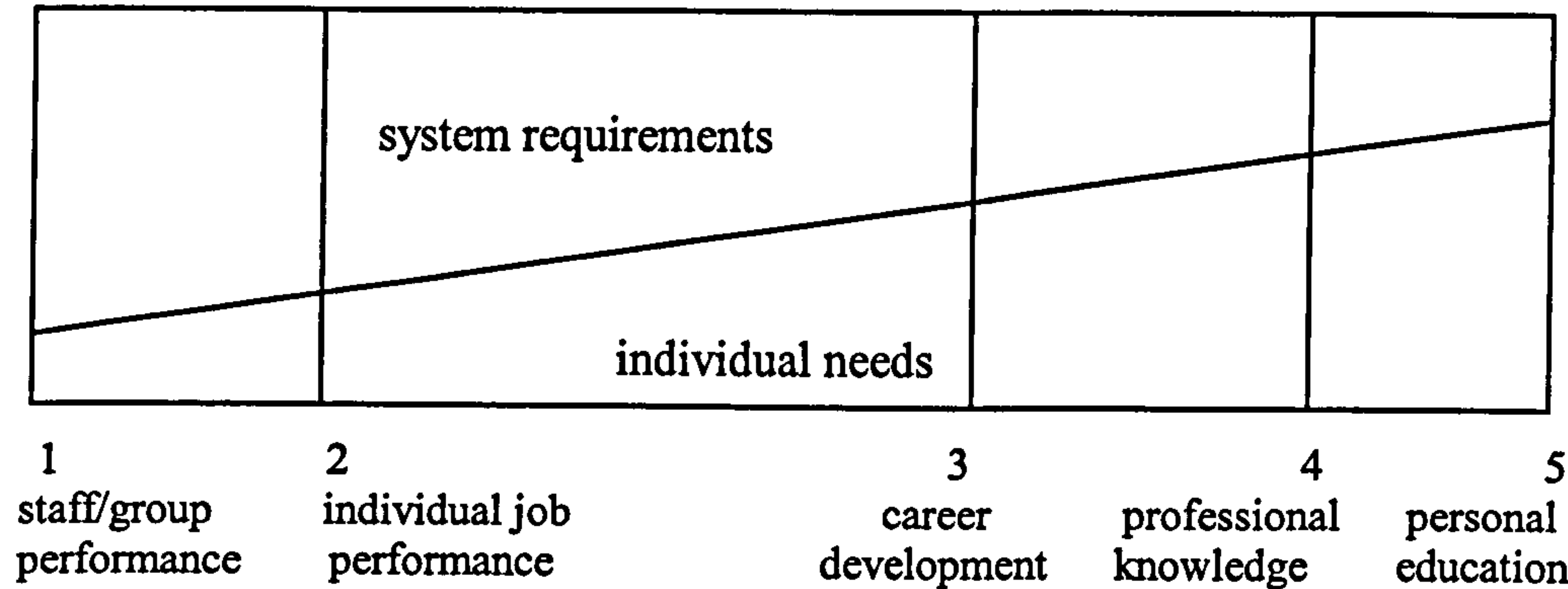


Diagram 3.3: System and Individual Needs and the Purpose of Continuing Professional Education (Bolam, 1981b, p.103)

As stated by Bush (1999), the growing importance of external relations suggests that schools and colleges should become proactive in relation to the teaching environment and not simply be reactive in approach to external demands. It requires a fundamental change in the perspective of the organization, with the approach to external relations being linked to the values and developmental strategies of the school and college. Davies and Ellison (1997, p.54) claim that:

this perspective and approach requires a cultural change. The key shift in management is to develop a culture in the school which is outward-looking, client-focused, and responsive to change. Staff, taking the lead from the senior management in the school, need to direct some of their in-service or professional development time to discussing broader strategic issues as well as current operational ones.

According to American writers Hall and Hord (2001), in the context of the change process, an intervention is any action or event that influences the individuals involved in the process, and facilitators are the persons who provide the interventions that can increase the potential for the success of change or allow it to fail. The functions of interventions are shown in Diagram 3.4.

Staff development can play a role in some of the functions, particular in the area of creativity in professional learning. In order to build up a good foundation for any change to be successful, having a shared vision of that change seems to be quite essential. Therefore, the principal or the teacher-in-charge of the staff development can make use of the staff development activities for developing, articulating, and communicating the shared vision.

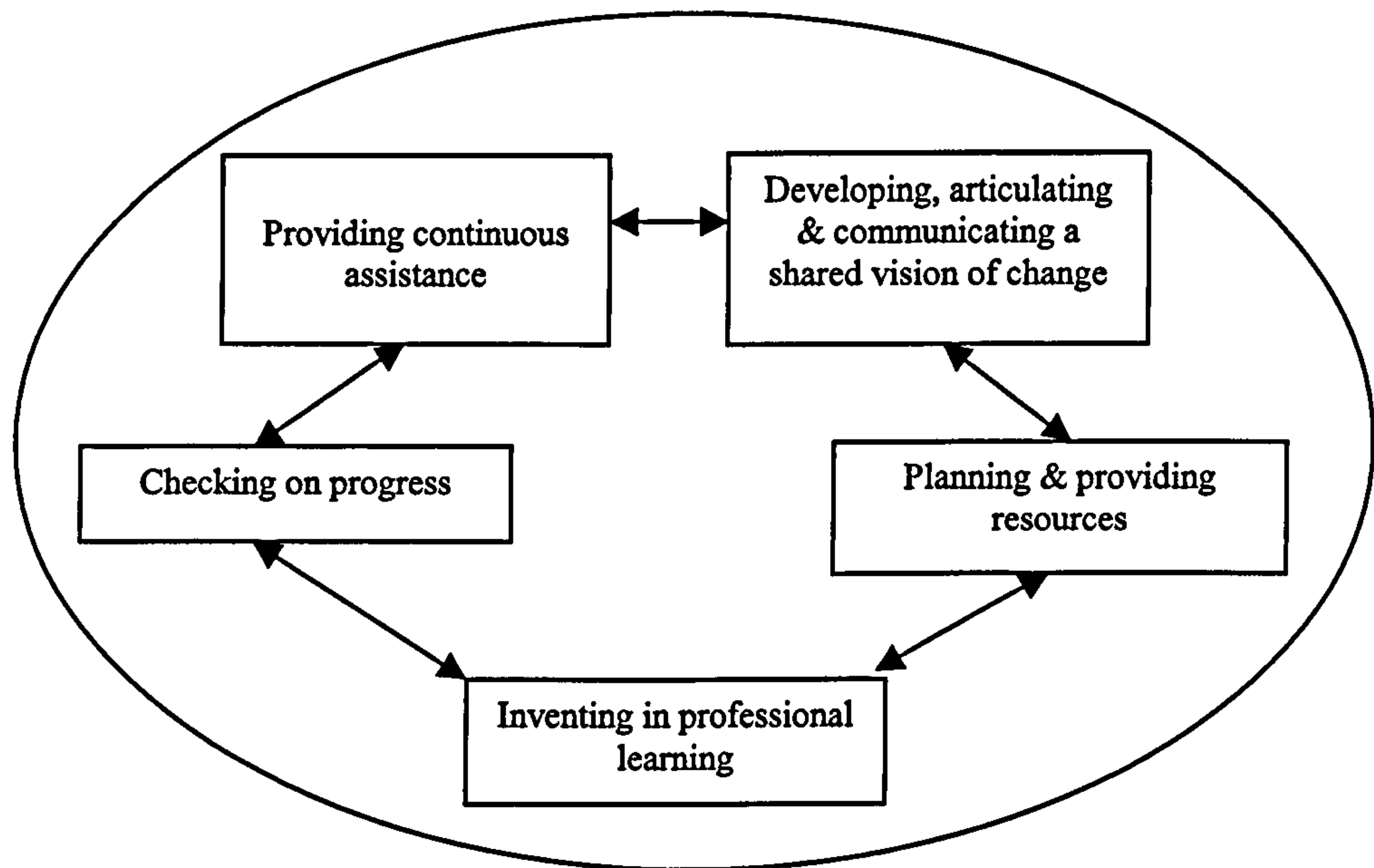


Diagram 3.4: Functions of Intervention (Hall and Hord, 2001, p.122)

Therefore, in order to follow the engineering of change, it becomes necessary that teacher training should support the process. This is clearly remarked by Fullan (1992b, p.67) that “the essence of educational change involves learning new ways of thinking and doing new skills, applying new knowledge and developing new attitudes”. It follows that staff development is one of the most important factors related to change. Fullan (1982, pp.97-98) also points out that:

concrete and skill-specific training is effective, but only for a short run. Such training is not designed to provide the ongoing, interactive, cumulative learning necessary to develop new conceptions, skills and behaviour that are necessary to accommodate an influx of ever-changing problems. Training approaches are effective when they combine concrete teacher-specific training activities, ongoing continuous assistance and support during the process of implementation, and regular meetings with peers and others. Research on implementation has demonstrated that these processes of sustained interaction and staff development are crucial regardless of what change is about.

### 3. Change and the Learning Organization

As principals and teachers are the main agents of change in an educational application, staff development is, therefore, inextricably linked to the concept of schools being true learning organizations that can both flex and evolve. This concept is very useful and important to the implementation of change. Gravin (1993, p.84) emphasizes that:

traditionally inflexible organizations such as intransigent schools are unlikely to function effectively and efficiently under the unprecedented societal changes currently underway. In the future, the most successful schools will be learning organizations that understand how to leverage their combined skills and knowledge to simply adapt to the changes. It is because these schools are skillful at creating, acquiring, and transferring knowledge, and at modifying the organizational behaviour to reflect new knowledge and insights.

Change occurs in an organizational setting in which the culture and structure will prepare a context in which the change can occur. As stated by Hall and Hord (2001, p.135), “culture is related to the individually and socially constructed values, norms and beliefs about an organization, and thus, the school organization as a part of its mandate and function should become a place of learning for the staff to reconstruct their values and beliefs about society, generally, and education, specifically”.

According to Fullan (1996), the challenge of educational change is the extent of perceptual shift it would take to have teachers view the educational system a true learning organization — expert at dealing with change as a normal part of its day-to-day work, not just change in relation to the latest policy, but in

fact as an ongoing as a way of professional life. Senge (1990) proposes a set of five core disciplines which must converge to create effective organizations of change. As a foundation, the school leaders and members have to think systematically to understand the interdependence and interrelationships between the school system and society at large. Then, upon this foundation, they must develop their personal mastery, clarify their mental images, work as a team with a high level of motivation as they transfer knowledge, and, ultimately, establish shared visions that serve the society. All these five components help school leaders and staff members to personally acquire the knowledge, tools, and values necessary to keep the school, as an organization, learning continuously and coping with more changes easily (Diagram 3.5).

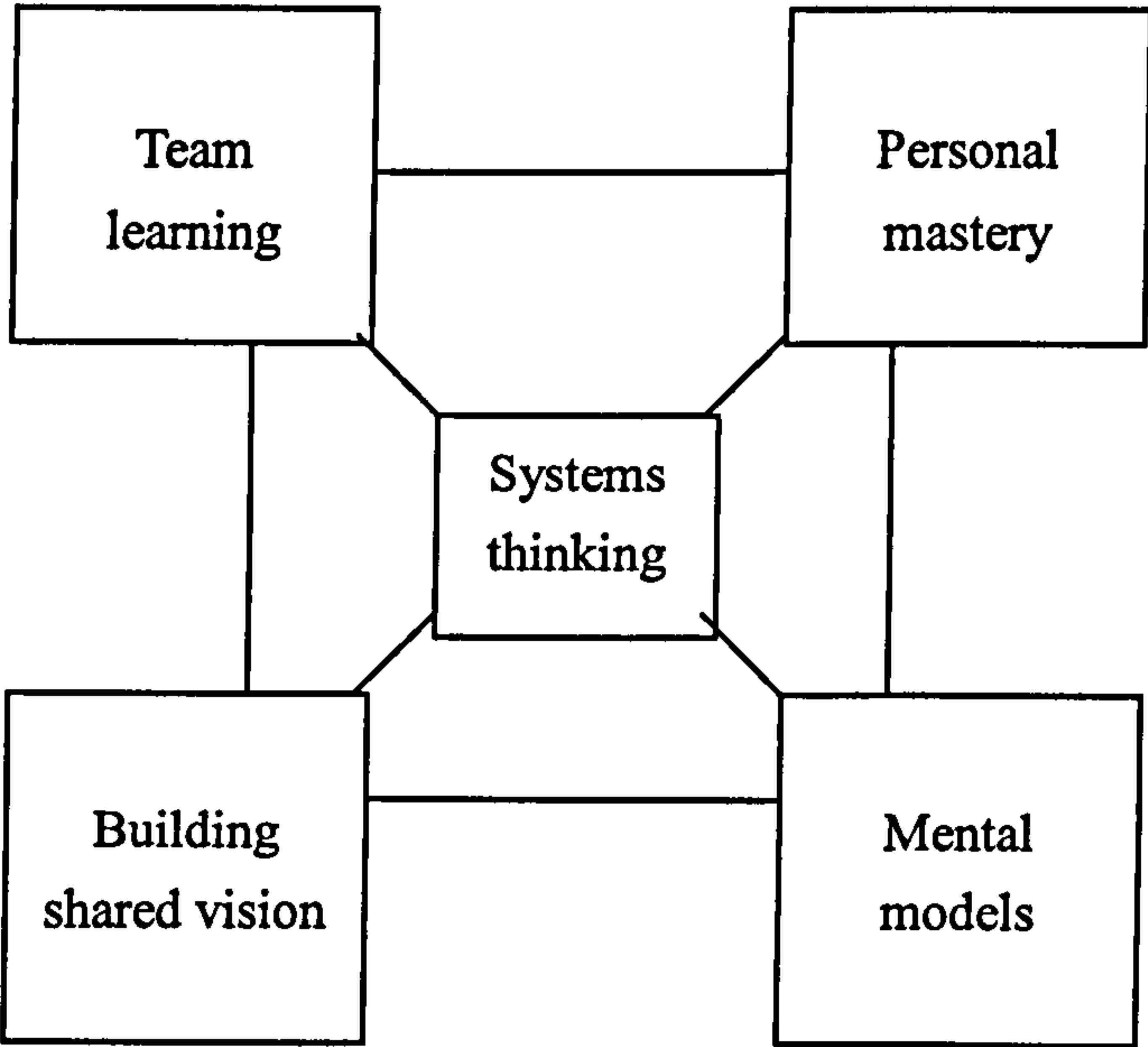


Diagram 3.5: Five Core Disciplines for Developing Learning Organization (Senge, 1990, p.87)

It is crucial for the school to implement a staff development programme

that embraces these five disciplines. Staff development, as a result, can then transform a school from a bureaucratic organization to a thriving community of true learners. Thus, Bolam (1989) proposed that the underlying conceptual rationale for school-based staff development is that it will enhance the problem-solving capacity of the school and, as such, is fundamental to institutional development in the face of requisite educational reform.

Whitaker (1993, p.38) stated that “learning is central to the change process”. Professional development is essentially about professional learning; therefore all professionals, especially teachers, need to be aware that organizations with development and adaptation capabilities are by necessity, learning organizations, and they are very much concerned with gaining new knowledge, acquiring new skills and forging new values and beliefs. Learning is truly both the essence of change and its prime prerequisite.

#### 4. Educational Change and Building of Vision

The reason that we need learning organizations is related to the discovery that change in complex systems is nonlinear and it is full of surprises. Yet new mindsets can help us manage the unknowable (Stacey, 1992). “Significant change involves a significant ‘shift of the mind’. ‘New mindsets’ should be fostered to enable teachers to become ‘agents of change’. Without such a shift of mind, the insurmountable basic problem is the juxtaposition of a continuous change theme with a continuous conservative system” (Fullan, 1993, p.3). To a further extent, Bolam (2000) states clearly that professional development is the process by which the teachers and headteachers learn, enhance,

and apply not only appropriate knowledge and skills, but also appropriate professional values. This notion of appropriateness must itself be based on shared public perceptions about the needs and best interests of their clients. Developing an appropriate educational vision can help to shift the mindsets of the teachers involved and help them generate shared values that best serve the needs and interests of the clients.

Newton and Tarrant (1992) review a number of research studies which focus on the benefits of having a vision. The review concludes that setting objectives for work in organizations can be a very powerful catalyst for change as it provides a common direction, challenge and excitement, a vehicle for planning, the benchmark for evaluation and appraisal, and concurrently the approach that encourage intervention, problem-solving, and pro-activity as desirable strategies.

However, it is interesting to note that Fullan goes further the point of having a basic concept of vision building. He is suspicious about building premature vision. His argument is that premature visions and planning may be short-sighted. He states that he starts with personal vision-building because it connects so well with moral purpose contending with the forces of change. "Shared vision is important in the long run and it is not a good idea to borrow someone else's vision" (Fullan, 1993, p.13). When considering building vision in support of the process of change, Fullan (1995, p.18) elaborates that "visions are necessary but asserts that few concepts are as often misunderstood and misapplied". Fullan's position is that, vision should come later in a careful process for several reasons. First, one needs a good deal of reflective experience before

one can form a plausible vision. Second, shared vision, which is essential for success, must evolve through the dynamic interaction of organizational members and leaders. This takes time and will not succeed unless the vision-building process is somewhat open-ended. He stresses that visions developing later does not mean that they are not worked on during the process but, rather, just the opposite: vision is of a goal or mission pursued more authentically during the process of developmental growth, avoiding premature formalization that might be limiting to a goal or mission.

Fullan (1995) continues to state that the critical question is not whether visions is important, but how it can be shaped and reshaped given the complexity of change. Visions die prematurely when they are mere paper exercises churned out by leadership teams, when they are static or even overtly wrong, and when they attempt to impose a false consensus - suppressing rather than enabling personal visions to flourish.

## 5. Educational Change and Teachers' Stages of Development

As teachers are the key persons in the implementation of an educational innovation or new direction, and change involves personal experience, it is logical to focus on the personal factors and identify means to facilitate both implementation and innovation. Teachers normally go through stages during their career path. According to Warwick (1975), seven stages can be postulated within a teacher's career, starting from college entry to probation career promotions, and through to retirement. However, on the other hand, Oja (1989) quotes Loevinger's

Ego Development Stages to illustrate another description of stage development. Loevinger segments a teacher's career into six stages which include self-protective stage, conformist stage, self-aware transition, conscientious stage, individualistic transition and autonomous stage. The former classification by Warwick is to focus on the age-related life issues and career concerns common to adults. The latter proposed by Loevinger looks at adult development by focusing on behaviour and feeling.

Both of these approaches declare that transition from one stage to another usually causes a teacher to face different kinds of problems and challenges. It is next to impossible for a teacher to acquire all the required skills and knowledge in his/her initial teacher training, particular when they need to face the external educational change which in turn affects the school organization resulting in adjustments and alterations. Clearly, there is often a need for the teachers to change dramatically throughout the career-long process. As a result, scholars and educationalists strongly emphasize the importance of in-service teacher education and staff development throughout the full duration of a teaching career (Warwick, 1975; Fessler and Christensen, 1992).

Hall and Hord (2001) identify a seven-stage model to show the developmental nature of teachers' concerns during an innovation. At first, teachers have self-oriented concerns including self-awareness, need for information, and other personal concerns. Then, teachers appear to focus on the task related concerns of management in the classroom. Finally, teachers develop professional impact concerns including consequence of choices and career, professional

collaboration, to refocusing of professional effort. Change facilitators such as principal or teachers-in-charge of staff development need to provide interventions and training aligned with the various concerns of the people engaged with implementing change. The change facilitators must provide specific and detailed procedural plans as well as specific techniques of practice to help teachers work smoothly. The facilitators must also understand where each person is in terms of career stage and provide appropriate support to assist individuals to progress.

#### **D. Policy Issues Concerning Staff Development**

There is broad agreement internationally that the professional training of teachers will be more effective and efficient if programmes can be conducted not only by universities or colleges of education, but also by means of school-based measure. Therefore, it is worthwhile for schools to formulate their own staff development policies and implement their own specific staff development activities in order to promote educational quality. As concluded by Bell and Day (1991, p.21):

the policy-based model of professional development that is now emerging offers an opportunity for practitioners to extend their control over their own development, albeit within a framework of provision and resourcing that is closely related to the needs of the school and to the development plan that formulates and expresses those needs.

##### **1. Background of Staff Development Policy**

Staff development started to become an issue of urgency in the United Kingdom in the 1970s (Bradley, 1987; Bell and Day, 1991). At that time, staff

development was regarded as being similar to INSET (Bradley, 1987). Teachers took initiatives to develop their professional capabilities by means of external courses. This approach assumed individual advancement and better performance of the individual teachers would in turn benefit the schools. Obviously, there was no planning mechanism to integrate the individual needs for development with the developmental requirement of the organization as a whole. No policy was formulated to systematize the management of staff development for the well being of the school's overall development.

Under this approach staff development was haphazard in nature and no particular planning mechanism existed within the school which might have brought together the aims of both the school and the individuals. In the late 1970s, the situation changed and policies for staff development began to emerge (Bradley, 1987). A typical example is quoted by Hewton. He states that "until 1987 September, the Local Education Authorities (LEAs) compelled the schools to produce their staff development policies for themselves" (Hewton, 1988, p.10). Hewton (1988, p.12) mentions that the LEAs suggest some possibilities for the schools in setting their staff development policies.

- a. The approach envisaged will be participative, involving as many members of staff as possible. The exercise, in itself, might be regarded as part of the staff development programme.
- b. The following formal aspects of staff development should be given particular attention:
  - i. the need for clearly-stated institutional and departmental policies for staff development;
  - ii. the specification of roles and structures within the school, allocating particular responsibility for policy implementation.

By the early 1990s, some of the scholars asserted that it is the responsibility of the school to see that:

- a. there is a school policy for staff development which should help the school to fulfill its aims and is concerned with the development of all staff;
- b. there is a staff development programme which includes everyone;
- c. there is a planned development for all. (Dean, 1991, p.15)

All these reflect that staff development policy is strongly upheld by the education authorities and academic scholars. However, some years later, a MORI survey was commissioned to examine current continuing professional development activity, and it concluded that “continuing professional development currently taking place in most schools appears to operate on an *ad hoc* basis with no real linkage across school development planning, personal development planning and teachers’ appraisals” (MORI, 1995, p.12). This demonstrates that launching out staff development policies across schools really takes time to achieve.

## 2. The Need for Staff Development Policy

As stated by Garrett, managing staff development involves identifying needs, establishing priorities, planning the programmes, and establishing and implementing a policy (Garrett et al., 1992). All these activities are, to some extent, taking place simultaneously. It is impossible to suspend all staff development until a policy has been agreed. If the staff development activities are organized haphazardly, it cannot bring the aims of the school and individuals together. The Fife document best describes the importance of the staff

development policy. It states that a school's policy on staff development will provide a framework and the organizational structures for the operation of an annual programme of staff development activity designed to meet the needs of the school and groups or individual members of staff (Fife Regional Council Education Department, 1995). Without a policy of staff development, it is common for the school to make an identifiable effort to assimilate and disseminate information and skills gained by an individual teacher from an INSET activity.

Formulating staff development policy stimulates a holistic examination of the deficiencies and problems within the educational institution. Stevenson (1987) advocates that staff development should be linked directly to school improvement. The policy-makers must address goals such as motivation, job satisfaction and ownership of the problem. These goals extend the range of policy decisions far beyond the assessment of teachers and the provision of appropriate INSET, because staff development encompasses other important areas such as management skills, collaborative coordination, communication and innovation, etc.

Staff development policy empowers the school to nurture its personnel, which guarantees efficiency within the organization. According to Dean, a competent teacher usually acquires three major areas of knowledge, with a total of twenty-two kinds of skills (Dean, 1991). As the condition and situation of educational institution vary, teachers are required to adopt different standards specific to the needs of their particular schools. The best strategy for schools is to

employ a staff development policy to assist the teachers adapting to the needs of the environment. Furthermore, as stated by the ACSET (1989, p.336), “staff development is essential in imparting the necessary skills for those likely to become head teachers or hold senior positions in schools”.

In the view of Oldroyd, Smith and Lee (1984, p.73):

the existence of a staff development policy in a school will: give clarity of purpose concerning staff development, help newcomers to the school to know what is available, encourage managers to think in terms of staff development, and link up with job descriptions.

In Bradley’s view, schools should have staff development policies to help teachers become professional. Bradley (1987, pp.192-193) argues that:

there should be several policies in place which contribute to professional development. These policies include: staff appraisal, INSET, school improvement, collaboration and teamwork, involvement in management and decision-making, school-based research, and recognition of self-development as the mark of professionalism.

### 3. Meaning of Policy

“The term ‘policy’, easily misinterpreted, is simply defined as a statement of intent” (Garrett et al., 1992, p.52).

However, as Baldrige explains, the ‘policy’ can be elaborated. “Policies commit the organization to definite goals, set the strategies for reaching

those goals, and in general determine the long-range destiny of the organization” (Baldrige et al., 1978, p.34).

In order to adopt a definition of policy in terms of school-focused development, Hewton (1988) identified five different uses of the word ‘policy’: as a label for a field of activity, as an expression of a general purpose, as a specific proposal, as a formal authorization, and as a programme in a specific sphere of activity. Hewton (1988, p.78) proposed a definition as follows:

Policy is a set of interrelated decisions relating to a particular issue or area of activity concerning the selection of goals and means of achieving them over a period of time.

According to Hewton, policy is concerned with five inter-related aspects. First, the policy formulation process, is conducted by a decision making body. Second, the policy is related to a specific area of concern. Third, there must be aims and objectives for the people impacted by the policy. Fourth, the policy includes means or activities for the people to reach the targets. Finally, the policy also delimits the period for the people to achieve the objectives.

In Garrett’s experience (1992), some schools have a staff development policy ‘written in stone’ and distributed to everyone. In other schools, the staff development policy suffers from, lack of availability and awareness of its contents. Sometimes there is no formal staff development policy, but through convention policy is widely understood, and is hidden in all the on-going activities.

It is common to discover informal and unwritten staff development

policy. McMullen (1991) cites that it is possible for a school to have an explicit staff development policy which has evolved over a period of time and has never been formally thought out, discussed, or written down. Critics of a formal policy may argue that a staff development policy (particularly if linked to appraisal) may inhibit flexibility and prevent a rapid response to a new situation, particularly if resources are already committed and in-service needs identified. In Great Britain, schools set up their formal and written staff development policies in the late 70s. The transition to a formal policy in Great Britain illustrates that the formulation of staff development policy has to undergo a process from the unwritten one to the written one. Both kinds of policies have their own advantages and disadvantages. There is a list of reasons for having an unwritten policy:

First, policy can exist without formal documentation because implicit policy, similar to norms and behaviour, is often satisfactory in guiding people's actions. Second, clear and comprehensive policies are impossible to attain because consensus is impossible and exact outcomes are unpredictable. Third, written policy may inhibit flexibility and prevent a rapid response to a new situation, particularly if resources are already committed. Fourth, it is difficult to draft a proper policy because it requires considerable time, particularly if all the staff involved. (Hewton, 1988, pp79-80)

Hewton (1988) also points out the benefits of having a written policy: as a focusing device, a form of organizational analysis, a direction finder, a coordinating mechanism, a form of commitment, an instrument of communication, and a providing framework for coping with change.

Hewton shows that policy can either be written or unwritten, dependent

on the developmental stage of the school, the intention and the style of the leaders, and the practice and the purposes of the school.

#### 4. Managing the policy formulating process

Hewton (1988) describes four conditions important in managing the policy formulating process: preparation, presentation, participation, and planning. First of all, the school should create a positive environment for change and recognize the importance of staff development. If the preparation is well conducted, resistance from the teachers will be minimized. Conveying the message of staff development, collecting the opinion of the teachers, and evaluating the needs of the school and teachers are necessary components of preparation. Apart from this, it is important for the school to have good communication between the teachers and the decision makers. The pace for conducting staff development must be natural. This process should not be rushed, and details should be made available to all the teachers for reference. Moreover, if the school hopes to achieve commitment and to minimize resistance, the teachers should own a participative role in the process of formulation and administration. Finally, there must be a systematic plan that requires time, patience and sensitivity.

Oldroyd, Smith, and Lee (1984, pp.73-74) propose a procedure for planning and reviewing a staff development policy. The procedure is as follows:

- a. find out what is being done at present;
- b. evaluate the present activities;
- c. improve on what is found by asking how to improve the present situation to arrive at a balanced staff development policy;

- d. draft a policy;
- e. put up the draft policy for discussion and comment;
- f. refine and redraft the policy;
- g. publish the final policy and include it in the staff handbook;
- h. review the policy annually.

An example from the Fife Region in Scotland illustrates the policy formulating process. According to the Fife document (Table 3.1) a policy statement should cover six areas of consideration including: aims and purposes; roles, responsibilities and rights; school organization and arrangements; matching priorities to opportunities; induction of new staff; as well as staff appraisal. Moreover, in order to manage the process, the Fife document also provides some guidelines (Table 3.2) for schools as reference (Fife Regional Council Education Department, 1995).

<b>Aims and Purposes</b>	<b>Roles, Responsibilities and Rights</b>
What is the general context for staff development? What purposes are met by the operation of the policy? How do the school act as an institution, and individual staff benefit?	Which staff have specific management responsibilities related to the policy? What is the management structure? What are these responsibilities? Is there to be a staff development committee or group? What is its membership and role? What are the rights and responsibilities of staff generally? What are the Governors' responsibilities and how far are they related to school policy?
<b>School Organization and Arrangements</b>	<b>Matching Priorities to Opportunities</b>
Identifying and Prioritising Needs What are the sources of information on staff development needs? How will priorities be determined? What are the criteria?	What resources are available for staff development? How will these be managed? How will priorities be matched to appropriate activities in an annual staff development programme? How will these be publicized? How can staff gain access to opportunities? How will participation of staff in activities be recorded?
<b>Induction of New Staff</b>	<b>Staff Appraisal</b>
What are the arrangements for the induction of new staff and probationary teachers into the arrangements?	What is the relationship of appraisal to staff development? What are the school's arrangements for appraisal? How will the policy and arrangements be monitored and evaluated? How will the outcomes be reported and built into future targets?

Table 3.1: Practical Considerations: the Fife Policy Document (Fife Regional Council Education Department, 1995, p.58)

<b>Policies, Procedures and Arrangements</b>	<b>Identifying and Prioritising Staff Development Needs</b>
<p>The SDC is identified.</p> <p>A favourable climate for staff development is established.</p> <p>A committee is established with clear objectives.</p> <p>Clearly defined management arrangements exist and are understood by the staff.</p> <p>A written policy is drafted, agreed with staff and published.</p> <p>The staff development policy is integrated with other school and departmental policies.</p> <p>The policy is incorporated into the current development plan.</p>	<p>Procedures are in place for staff development to be identified through: development planning; departmental review; whole school review; external audits and reports; individual self-review and appraisal.</p> <p>The range of information gathered reflects the needs of individuals, departments and the whole school.</p> <p>Procedures are established, described and understood by staff for deciding priorities among the needs identified.</p>
<b>The Design of the Staff development Programme</b>	<b>Monitoring, Evaluating and Reporting</b>
<p>This means an annual plan outlining staff development activities internally and externally to meet prioritized needs.</p> <p>The school has clearly communicated procedures for compiling, agreeing and publishing its annual staff development programme.</p> <p>The published program addresses all of the agreed priority needs, includes an appropriate variety of staff development activities and events, and draws on external opportunities.</p> <p>It caters for the needs of special groups such as new staff.</p> <p>It draws on the expertise and experience of staff within the school and a range of external providers.</p> <p>The resource implications of the programme have been cost and are realistic.</p>	<p>After all activities, participants have the opportunity to provide feedback by completing an evaluation questionnaire, a written report and verbally.</p> <p>Records of all activities are maintained by the coordinator. Individual members of staff maintain a record of their own staff development activities and needs.</p> <p>Copies of individual records are held centrally.</p> <p>The distribution of resources among individuals and groups of staff is monitored.</p> <p>Monitoring procedures include analysis of the relative benefits and cost of particular staff development activities.</p> <p>An annual report is prepared and used to influence future planning.</p>

Table 3.2: Getting Policies off the Ground: Management Checklist (Fife Regional Council Education Department, 1995, p.59)

## 5. Framework for a School's Staff Development Policy

There are many early examples of staff development policies in the U.K. (Oldroyd et al.1984; Hewton, 1988). Bolam suggests a framework for a school's INSET policy which aims at staff development and school advancement (Bolam, 1982). He finds that the notion of a school policy for INSET is increasingly familiar in general terms, but it is far from clear what the policy might consist of in specific terms. Therefore, Bolam draws a framework within which any school can build its policy to meet its particular circumstances. There are nine

components based on the experience and practice of several schools:

- a. the school has a defined INSET policy;
  - b. this policy is made known within the schools;
  - c. appropriate arrangements are made for seeing that the school's policy is carried out;
  - d. an annual INSET programme is produced;
  - e. the school is able to carry out its INSET programme effectively;
  - f. teachers are released and / or encouraged to attend external INSET activities;
  - g. INSET records are maintained;
  - h. the policy and programme are monitored and evaluated; and
  - i. appropriate arrangements are made to feed back the results of INSET.
- (Bolam, 1982, pp.7)

According to Heath (1989), the framework for staff development policies should include: in-service training which can be long, short, structured and informal; the creation of appropriate structures, supportive management and appropriate funding; carefully programmed and adequately resourced opportunities, and schemes of supervision and complementary performance appraisal.

In the view of Bradley (1991), within the framework of staff development, there must be a policy statement which includes a declaration of shared values concerning staff development principles, a statement of specific objectives, and an indication of how the school will work with the individual teacher to assess objectives and a statement of entitlement outlining what the teacher should expect.

Bradley (1988) explains the criteria for setting the framework of staff development policy in two models: the competency model and the professional self-development model. Bradley believes that any staff development policy must address the task of ensuring a minimum level of competency among teachers. However, the elements relating to minimum competency do not contribute to school development. Therefore, there must be another larger group of elements which relate to professional self-development, and aim to maintain the motivation and creativity of the teachers so as to guarantee school advancement.

Bradley (1988, pp.192-193) suggests a framework of staff development policy based on the competency model and the professional self-development model:

**Policy Elements Contribute to Minimum Competency**

- a. An induction policy for beginner teachers and for experienced teachers new to school.
- b. A policy for staff appraisal.
- c. A policy for INSET.

**Policy Elements Contribute to Professional Self-development**

- a. Policies for staff appraisal and INSET.
- b. A policy of support for school improvement, incorporating the following principles such as freedom and encouragement to innovate as a staff, resources and support available, no punishment for failure, and encouraging 'ownership' of the task or the development.
- c. A policy of encouraging collaboration and teamwork such as shared planning, shared evaluating, team teaching, and studying each other's performance.
- d. A policy of involvement in management and decision-making.
- e. A policy of encouraging involvement in school-based research and development.
- f. A policy that recognizes self-development as the mark of true

professionalism and dedicates itself to achieving and maintaining that in every teacher.

Within the minimum competency model and the professional self-development model, several tasks have to be performed to establishing a policy. According to Garrett, the tasks include: setting priorities, creating a structure, co-ordination of policies, clarification of roles, selecting and appointing staff, and allocation of resources (Garrett et al., 1992). Fulfilling these tasks contributes to the elements of a policy. Hewton (1988, pp.88-89), states that six elements are important in a policy statement: aims, structure, programme, evaluation, costs, and timing.

- a. Aims : The aims will inevitably be set in the context of the school but they will often be justified in relation to a general rationale. Therefore, it is quite often for the rationale to lead to an overriding aim and other supporting aims of staff development.
- b. Structure : Structure, as set out in a policy, defines roles and responsibilities in connection with the identification of staff development needs and with the implementation of programme and evaluation of its outcomes.
- c. Programme :The programme sets out details of the specific activities which will take place within the policy framework. Sometimes, these activities will be link to the responsibilities of various people or organizational units.
- d. Timing : It is necessary for policies to make clear not only what is intended but also when the various activities will take place. Timing can also help the organizers to set the priorities of the activities.

- e. Costs : Additional resources will be required for organizing staff development activities. The costing will provide the school with its annual earmarked staff development budget.
- f. Evaluation : If the policy becomes an end in itself rather than a means of achieving effective staff development, it will be a waste of energy and resources. In order to avoid this, it is better to have a regular review and evaluation.

### **E. Implementation Issues Concerning Staff Development**

A policy fulfills nothing without action. As stated by Weiler (1988, p.167), “for a good many plans which are nothing but exercises in wishful futility, it is just as well that they never get implemented”. An emphasis on implementation is important to the success of staff development for individual and the organization. Therefore, attention must be paid to the area of implementation. Kaufman (1988, p.170) defines implementation as “the actual doing of what was planned, using the selected tools and tactics. Implementation includes both the making and obtaining of the actual methods, means and materials as well as using them in the educational setting”.

Kaufman (1988, p.171) also points out that “implementation can be managed and controlled so that intended outcomes are achieved”. Therefore, implementing the mechanisms of staff development is differentiated in terms of the means and methods accordingly. Samples of management of school-based staff development are well documented (Warwick, 1975; Bolam, 1982; INSET

Working Party, HKASME, 1985; Oldroyd, 1989; Bell and Day, 1991; Shaw, 1992) and they all illustrate how school-based staff development activities and programmes are implemented in various kinds of ways.

The process of implementing staff development involves: identifying the needs of the individuals, the requirements of the organization, deciding the aims and objectives to be fulfilled, designing the activities, planning the programmes, managing the allocation of fund and resource, etc. Due to the complexity of the task, the implementation of staff development requires a structural body to plan and to organize the process before it comes into operation.

#### 1. Organized Structure for Implementation of Staff Development

Implementation of staff development requires a school head, a senior staff or a coordinator to oversee the activities. However, in order to have a representative, effective and well-organized structure, many scholars prefer the establishment of a staff development committee for the implementation of staff development (Bolan, 1982; O'Sullivan et al., 1988; Oldroyd and Hall, 1988; Hewton, 1988; Dean, 1991). In a survey, none of the respondents say that decisions are made by one individual, and feel the need for a committee to put forth the staff development activities (Glover and Law, 1996).

The structure should identify the needs of the individuals and the requirements of the organization: to prioritize the needs, to delineate the activities, to plan the programmes, to make arrangement, to coordinate all the related efforts and to evaluate the programmes, etc. A successful staff development committee

should be :

- a. relatively small and certainly no larger than 15 members;
  - b. mixed in terms of age, seniority, gender, specialism and status;
  - c. chaired by the staff development coordinator;
  - d. concerned to provide some form of induction training for members of the committee so that they are aware of the skills involved and the need to develop them;
  - e. prepared to go out and seek the views of the whole staff;
  - f. aware of and have a thorough understanding of the whole school curriculum and development plan;
  - g. up to date with externally provided in-service opportunities;
  - h. able to see individual staff development needs in the context of whole school needs;
  - i. prepared to seek ways of meeting individual needs that do not fit within school needs;
  - j. able to plan annually but also within a 3-year cycle or longer;
  - k. able to work to a fixed budget in terms of finance and other materials and resources;
  - l. accountable, finally to the head teacher and governors but also to the senior management team and the staff as a whole;
  - m. active in leading staff development activities;
  - n. prepared to seek external advice and support on issues that they are unable to manage themselves;
  - o. prepared to set and publish goals for the year and monitor both process and outcomes of working to meet those goals;
  - p. in consultation with representatives of professional associations and trade unions;
  - q. ideally composed of a revolving membership enabling all staff to participate in the long term;
  - r. seeking to co-operate with other schools in the arrangement of joint activities, where appropriate, to extend the budget.
- (Oldroyd and Hall, 1988, pp.125-126)

Garrett et al. (1992) works out fifteen roles of a staff development committee. Garrett's roles are similar to Dean's works. Dean (1991, pp.61-62)

identifies nine items for the staff development committee to observe so as to enhance implementation:

- a. help to develop a climate in the school which is responsive to professional development activity;
- b. support the work of the professional development coordinator;
- c. help to identify the training needs of the school and the staff;
- d. make recommendations with regard to development policy;
- e. make recommendations with regard to the professional development programme;
- f. ensure that there is adequate communication about professional development to all members of the staff ;
- g. arrange for the monitoring and evaluation of all professional development activities;
- h. have oversight of the professional development budget;
- i. monitor and make colleagues aware of professional development opportunities available outside the school.

The establishment of a staff development committee can help to systematize and formalize the staff development activities, and then generate an effective plan. The U.K. experience proves that it is more appropriate to have that committee structure as a sign of consideration, from the managing body dealing with the issue of staff development. In Hong Kong, records show that staff development committees existed in some schools in the mid 80s, and favourable responses were found (INSET Working Party, HKASME, 1985). Moreover, the establishment of a staff development committee can permit staff to have ownership of their problems, and deal with the development by themselves.

## 2. Leadership of Staff Development

No matter whether staff development is conducted by the school authority or by a staff development committee, the importance of leadership cannot be overlooked. It is because the leader plays a very important role in the process of staff development. As stated by Bradley (1991), the leader of staff development should clarify communication procedures; seek the approval and commitment of all concerned; work from a basis of fact, not opinion or emotion; enhance the ways staff work as a group; broaden the base of decision-making within the group; agree a plan for dealing with problem-solving before problems arise; and build in plans from the beginning for evaluating progress.

In the RAND Change Agent Study, McLaughlin and March (1978) stress the active support of the principals and the administrators is critical to the success of any change effort. The RAND research sets the role of the principal as instructional leader in the context of strengthening the school improvement process through team building and problem solving in a 'project-like' context. It suggests that principals need to give clear messages that teachers may take responsibility for their own professional growth. Similarly, Fielding and Schalock (1985) report a study in which principals' involvement in teachers' staff development leads to changes that last longer than when principals are not involved.

Therefore, the principal is one of the key persons involved at the outset in implementing staff development within a school. The principal has the following responsibilities and training tactics:

- a. Seeding: putting forward ideas, creating an awareness of alternative approaches to teaching and learning; the acceptance of ideas and their spread to others --- the 'multiplier effect'.
- b. Weaning: a supportive role, helping when asked; adding knowledge or expertise when required but keeping very much in the background or on the periphery of the improvement or innovative development. (Kings, 1985, p.43)

The principal, therefore, has the basic and prime responsibility to look to the professional development of the teaching staff, to assist them to grow, gain confidence, and contribute to the agreed goals and appropriate culture of the institution. The principal who takes a genuine interest in the performance of the staff will be in the best position to inspire their professional growth and improvement. And this in turn will achieve a greater degree of effectiveness in the performance of the institution.

As the leader of the staff development in the school, McAleese (1979) points out that the principal has the following roles: staff developer, organizer, teacher, researcher, facilitator, counsellor, and consultant. All these roles may involve organizing workshops to display methods or strategies of teaching, teaching others about the effectiveness of innovations elsewhere, researching new ideas which might be worth considering, facilitating change in different circumstances, and acting as a consultant at crucial stages in the implementation of curriculum and instructional innovations. The principal must give the teachers support and guidance and ensure that his confidence is maintained. In other words, he must act as a combination of tutor and counsellor.

Moreover, a principal has to respond to challenges and changes to adopt a purposive and visible role in the planning of staff development and create developmental opportunities for the staff. He must engage in succession planning by practicing staff development. He has the task of integrating the development of both the school and the staff towards a common purpose and a common goal (Lyons and Stenning, 1986). In succession planning, the principal identifies and develops members of staff who appear ready for advancement.

In formulating training programmes, the principal must find a balance between *ad hoc* staff development and planned development. The initiatives and aspirations of individual teachers may be positive but they may not be entirely practicable or match with the needs of the school as a whole. Therefore, the principal has the responsibility of steering the school through a path of compromise, reconciling both the individual and the institutional needs and reducing all sources of tension. He also has the task of upholding the spirit and enthusiasm of the programme until its conclusion.

It is critical for the principal to have an overview of the school. Thus, the release of staff for staff development is crucial in relation to school goals and yet the head of the training programme retains the decision-making responsibility. Naturally, the allocation of responsibilities differs from school to school. But the common pattern that seems to work is that the principal delegates the overall responsibility of staff development to a Deputy Head. The deputy head should have status and professional credibility to advise experienced colleagues and hold the authority to make needed modifications in a probationer's timetable or room

allocation.

Stenhouse (1975) records the experience of the Ashmead School, which is in Australia, about how the principal starts the school-based staff development by setting a formal structure and appointing the Deputy Head as the professional tutor. From the job description of the Deputy Head, the tasks of a professional tutor can be categorized as: induction of beginning teachers, identifying staff's needs in training, staff appraisal, and liaison with external bodies for staff development.

Though everyone believes that the responsibility for staff development must generally lie with the school principal, there would be a conflict on the supervisory role and the staff developer's role. However, if the job of staff development is delegated to a deputy, the role conflict can be avoided and the working relationship with the principal in staff development can also be safeguarded. The Deputy head can make suggestions and act as a trouble-shooter. It is doubtful whether the job would be done by anyone with less status than that of a deputy head. As a matter of fact, the role of a deputy head as a 'professional tutor' should be closely linked to an understanding of the professional strength and independence of individual teacher within the context of the whole school task. Apart from that, he should understand the curriculum development. Thus, the deputy head, acting as a professional tutor, has been asked to combine staff development role with that of curriculum coordinator.

Southworth (1997) also states the importance of having the deputy head

as the person-in-charge of the staff development. He mentions that monitoring teaching is not a matter of supervision but of professional development. If autonomous schools are to improve, they will need to develop the capacity of the school to enhance the teacher's pedagogy. Involving deputy heads in the monitoring of teaching could enable them to provide professional support and a constructive challenge to colleagues' pedagogy.

The delegation of the responsibility of staff development to the administrative staff is crucial for programme direction and success (Burke, 1990). Administrative leadership should provide structure, continuity, evaluation and feedback. Besides, long run strategy including academic, fiscal, physical, personnel, organizational and evaluative concerns may be more appropriate for the administrative leaders to handle.

Apart from appointing the deputy head as the person-in-charge of the staff development, it is also quite common for the principal to appoint a senior and experienced teacher as the professional tutor. In the experience of Harland, Kinder and Keys (1993), they find that the responsibility for managing and administering staff development is normally laid with a senior member of staff. Stark, Doran and Mcleod (1981, p.143) describe the roles and functions of a school-based professional tutor. They include:

- a. working with individual teachers in planning, organizing and implementing programmes of work arrived at by consultation with the teachers;
- b. creating awareness of new needs as opportunities arise;
- c. setting up workshops to provide opportunities to assimilate theory and methods outside the pressure of the classroom;

- d. alerting management to the implications of innovation;
- e. reviewing school resources;
- f. identifying staff talents and expertise which could be shared;
- g. building relationships and establishing confidence; and
- h. encouraging co-operation.

Furthermore, Bradley (1991, p.82) highlights that the role of the staff development coordinator should include:

- a. the facilitation and coordination of groups charged with needs identification;
- b. planning and implementation of staff development;
- c. liaison between senior management and staff;
- d. the distribution of information about staff development opportunities arriving from outside the school; and
- e. the transmission of the school's own needs to external sources of support.

With the title of staff development coordinator, professional development coordinator or similar title, it would appear that the appropriate candidate is most likely to be a member of the senior management team. And it is that senior teacher that can be assumed to have the capability to fulfill the role in managing the process of staff development in the school.

### 3. Developing an Action Plan

Once the staff development committees or the school authorities have formulated the policies, they are required to make a plan for implementation. Middlewood (1997) states that it is very important to have a staff development plan which is connected to the school development plan. This is because staff development is not only a personal issue, it also relates to the school improvement

as a whole. However, planning the staff development still needs to consider the human factors as it primarily focuses on the development of the individual. Thus, Everard and Morris (1990) put forth the practical modes of staff development: counselling, coaching and consultancy, planned reading, self development, projects, a change in responsibilities, sitting in on meetings, and producing a research report. To a further extent, in planning the activities for the individuals, the criteria that affect the reflective outcome have to be considered. Whitaker stresses the idea of reflective practice and lists ten principles concerning the activities. "The principles include: voluntary participation, mutual respect, collaboration, action and reflection, organizational setting, choice and change, socio-economic and cultural factors, motivation, critical thinking, and self-direction" (Whitaker, 1993, p.101).

A review of various approaches to planning reveals three models. They include problem-solving planning, operational planning and strategic planning (Lewis, 1983; Kaufman and Herman, 1991; Sybouts, 1992). It is more practical for the staff development organizers to adopt the tactic of operational planning as a means to implement staff development. Operational planning, in the view of Lewis(1983), covers a period of several months to a year and is implemented to improve the routine conditions. It involves the process of identifying a need, setting short-range objectives, detailing performance standards, and describing an action plan. By means of the operational planning, the long-term goals of staff development, as stated in the policy, can be achieved through a succession of systematic action plans.

“An action plan is the process of describing the activities necessary to achieve an objective and matching them with a time frame and the person(s) responsible for their implementation” (Lewis, 1983, p.162). Although each individual plan or activity cannot guarantee the success of the short-term objective, it will increase the chance of achieving the long-term goals after all the activities have been conducted. According to Lewis (1983, p.165), the development of the action plan should include the following steps:

- a. examining the short-range objective,
- b. identifying and selecting an alternative,
- c. stating the activity,
- d. indicating a time frame,
- e. fixing responsibility, and
- f. determining cost.

Within the scope of an action plan, programme planning is one of the major ingredients. As stated by Dean (1991), there are three kinds of programme planning: formal planning, informal planning, and planning related to attendance at courses. Diagram 3.6 illustrates Dean's programme planning for staff development.

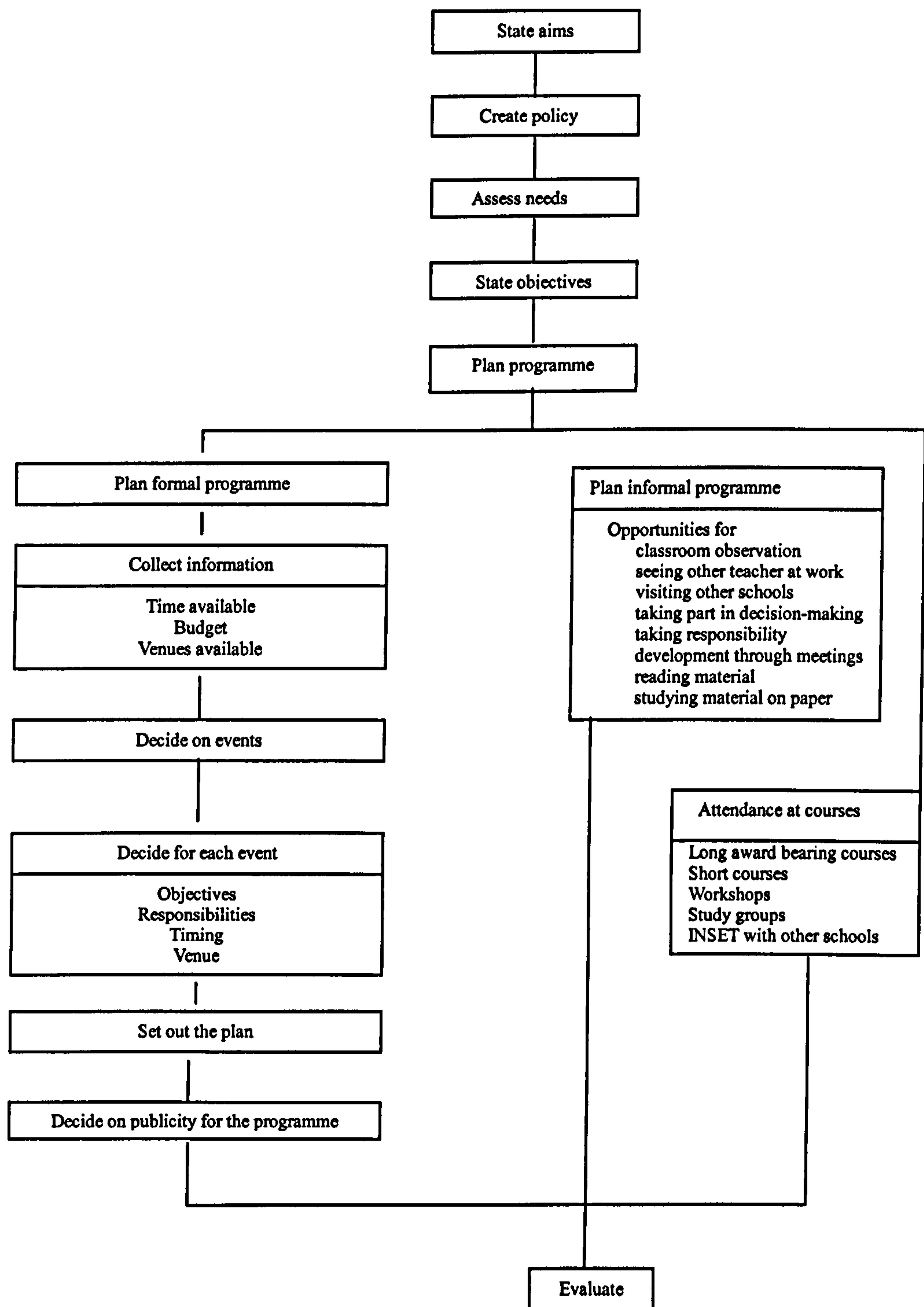


Diagram 3.6 : Staff Development : Planning the Programme (Dean, 1991, p.65)

The following questions and framework are elaborations of the above diagram and they may be helpful to the staff development organizers.

**a. Collect Information**

**Time**

- How many of the professional development days are available?
- Could classes be combined to release staff on a regular / irregular basis?
- Could staff teach larger groups to release one teacher for development purposes?
- Can the staff development budget be used for enhanced staffing?
- How can supply cover be selectively used to release more than one teacher at minimum cost?
- Could directed time be more effectively used? e.g. for workshops, lectures, prepared activities.
- Would staff be prepared to be involved in residential development activities at weekends or during holidays?

**Budget**

- What is the overall sum available?
- How much will supply cover cost?
- What will be the cost of any travel, lunches, coffee, etc?
- Can more money be found in other budget headings?
- What about sponsorship?
- What is obtainable at no or low cost?

**Venue**

- Which rooms are best in school?
- What local venues are available?
- Is there a nearby conference centre?
- Has a local company got suitable rooms which could be used?
- Is there a teachers' centre with some space?
- Are there cheap hotels for use midweek or weekends?

**b. Decide on the Events**

**Development of Teachers in their Own Role**

- What classroom skills need to be further developed?
- What subject skills need to be further developed?

- What management skills need to be further developed?
- What activities will help deliver all or some of the above?
- Which specific staff will be involved?

### **Schools, Local and National Developments**

- Should some time be left unplanned for short-notice unexpected items?
- What are the future organizational changes that need to be planned for?
- What are the major school and national needs at the present time?
- What activities can best suit those needs?

### **Future Needs as a Result of Staff Changes**

- What gaps are there likely to be in the staffing structure in the near future?
- How can staff be helped to fill those gaps?
- Which staff would like a change in role?
- How can role change be provided for as a staff development activity?
- Which staff are actively seeking promotion?
- What types of activity could be used to help staff make plans for career moves?

### **Management Skills**

- Which staff need to develop their management skills?
- At what level do these skills need to be developed?
- classroom management?
- resource management?
- people management, at team or departmental level?
- people management, at whole school level?
- How can you provide events which will meet these needs?

### **Reflections**

- How can time and space be provided for staff to reflect on classroom performance?
- How can time and space be provided for staff to reflect on management style?
- How can time and space be provided for staff to learn from reflecting on the work of their colleagues?
- How can staff be enabled to structure their evaluation of school life?

## **c. Decide for Each Event**

### **Objectives**

- How can it be made clear to staff what each event is about?
- How can it be made clear to staff what they personally can expect from each event?

## **Venue**

- What is the most suitable venue for this event?
- How can other people's opinions about the venue be checked?
- Will the venue be changed if people are unhappy?

## **Timing**

- How will each event fit the whole calendar?

## **Responsibilities**

- Who will organize the venue?
- Who will book necessary supply cover?
- Who will take charge of domestic arrangements?
- Who will liaise with the caretaker?

## **Attendance**

- How many people is the event planned for?
- How will staff be chosen to attend?
- What happens if the event is not filled?
- What happens if the event is over-subscribed?

## **Set Out the Plan**

- How much time does the plan cover, a term, a year, or two years?
- Have all the activities which contribute to development been included?
- How much consultation time is needed before finalizing the plan?
- Where will the master plan be kept : in the staff room, in the head's room?
- How will relationships between different activities be shown?

## **Publicity**

- How will every teacher be informed?
- How will updates be provided?
- What will be the checking procedure for errors and changes?
- How far in advance should materials be issued?
- How will information be presented?
- Can the plan be colour coded for ease of reading?
- Is it worth advertising outside the school? If so, where and how?
- How can top quality publicity be ensured?

(Dean, 1991, pp.66-67)

#### 4. Designing the Activities

A review of the literature shows that quite a large number of staff development activities have been recorded by the scholars. Initially, teacher training is mainly related to the novices. Scholars and researchers provide useful information for establishing induction policies and designing induction programmes incorporated with the school-based INSET for the new teachers (Bolam, 1973; Tisher, 1980; Day and Tolley, 1988). Bolam (1982) distinguishes the activities into three main classifications: activities for the individual teachers, activities for the teams and groups, and activities for the whole staff. Harris (1989) makes use of five chapters to delineate the activities including personalized training, simulations, games, presentations, logistics, and group activities. Warwick (1975) approaches the staff development activities according to the developmental stages of the teachers as well as the curricular dimension. School-based courses and case studies are also included in his publications. O'Sullivan et al. (1988) utilize a variety of approaches, concepts, and formulae to list twenty-six possible ways of organizing training courses/sessions within the staff development programme. Furthermore, Dean (1991) proposes twenty-four sophisticated course activities that are appropriate for the staff development organizers to consider as references. Middlewood (1997, p.186) states that “the staff have development needs which may relate to various levels, including the national, the institutional, and the departmental or sectional levels as well as the individual’s personal needs”.

Although there are still many other works concerning the staff development activities, one of the most popular handbooks is offered by Oldroyd, Smith, and Lee (1984). This handbook clearly illustrates a comprehensive list of

activities for the organizers to study. It consists of three parts with twenty-seven detailed activities. A brief introduction of their works follows.

**Part A: Whole School Activities**

- Career counselling for staff
- The staff library
- Dissemination and retrieval of information on external courses
- Adapting staff meetings for INSET
- Staff conference
- The staff development committee
- Identification of staff development needs
- Planning a staff development policy

**Part B: Activities for Existing Groups**

- Induction of new staff
- Academic or pastoral team review
- Visits to other schools
- Using management meetings for INSET
- Departmental links with feeder junior schools
- Use of external course for SB-INSET
- Developing tutorial skills
- Staff development for senior management
- Job enrichment and rotation of tasks
- Inter-school INSET activities

**Part C: Interest Group Activities**

- Staff study groups and seminars
- Co-operative teaching
- School-based courses
- School-based remedial INSET group
- Self-regulating staff development groups
- Using broadsheets for INSET
- Become a pupil for a day
- Exchange of teachers
- Mutual lesson observation

As there are so many staff development activities to consider, deciding an appropriate one requires a careful consideration. It is common for the organizers to adopt the activities that are both convenient and manageable; however, the selection based solely on these two criteria may not be suitable for the teachers or the school. In order to select relevant and applicable activities for the teachers, it is more appropriate for the organizers carefully consider the needs of the individuals and the requirements of the organization from the outset. Burden (1990, p.212) examines the stages of teachers' career development and

concludes that staff development activities should be adhered to the following categories:

- a. improving pre-service teacher education programmes,
- b. providing induction programmes,
- c. improving staff development programmes,
- d. improving the supervision of teachers,
- e. providing a longitudinal framework for teachers to make decisions about their careers,
- f. helping in institutional planning, and
- g. providing the basis for making decisions about differentiated staffing plans or career ladder plans for teachers.

Another approach that can be taken to design the staff development activities is the SKKIM Model. It was devised by the INSET Working Party of the Hong Kong Association for Science and Mathematics Education to assess the sophistication level of an INSET activity (Pang, 1985).

The SKKIM Model consists of a three-dimensional framework. It has taken 'who initiates', 'what is the nature', and 'how often does it take place' into consideration. As seen in Diagram 3.7, the three axes represent the duration (X-axis), the nature (Y-axis) and the degree of involvement (Z-axis). Consideration to these aspects can be made when designing the staff development activities.

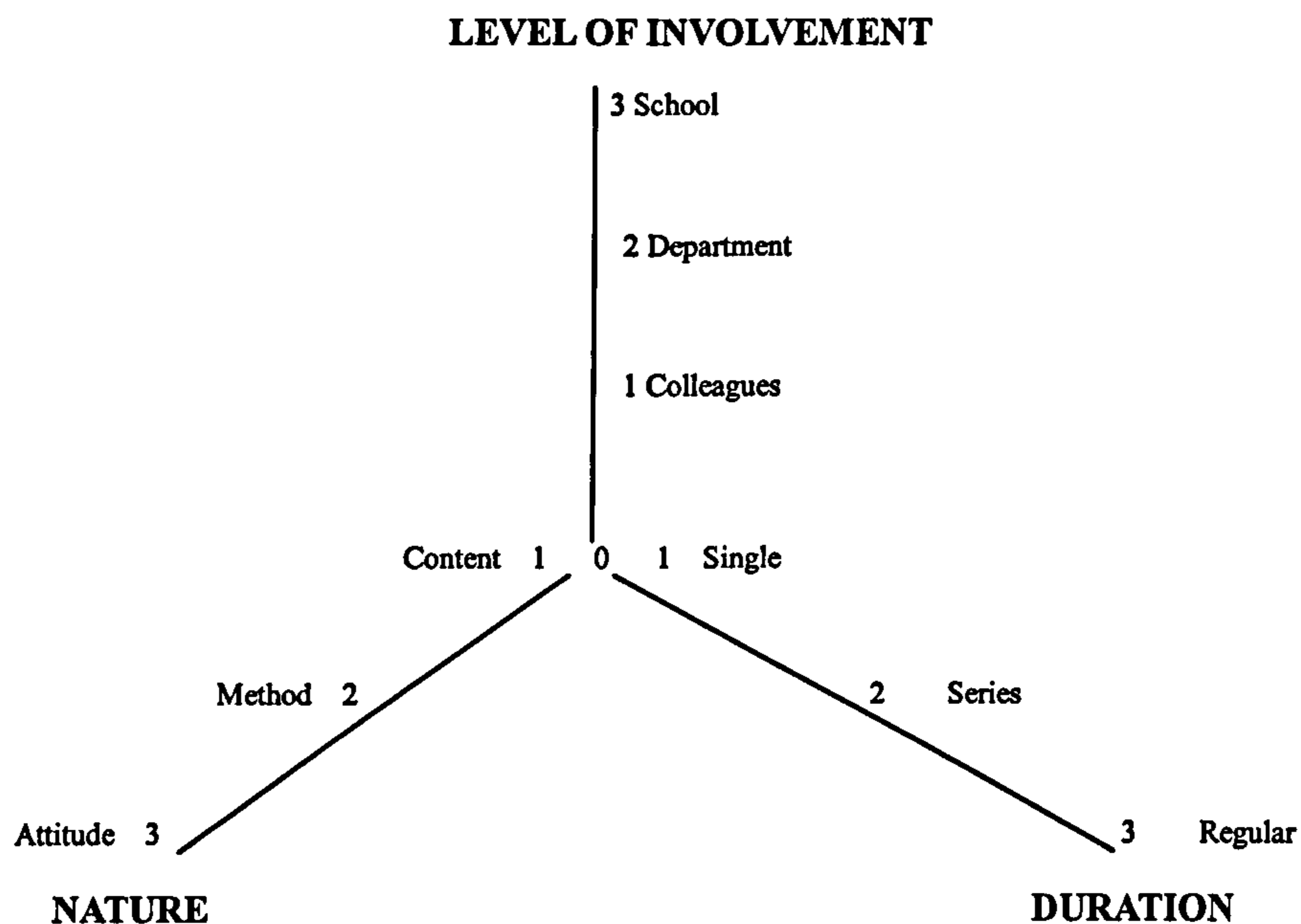


Diagram 3.7 : The SKKIM Model (a Model for School-based INSET) (Pang, 1985, p.106)

To a further extent, Cheng and Tam (1994) integrate the new trends and establish a theory of staff development matrix consisting of effect domains, actor categories, and development levels. This provides a new framework for conceptualization and management of staff development in schools. Based on the development matrix, staff development activities, first of all, can be set according to the intended recipient targets such as the students, the teaching staff or the administrators. A second perspective establishes the targeted level of development including the individual, the specific group or the whole school. The third parameter focuses on consideration of the domain of effects comprising the technical or behavioural domain, the affective domain, and the cognitive domain.

Therefore, staff development activities can be generated according to the needs of a specific scope of the matrix. Cheng and Tam's development matrix

of the school-based staff development is diagrammatized in Diagram 3.8. No matter what kind of approach is adopted, consideration of the needs of the individual in balance with the requirements of the organization seems to be the most essential commonality of the programme activities.

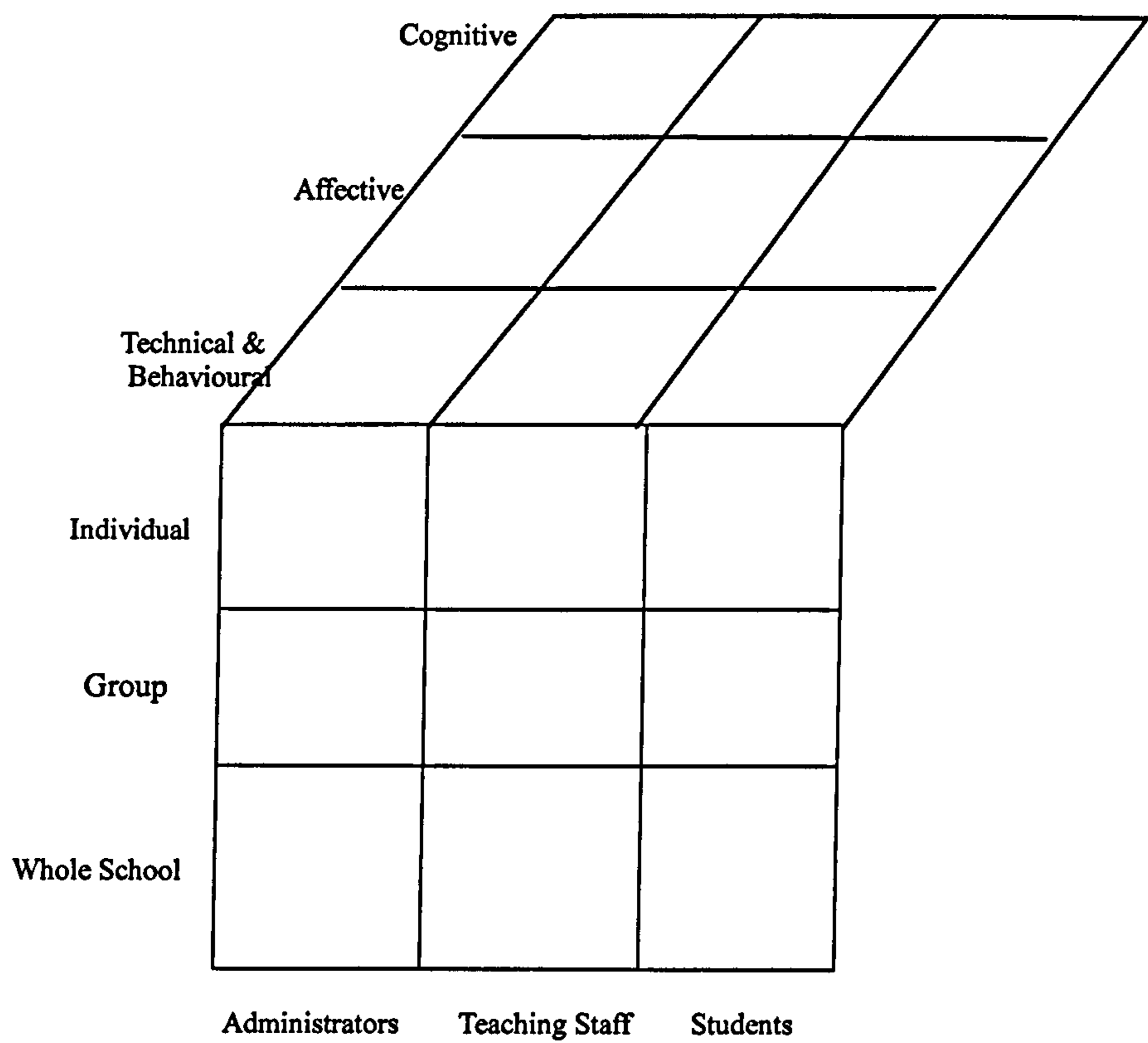


Diagram 3.8 : Staff Development Matrix (Cheng, 1993, p.86)

## **F. Summary: Main Points Arising from Literature Review**

The significantly changing needs of the students and corresponding educational changes compel school organizations to shift to school-based management within the schools. Ever since the 80s, many scholars and educators are finding it worthwhile and fruitful for schools to have their staff development activities devised, managed, and implemented at a school-based level (Bolam, 1982; Oldroyd, 1984; Bolam, 1990, Bell and Day, 1991; Dean, 1991; Davies and Ellison, 1997; Middlewood, 1997; Bush, 1999; Hall and Hord, 2001). In order to study the recent practice and the trend of school-based staff development in some of the schools in Hong Kong, four major areas of literature have been studied. Not only do all these concepts be considered and incorporated in the research design of the present study, but they also are taken as delineation for the scope of investigation.

Reviewing the definitions of staff development can help to acquire an explicit and clear picture of what staff development actually is. The term staff development is often considered interchangeably with the terms INSET, teacher development, and professional development. The analysis of the definitions of staff development gives rise to five areas of concern which have been mentioned above. These are: staff development is a process, the output of staff development should include both the development of the staff and the school as a whole, an association with the concept of change, the implementation includes a range of staff development activities, and the need for a conscious school approach to staff development. Attention to all these aspects of staff development can help the research remain focused and relevant. It is also beneficial for the researcher to

thoughtfully design the study, set the pertinent questions and judiciously analyze the findings.

Another aspect of the literature review is directly related to the understanding concept and nature of change. The literature demonstrates several scopes of changing needs. They are: the changing needs of the students and the teachers, and the developmental stages of the teachers, the attitudinal change of the teachers under the organizational change, as well as the importance of the concept of learning organization and vision building to the implementation of change. Staff development is essentially a means to help the teachers learn, equip and prepare for the organizational and educational changes. Therefore, it is valid and timely to investigate the diverse and growing needs for staff development. The changing needs of the students and the associated change of the educational environment cause staff development to become an unavoidable issue. A change in the school organization gives rise to recognizing and adopting the concept of the school as a true learning organization. This helps a school to transform itself from a bureaucratic and intransigent organization to a thriving community of learners. At the same time, it is vital for the school to build up a vision among the staff. Building a vision and generating positive attitude can be done by means of staff development, assuming shared values exist. Finally, teachers at different stages will have different types of needs under the organizational and educational changes. Thus staff development can also give specific assistance to those teachers in addressing their problems. The literature reviews on the relationship between staff development and the nature of change helps to provide an informative foundation for the study. As there is an abrupt change in the Hong

Kong education system in the past ten years, not only do the practices of staff development have to address to the changing nature of the system, but the effectiveness of school-based staff development, to a great extent, is also closely associated with the degree of responsiveness to the change. Since there is a shift of the emphasis from the needs of the students and the teachers to the attitudinal change and vision building of the staff, the roles and the practices of staff development must have had some alteration. Therefore, all these provide concrete facts and information for the researcher to plan and design the study, particular in examining policy formulation and implementation, as well as exploring the perceived directions and trends of the staff development.

One of the major aims of the study is to investigate the staff development policies of selected Hong Kong secondary schools. Therefore, the study focuses on the policy aspects of the school-based staff development, an understanding of policy related information can be of great help. Primarily, there is an investigation of the background of staff development policy to consider. The experience of the United Kingdom demonstrates that it is only quite recently that concerned educators have begun to pay attention to the policy issue of staff development. Identifying the needs, establishing the priorities, planning the programmes, and establishing an appropriate and supporting policy represents a holistic approach to the professional development of teachers. The literature available and cited in the study provides insight into the meaning of policy, the policy formulating process, and the framework of the staff development policy itself. Literature concerning the policy issues helps to clarify that policies can be written or unwritten and as a result, this stimulates the researcher pay attention to

this situation. To a further extent, the management and the framework of policy formulation can be borrowed as a reference for the research design. As to the models of policy formulation, Bolam's nine components (1982) and Hewton's model (1988) is of great contribution, of which its six elements of a policy have been considered and adopted in the study.

Finally, the issue of implementation concerning staff development is reviewed. In order to ensure that staff development is comprehensive and effective, an organized structure such as a staff development committee is both necessary and broadly recommended. Leadership, action plans, and staff development activities will affect the implementation of staff development in the school organizations. As to the study, special consideration has been paid to the works of Oldroyd and Hall (1988) and Garrett et al. (1992) in investigating the organized structure for staff development implementation. The success and effectiveness of staff development is not just dependent on the functioning of the staff development committee, the principals and the teacher-in-charge are of great influence. Therefore, the idea of Mclaughlin and March (1978), Fielding and Schalock (1985), Kings (1985), McAleese (1979), Lyons and Stenning (1986), Stenhouse (1975), Southworth (1997), Stark, Doran and Mcleod (1981), as well as Bradley (1991) have been utilized in the process of examining the roles and the contribution of the leaders throughout the study.

Reviewing the strategies adopted to coordinate these policies and the issue of implementation of staff development, lots of ideas and information are borrowed from various scholars and educators. Apart from providing background

information and relevant knowledge to the researcher, the works of Bolam, Garrett, Dean, Cheng, Bradley, Lewis, Oldroyd and Hall, Oldroyd, Smith and Lee, Cheng and Tam, as well as Harland, Kinder and Keys have been synthesized when designing the research questions. Dean's programme planning for staff development provides a useful illustration of the procedure for staff development implementation. This helps the researcher get a comprehensive insight of how staff development is implemented. To a further extent, her questions for staff development organizers also provides a good foundation for the researcher to refer to when planning the interview.

In order to achieve a successful outcome in staff development, ongoing and careful attention must be given to both appropriate policy formulation and programme implementation. These two aspects are inter-related to each other, and has been clearly shown in the framework of Cheng and Tam (1994): policy formulation and implementation are the two major aspects of staff development which is demonstrated in Diagram 3.9. They form a duality in which their elements are inextricably linked. It is, therefore, necessary for the organizers of development programmes and the school head to have due appreciation of these areas when dealing with the issue of staff development.

Finally, the study also aims at exploring the perceived directions and trends of staff development. As there is a link between the trend of staff development and the concept of change, the literature helps the researcher pay attention to different change dimensions and this in turn facilitates the conduction of the study. Therefore, there is no denying that the four major scopes of literature

review can act as a concrete foundation for the research design and as a reference for the research questions.

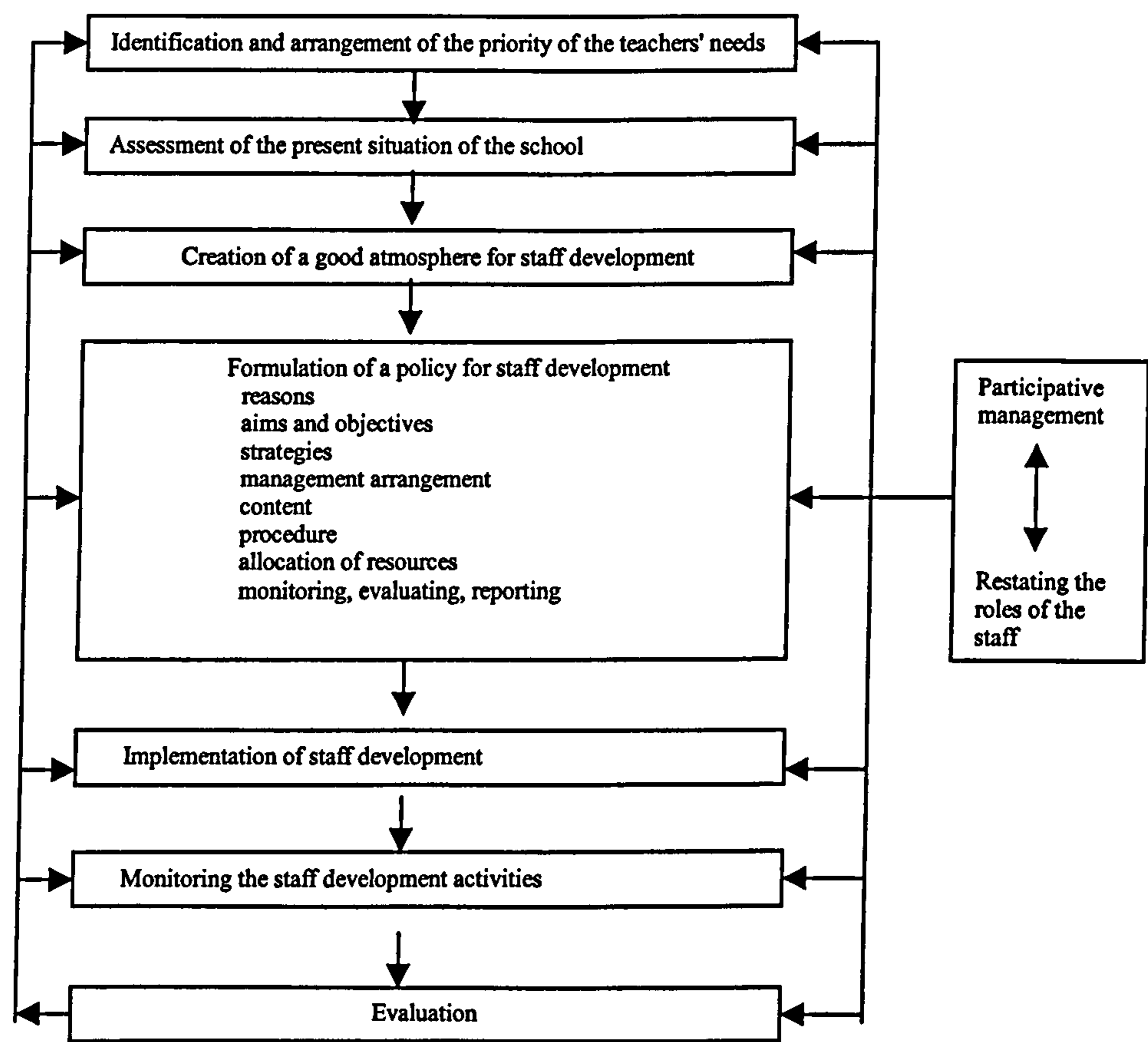


Diagram 3.9 : The Framework of Staff Development (Cheng & Tam, 1994, p.98)

In order to address to the aims, the literature review is purposefully set in order to lay the foundation for the study. There is a close collocation between the aims and different parts of the literature review. Diagram 3.10 clearly shows the linkage of the literature review, the aims and the framework of the findings, of which the framework of the findings will be elicited in detail in chapter 4 and 5.

The first aim of the study is to investigate the staff development policies of selected Hong Kong secondary schools. In order to do this, there is a need to review the academic information about the policy issues concerning staff development. It is worthwhile to know more about the background and the reasons of having the staff development policy. Most importantly, there is a need to grasp more information about the policy formulating process and the management of the policy formulation. All these can help to lay the foundation for one of the areas of findings, that is, the staff development policy.

The second aim of the study is to understand the strategies adopted to coordinate these policies in relation to School-based Management. Therefore, there is a need to review the literature concerning with the information and experience of how to manage the policy formulating process as well as the framework of other schools' staff development policies. As seen in the diagram, the second aim and this aspect of literature are linked to the section of the strategies adopted to cope with staff development policies listed in the areas of findings.

The third aim of the study is to examine the implementation of staff development, including its purposes, needs identification, activities, evaluation and perceived effectiveness. The whole section concerning the implementation issues of staff development in the literature review is a major source of reference. Of course, the information about the practices and experience of Hong Kong in chapter 2 cannot be neglected. Organized structure for implementation, leadership of staff development, developing an action plan and the illustration of the staff

development activities are literary sources for four groups of findings, in turn they form the implementation issue of staff development of the study. The four groups of findings are: roles of the principal, the teacher-in-charge and the members of the staff development committee; staff development activities; achievements of implementation; and difficulties of implementation.

In order to fulfill the fourth aim of the study, that is, exploring the perceived directions and trends of staff development, there is a section concerning the aspect of change in the literature review. As seen in the literature, five major aspects have been reviewed. They are: staff development for the changing needs of the students; organizational change and human dimension; change and learning organization; educational change and building of vision; as well as educational change and teachers' stages of development. All these help to lay a foundation about the causes and the direction of staff development. Therefore, in the areas of findings, four major sections are delineated so as to trace the trend of staff development in Hong Kong schools. The four major sections are: initiation factors; continuation factors; trend of staff development; and direction of staff development in the Education Reform context.

Finally, it comes to the fifth aim, that is, discussing the likely implications for policy, practice and research in Hong Kong. In order to fulfill this final aim, there is a need to incorporate all parts of the literature review and all the findings so as to portray the implications for policy, practice and research in Hong Kong.

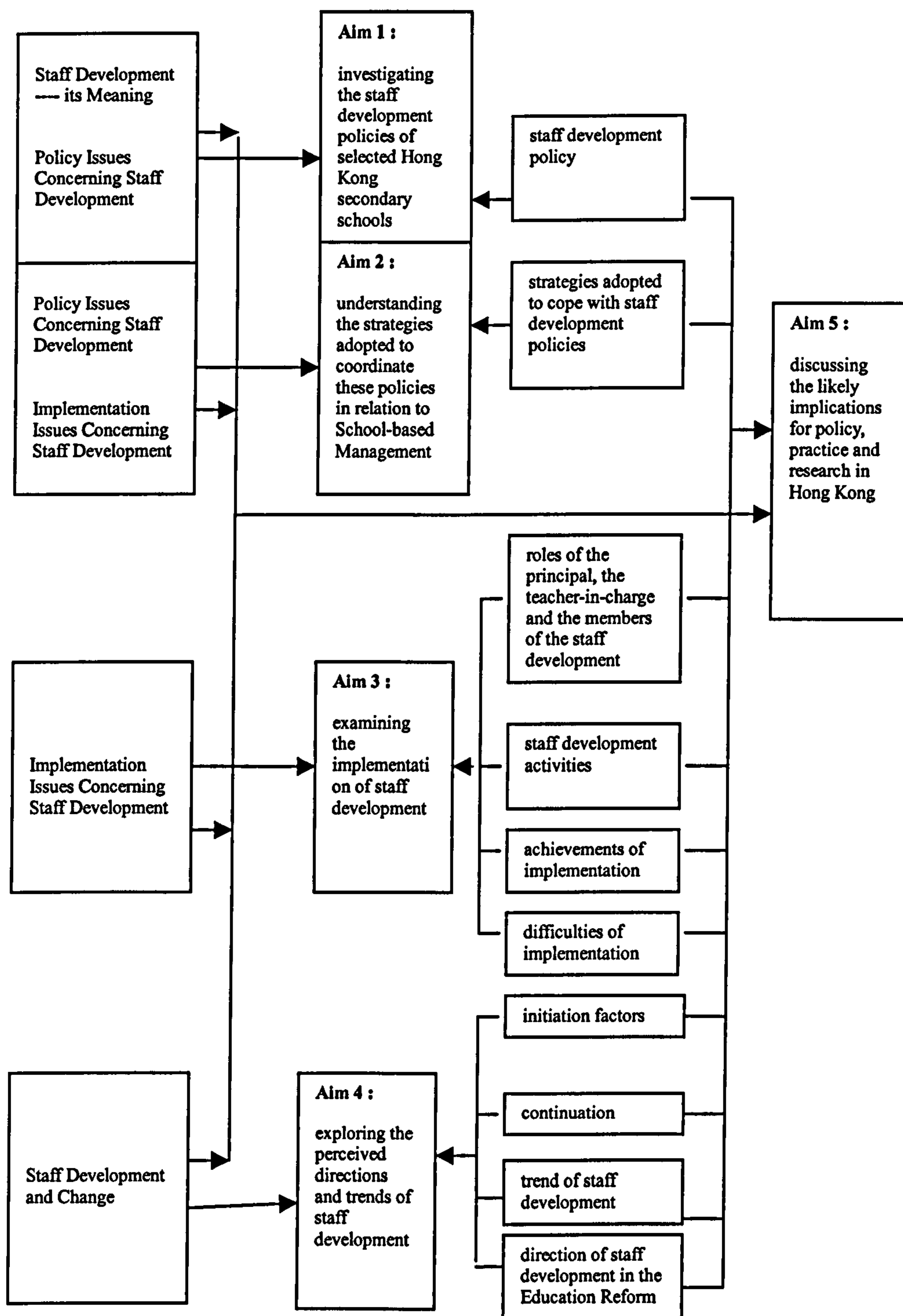


Diagram 3.10: Diagrammatic Illustration of the Collocation of the Aims of the Study, the Literature Review and the Areas of Findings

## **Chapter 4**

### **Research Design and Methodology**

#### **A. Introduction**

In order to have a comprehensive study of staff development in some of the secondary schools in Hong Kong, the researcher decided it would be best to have in-depth interviews with the principals and the staff development coordinators of those schools. Taking the qualitative approach seemed to be a better strategy than the quantitative approach. At the beginning of this chapter, an explanation is provided listing the factors why qualitative research design was selected. The research needed to be conducted in a clear and systematic manner in order to yield useful information. Therefore, the second part of this chapter delineates the stages in which the research phase was implemented. During the study, the data collection process is a critical element and this is clearly explained in the third section of the chapter. Finally, the data analysis and the method of analysis as well as the issue of validity and reliability are discussed as part of the study's methodology.

#### **B. Choice of Research Design**

Qualitative research design is adopted as the means for investigation in this research. It is conducted in the form of case studies which are qualitative in nature. Typical qualitative research should incorporate certain components, as seen in Diagram 4.1, including the working design, working hypotheses, data collection, as well as data analysis and interpretation (Wiersma, 2000).

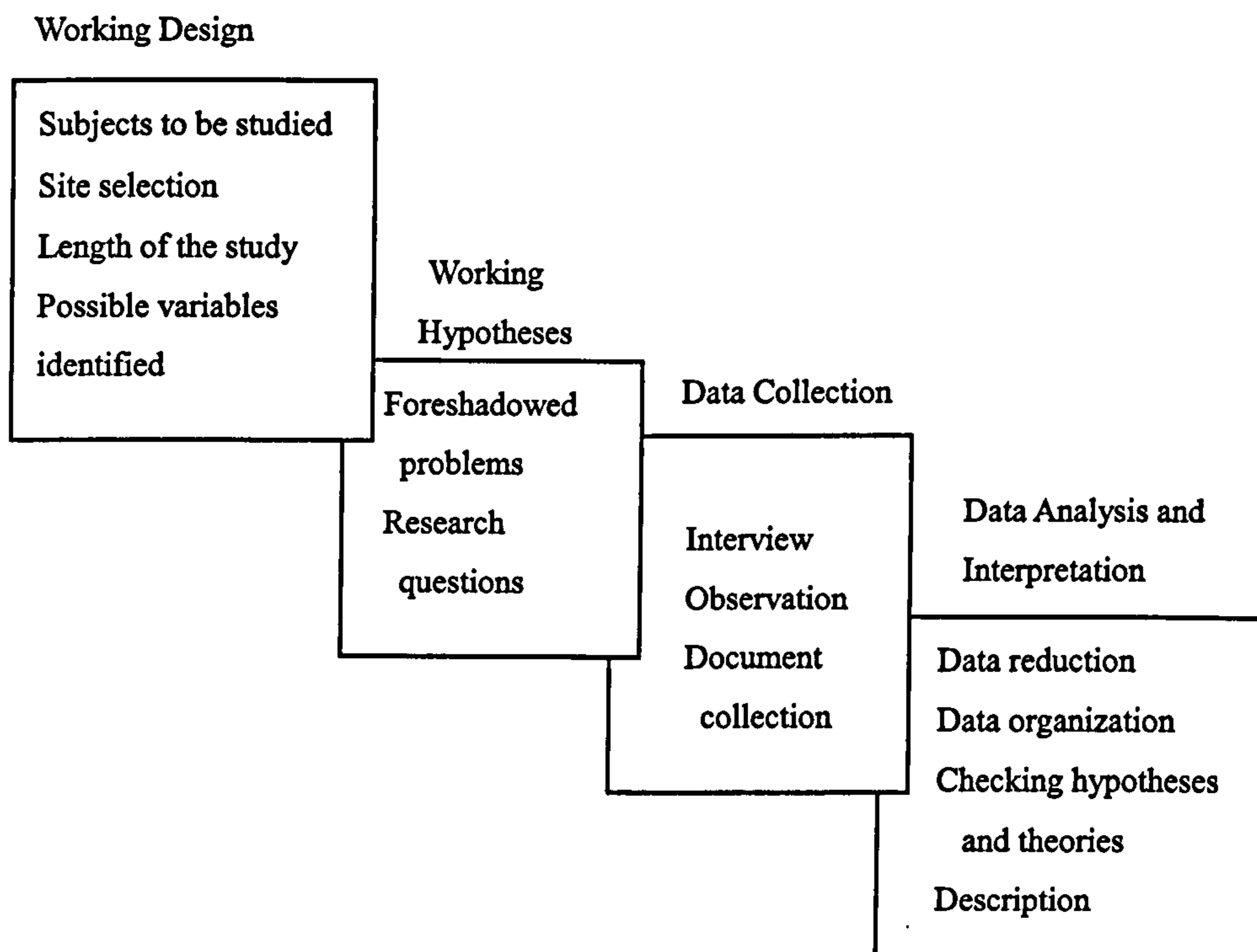


Diagram 4.1: Components of Research Design in Qualitative Research (Wiersma, 2000, p.83)

Conducting the research and throughout the overall process of the study, all the above components are taken into consideration. Contributing factors leading to the selection of this method are as follows :

### 1. The Nature of the Research Questions

The aims of this study are to investigate the staff development policies of selected Hong Kong secondary schools, to understand the strategies adopted to coordinate these policies in relation to School-based Management, to examine the implementation of staff development, to explore the perceived directions and trends of staff development, and to discuss the likely implications for policy, practice and research in Hong Kong. These aspects of staff development can best be studied by means of qualitative research because the approach gives greater confidence in

detailed understanding of related and actual events and processes. As stated by Miles and Huberman (1994, p.10), “qualitative techniques can go far beyond the ‘snapshots’ of ‘what’ or ‘how many’ to actually answer how and why things happen as they do --- the qualitative study can best assess causality as it actually plays out in a specific setting”. Therefore, case study and qualitative techniques are the preferred strategies when ‘how’ and ‘why’ questions are being posed and are of particular relevance and concern. This view of the validity of the qualitative method is also strongly supported by other scholars (Yin, 1994; Wolcott, 1997).

## 2. Nature of the Research Setting

Wiersma projects the definition of qualitative into educational research and concludes that “it is the process of providing scientific descriptions of educational systems, processes, and phenomena within their specific contexts” (Wiersma, 2000, p.218). The specific contexts refer to the natural setting where the qualitative research is conducted. The researcher neither imposes any stimulation nor manipulates the variables within the situation. “This reflects an important feature of the qualitative data: they focus on naturally occurring, ordinary events in natural settings, so that the researchers gain a thorough understanding of the actual operational conditions and parameters” (Miles and Huberman, 1994, p.10). Studying the specific contexts of staff development in the target schools is the core intention of this research by which the facts and the underlying influences will best be investigated. This is concordant to the nature of the qualitative research setting.

### 3. General and Holistic Perspective

The present study tries to extract the content of staff development policies and strategies in relation to School-based Management. Furthermore, the study also aims at exploring the perceived directions and trends of staff development in response to recent educational changes. Therefore, the study presents a holistic view as it covers a broad context of staff development in education. It is very important to acknowledge that the present study does not proceed from a strong theoretical base, nor is it much concerned with testing theory. Theories and models may be developed at a later stage and it may in turn be based on the data. As to the argument of Wiersma (2000, p.220), “qualitative research proceeds from the position that hypotheses may emerge as the data collection occurs, therefore, the qualitative researcher will attempt to suspend any preconceived theoretical ideas or notions”. It is a phenomenological approach that emphasizes the subjective nature of behaviour. Every aspect of the specific educational organizations will be investigated in order to grasp the features of the staff development policies in relation to the unique nature of each organization. Consideration will be made in the interpretations, thoughts, and actions of the leaders and the staff. Moreover, to understand what actually is excellent in relation to one's own context and to better understand alternative views, it is better to collect and review qualitative data because such data possess features of richness and holism. “Qualitative studies have great potential for revealing complexity in that they provide comprehensive descriptions that are rooted in a real and observable context” (Miles and Huberman, 1994, p.10).

#### 4. Expected Results of Investigation

Miles and Huberman (1994, p.10) assert that “qualitative data, with their emphasis on people's ‘lived experience’, are fundamentally well suited to identifying the intrinsic meanings people place on the events, processes, and structures of their lives: their perceptions, assumptions, prejudgments, presuppositions”. As the data are interpreted only in a specific context and situation, they are normally not appropriate in deriving generalizations. According to Yin (1994), if the research purpose is to provide a generalized answer across the whole study, it is better to use an experimental research design. But, if the research aims to expand, explain, and generalize theories (analytical generalization) and not to enumerate frequencies (statistical generalization), the case study method will be much more appropriate. As stated by Cohen and Manion (1996, p.106), “the purpose of case study is to probe deeply and to analyze intensively the multifarious phenomena that constitute the life cycle of the unit”.

The present study has a characteristic of contextualization. This is inherently related to the nature of qualitative research. It requires that all data are interpreted only in the context of the environment in which they are collected, and the accurate and adequate description of the situation being studied is of paramount importance (Wiersma, 2000).

#### 5. Manipulation and Control over the Behaviour

The extent of control over behaviour cannot be manipulated directly, nor precisely, or systematically. Instead, case study research requires

techniques such as document analysis, interviews, and observations in order to comprehensively understand the observed phenomenon concerning issues of staff development in the school. Such as investigation, with a full array of evidence, is exactly, as Yin (1994) commented, the case study's unique strength. The research takes a qualitative-phenomenological approach. "The emphasis in qualitative research is on describing the context in qualitative terms without superimposing the researcher's (observer's) own value system on the situation" (Wiersma, 2000, p.219).

Moreover, it is necessary to acknowledge that staff development policies and strategies have already been implemented for a period of time. The study must devote some of its resources to detailing what, when, where, and how staff development programmes are happening. It is essential to collect rich qualitative data for the study (Stake, 1978) to fully comprehend the content of the staff development policy and programme.

## 6. Nature of Experience-guided Inquiry Process

The researcher possesses certain information and professional experience of this process due to being the person-in-charge of staff development in his workplace. The researcher also conducts courses that are related to staff development in the tertiary institutions. Recently, staff development in education has become an increasingly important issue and the researcher has received an opportunity to access and utilize relevant information. Wiersma (2000) asserts that qualitative research is an inquiry process guided by experience in the research setting. In the case of this specific study will be best if the study can be conducted in correlation with

the experience of the researcher.

**C. Stages of Implementing the Research**

The process of the case study research is an integrated process in which procedures are conducted concurrently. This peculiar process is diagrammatically represented in Diagram 4.2 which is borrowed from the idea of Wiersma (2000). Although the activities are overlapped and may be carried out concurrently, three distinctive stages can still be identified. The three stages are: the stage of research design, the stage of data collection and data analysis, and the stage of study conclusion.

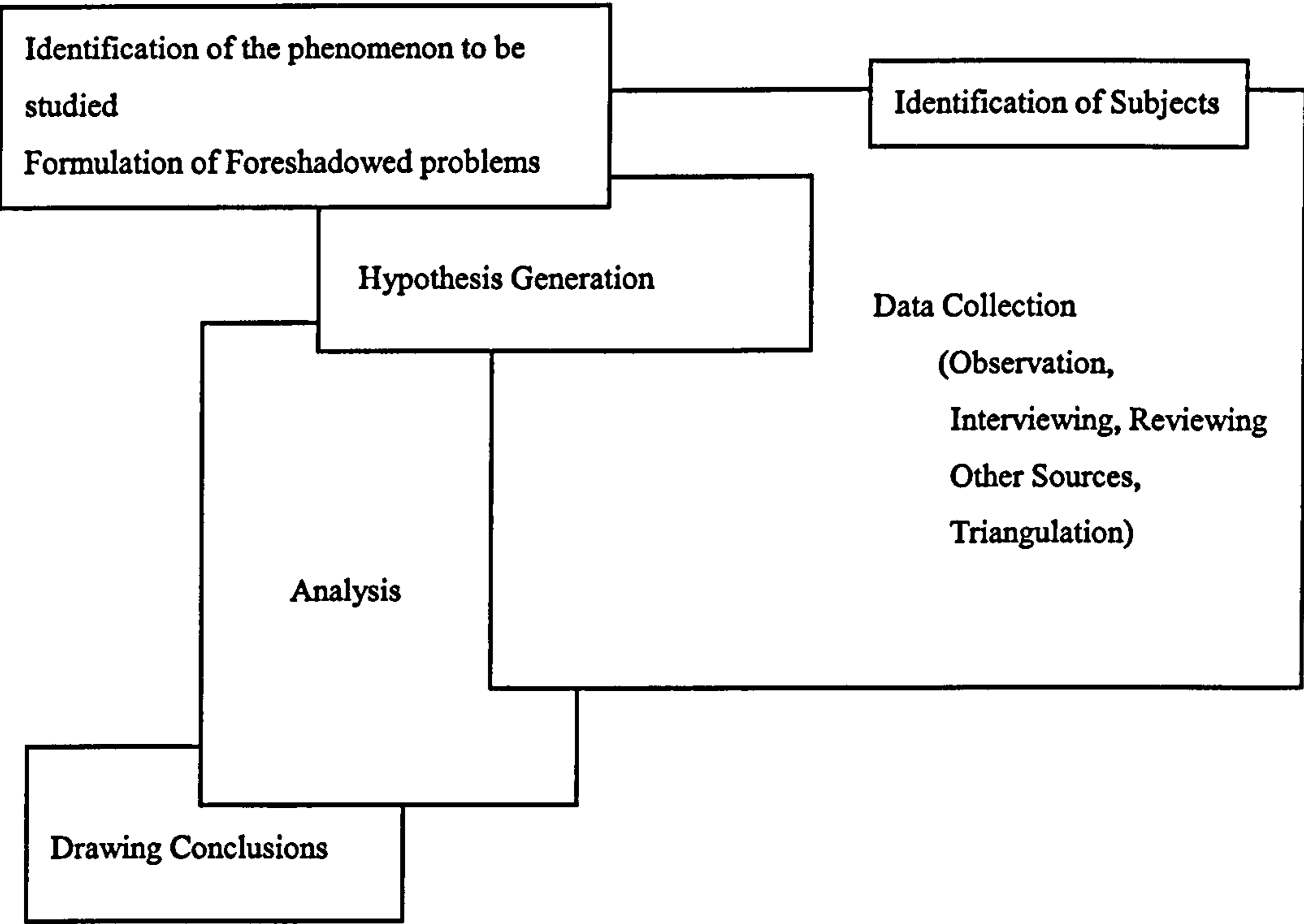


Diagram 4.2 : The Activities of the Qualitative Research Process (Wiersma, 2000, p.226)

## 1. Stage of Research Design

This stage mainly focuses on choosing the cases for the study, identifying the subjects, generating the hypothesis, and designing the methods of data collection.

### a. Choosing the cases for the study

The aims of this study are to investigate the staff development policies of selected Hong Kong secondary schools, to understand the strategies adopted to coordinate these policies in relation to School-based Management, to examine the implementation of staff development, to explore the perceived directions and trends of staff development, and to discuss the likely implications for policy, practice and research in Hong Kong. In order to have a useful and significant finding, three typical schools, with respect to staff development, were chosen. These three schools were selected because of their study related characteristics and study availability. This is a typical purposive sampling, which means that the units, in this case the three schools, are selected because of their characteristics relative to the phenomenon under study, rather than being selected randomly (Wiersma, 2000). The three case study schools were chosen because they are examples of good staff development practices. The leaders of one of the schools are very enthusiastic in trying out new educational measures since the school was first established. The Principal is one of the Vice chairmen of the Principals' Association, the other two Vice Principals are also the Chairman of the Education Convergence and the Vice chairman of the Professional Teachers' Union respectively. They all are very concerned about the issue of staff development. Many schools in Hong

Kong also take opportunities to share their education experience with the teachers of that school. Therefore, the school is very famous and typical in the field of staff development. Another school is also well known for its staff development because the Principal emphasizes the importance of staff development and puts much effort on setting up a good foundation of staff development in the school. Systematic planning and tremendous staff development activities are the characteristics of that school. The teachers in that school are very active in taking part in the staff development activities. Different levels of staff development can be traced in that school, including the individual level, departmental or subject-based level, school level, as well as organizational level. As a result, many schools in Hong Kong borrow its practices. The last chosen one is also a very enthusiastic school. The Principal feels that staff development is the key factor to achieve a successful school. Therefore, he restructures the roof of the school for the purpose of staff development. Besides, many schools in Hong Kong also take the practices of staff development of that school as a kind of reference. All these three schools are generally accepted by others as examples of good staff development practice. Therefore, it is worthwhile to have a thorough study of the issue of staff development in these three schools.

All subsidized secondary schools in Hong Kong are quite similar in respect to the size and gender. However, it was assumed that the nature of the school, the perception and attitude of the leaders, the needs of the teachers, and the influence of education reforms would affect the

practice of staff development in the school. Moreover, the target schools should have taken an active and enthusiastic role in this aspect. In order to investigate the similarities and differences of different practices, three secondary schools were selected for the study. They were chosen because:

- i. all are subsidized grammar secondary schools;
- ii. all have set up their Staff Development Committee;
- iii. all have taken an active role in the staff development programmes and activities; and
- iv. all have joined the Scheme of School-based Management in the year 2000.

**b. Identification of the phenomenon to be studied**

The literature review and the researcher's own professional experience and judgment indicated that certain issues and problems were likely to be important. They provide direction and focus for the study, but they should not be considered restrictive. As the aims of this study are to investigate the staff development policies of selected Hong Kong secondary schools, to understand the strategies adopted to coordinate these policies in relation to School-based Management, to examine the implementation of staff development, to explore the perceived directions and trends of staff development, and to discuss the likely implications for policy, practice and research in Hong Kong. The following are some foreshadowed areas of findings associated with the aims of the project:

- i. the initiation factors and continuation factors affecting the staff development of the schools;

- ii. staff development policies of the schools;
- iii. the reason for adopting those policies;
- iv. the process of setting those policies;
- v. the strategies and activities which are adopted to cope with those policies;
- vi. the development, direction and trend of staff development of the schools; and
- vii. other issues that are related to staff development in these three organizations, including the roles of the leaders, achievements and difficulties of implementation.

#### c. Identification of the subjects

The unit of analysis for this study is the organization, that is, the school; however, the formulation of policies, the implementation of activities, the evaluation of the process, and the development and the trends of staff development in those schools are all under the direct influence of the principal, the management team members, and the teachers. Therefore, all these persons through association become the subjects of this study. Of course, the school principal and the teacher-in-charge of the Staff Development Committee are the most important subjects because the study aims at drawing inferences and conclusion about 'how' and 'why' these programme leaders perceive and manage the staff development within their organizations. On the other hand, teachers of different experience and different levels of authority will also play a role in the issue of staff development within the schools. The attitudes, behaviours, perceptions, experiences and individual contributions will also comprise an element of the study. As it is not possible to observe all the teachers, the selection of study subjects is done through purposive sampling. "Purposive sampling is a

procedure of selecting individuals, or in this case small groups, because of certain characteristics relevant to the phenomenon under study” (Wiersma, 2000, p.265). There are two major tasks requisite in deriving the personal perceptions and experiences of the teachers. One is to supplement the details of the staff development in those schools with such information and the other is to counter-check the information provided by the principals and the teachers-in-charge so as to enhance the validity of the study. The appropriate subjects for this study are determined to be the following:

- i. the Principal ;
- ii. the Teacher-in-charge of the Staff Development Committee;
- iii. a member of the Staff Development Committee;
- iv. a Graduate Master / Mistress with at least 5-year teaching experience in that school;
- v. a Graduate Master / Mistress with less than 5-year teaching experience in that school;
- vi. a Certificate Master / Mistress with at least 5-year teaching experience in that school; and
- vii. a Certificate Master / Mistress with less than 5-year teaching experience in that school.

The reasons for choosing the above subjects were as follows. First of all, the Principal and the teacher-in-charge of the Staff development Committee are the key persons responsible for the issue of staff development in the school. Secondly, the member of the Staff Development Committee is selected as he or she can provide vital information for the study. In addition to these persons, the teachers are also another source of information. In the subsidized grammar secondary schools, teachers are normally divided into two main groups:

one is the Graduate Master / Mistress and the other is the Certificate Master / Mistress. Representatives of these two groups, therefore, have to be included. In order to consider both the opinion of the experienced teachers and the novices, one of each category will be invited; therefore, the teacher combination for the study is two Graduate Masters / Mistresses and two Certificate Masters / Mistresses in which, within each category, one is an experienced teacher and the other is a novice.

#### d. Generation of hypotheses

As stated by Wiersma (2000, p.228), “hypotheses generation is a continuing activity throughout the qualitative study: the case study may begin with no hypotheses, and hypotheses may be formulated and modified along the way”. This viewpoint is well suited to this particular study; however, certain hypotheses may be initially formulated so that they can guide the research and help establish appropriate methodology and provide study indicators for the researcher. Therefore, the following hypotheses were formulated at this stage.

- i. Different schools will have differences in the policy formulation, implementation of staff development, and the trend of staff development;
- ii. Leaders with different attitude, perception and experience will have differences in the policy formulation, implementation of staff development, and, similarly, differences in the trend of staff development;

- iii. The Education Initiatives and Education Reforms will have implication on the policy formulation, implementation of staff development, and the trend of staff development.

**e. Design of methods of data collection**

Correct and appropriate data collection methods can increase the reliability and validity of the research project. Thus, a careful design of methods of data collection is required and will be presented in the following section of the study.

**2. Stage of Data Collection and Analysis**

In order to meet the aims of the study, setting appropriate research questions is the first vital step in getting relevant data for analysis. The following questions are drawn from the consideration and synthesis of the literature laid in chapter three.

**a. Research questions**

Data were collected in order to answer the following specific research questions:

- i. What are the staff development policies ?
- ii. How do the schools formulate those policies ?
- iii. Why do the schools formulate those policies ?
- iv. What kinds of strategies have been adopted to cope with those policies?
- v. What kinds of activities have been organized to cope with those policies ?
- vi. How do they implement their staff development activities?
- vii. What are the specific schools' trends of staff development in response to the Education Reforms?

Details sets of questions are prepared and shown in the appendix. Of course, the actual data collection process did not strictly limited to these questions; the data collection phase was conducted in a more flexible way. Other useful information and data that emerged were included in the findings.

## **b. Data Collection**

### **i. Preliminary stage**

In this stage, the methods of documentation, investigation, and interview were used to collect information from different sources such as Teachers' Center and different kinds of schools in Hong Kong. The primary aim of the preliminary stage data collection was only to have some information as a basic frame of reference.

### **ii. Collecting Stage**

After collecting information from other sources, examination, and analysis of the information collected was needed. This will help in preparing relevant information for further data collection in the schools. Both interview and observation were used for data collection at these stages in order to explore qualitatively the issue of staff development in relation to the nature of the organization.

### **iii. Explanation stage**

After all the necessary data are collected, a thorough analysis would be conducted in order to answer the research questions. A number of methods of analysis would be used in order to guarantee

the validity of the whole study. This would be thoroughly discussed in ‘Analysis of Data’ within this chapter. The methods of collecting data, mentioned above, would also be discussed in greater detail in ‘Method of Data Collection’ within this chapter.

### 3. Stage of Conclusion

The analysis of collected data is central to its critical discussion and the drawing of respective conclusions. It is then necessary to see whether there is a need for revising the theoretical framework. Moreover, if possible, recommendations concerned with addressing issue of staff development will also be promulgated.

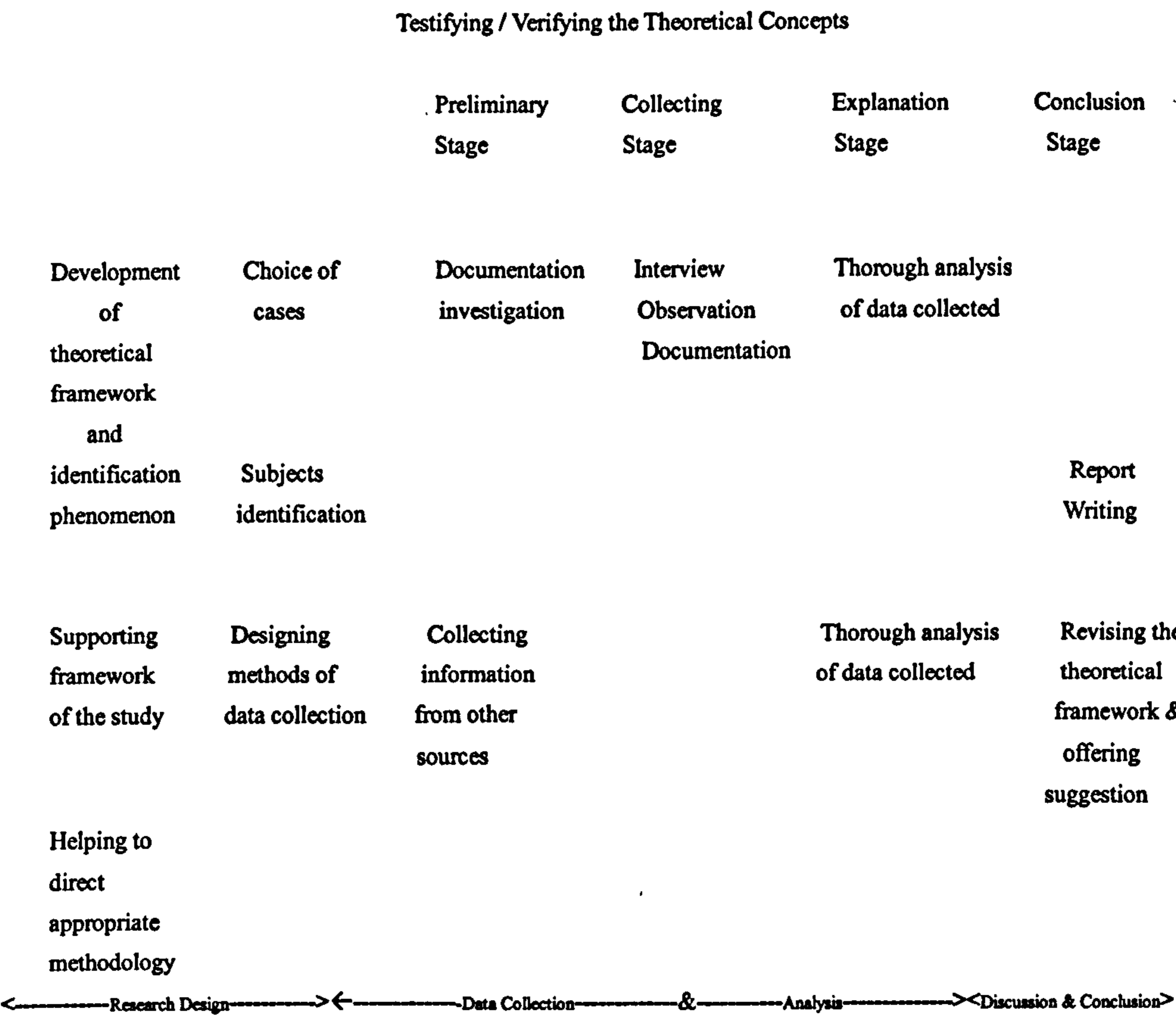


Diagram 4.3 : Operational Framework of the Research Project : Case Study Protocol (Modified from Yin, 1994)

## **D. Collection of Data**

### **1. Method of Collecting Data**

In order to increase the accuracy and reliability of the research effort, a diversification of the methods of data collection is adopted. This diversification can help to generate 'multiple sources of evidence', and this, in turn, could strengthen the construct validity (Yin, 1994) of the study. The following methods are included in the data collection effort:

#### **a. Documentation Investigation**

According to Yin (1994), documentation is the best method to validate other sources of information collected and the basic method to understand the background information of the school undergoing organizational change and the respective subjects of the study investigation. The documents collected in three schools were: school publications, staff handbooks, school plans, minutes of staff development meetings, records of staff development activities, organizational charts, and appraisal forms.

#### **b. Observation**

Yin (1994) asserts that observational evidence is often useful in providing additional information about the topic being studied. Observation is mainly connected with the school staff development activities such as the staff development day and the teaching conference. In these three schools, the researcher was permitted to have chances to take a seat in their staff development days and observed the their developmental activities. Not only could the

researcher know how they conducted their activities, but he could also get some impression about the attitude of the teachers.

c. Interviews

One of the most important sources of case study information is the interview (Yin, 1994). In this study, there are basically two kinds of interviews:

The 'Open-ended' interview

This kind of interview is mainly for the teaching staff who are key respondents in supplying facts or in sharing ideas or opinions regarding certain questions, and these questions are mostly open-ended.

The 'Focused' interview

Having studied the documents and information from other sources, as well as having initiated study observation, the 'focused' interview will subsequently be used to interview the principal and other key informants such as the members of the staff development committees. Questions will be derived from the sources of evidence mentioned above in order to get corroboration, concerning certain facts or events. However, these particular interviews are still rather open-ended and assume a conversational manner. This kind of interview is similar to 'Key-informant interviewing'. Key-informant interviewing is a technique from anthropology in which the term informant is defined by Wolcott (1997, p.195) as "an individual in

whom one invests a disproportionate amount of time because that individual appears to be particularly well-informed, articulate, approachable, or available”.

By adopting the ‘focused’ interview, the researcher interviewed the key persons including the principals as well as the coordinators and members of staff development so as to collect the needed facts and information. Besides, there was a disproportionate amount of time among the interviews because the duration of each interview was totally dependent on the response of the interviewee.

## 2. Stages of Collecting Data

There are three stages in the process of data collection.

### a. Preliminary Stage

Before the observation and interviews, relevant information will be collected to enable the researcher to have a general picture of the issue as a reference. Hopefully, this will provide information which can help to shed some light on the other and subsequent steps. In this stage, as seen in Chapter 2, the researcher reviewed the literature concerning the issue of staff development in Hong Kong so as to grasp a picture of it. This really helped to have an understanding of the historical development and the practices of staff development in Hong Kong secondary schools. Then the researcher approached the three selected secondary schools to get permission for the study. At the same time, preliminary conversations with the staff development coordinators were conducted so as to get a general picture of the issue.

b. Documentation Stage

This is yet another important stage to supply background information about the schools prior to and following their implementation of staff development policies and programmes as well as their adjustment and alternation in relation to their own organizational advancement. In this stage, the researcher requested to have a study of their documents including the school publications, staff handbooks, school plans, minutes of staff development meetings, records of staff development activities, organizational charts, and appraisal forms. All the target schools were very cooperative for the researcher and the principals have known each other for a long time. The most useful documents were minutes of staff development meetings and records of staff development activities. The researcher could get much information on how they organized the staff development activities and how they conducted the evaluation.

c. Observation and Interview Stage

After collecting the data from the previous stages, observation and interviews will be conducted so as to reaffirm and cross-check the data collected from the documents. Most importantly, this stage of interviewing can help to research deeply into the issue of school specific programming. Since the researcher has been a friend with the three Principals for a number of years, he was permitted to observe their staff development activities. In the academic year 2002 to 2003, the researcher attended one of the staff development activities of each school. As to the interview, all the three Principals asked their staff

development coordinators to arrange for the researcher. It was a practice for the researcher to visit their schools after their school hours. The researcher had to take seven interviews in each school, therefore, he needed to stay in each school for a whole week. All the information gathered from these stages are crucial for the research project analysis phase and are key to answering the research questions. In terms of timing, Owens' Model can be applied in this study.

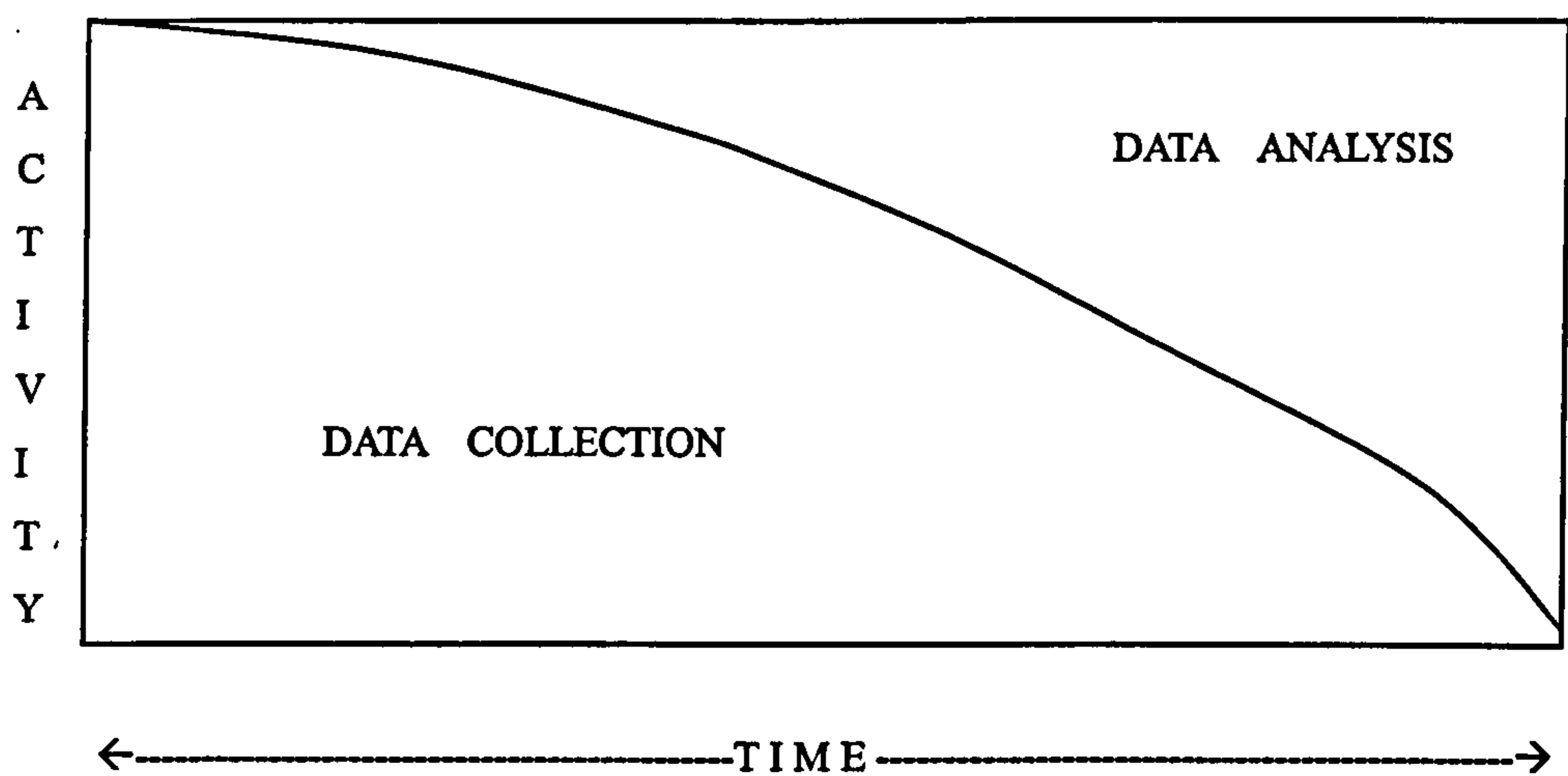


Diagram 4.4 : Owens' Typical Pattern of Data Collection and Data Analysis in a Naturalistic Study  
(Owens,1991,p.299)

### E. Analysis of Data

#### 1. Qualitative Analysis

Methods of analysis are critical to the outcome of the research project. In order to answer the research questions accurately and scientifically, the Interactive Model (Miles and Huberman, 1994) of Data Analysis will be adopted. The components of this model include data reduction, data display, and subsequent research phase conclusion and

verification. Diagram 4.5 illustrates the interactive and cyclical process of the Interactive Model of data analysis:

a. Data Reduction

As stated by Miles and Huberman (1994, p.10), “data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions”. Data reduction occurs throughout the whole study, commencing even before the data are actually collected. This is because anticipatory data reduction is conceptualized early in the research process as the researcher decides to conduct the study. The activities of data reduction include writing summaries, coding, teasing out themes, making clusters, making partitions, and writing memos, etc. Data reduction is part of the analysis. “It is a form of analysis that sharpens, sorts, focuses, discards, and organizes data for the derivation of final conclusions” (Miles and Huberman, 1994, p.11).

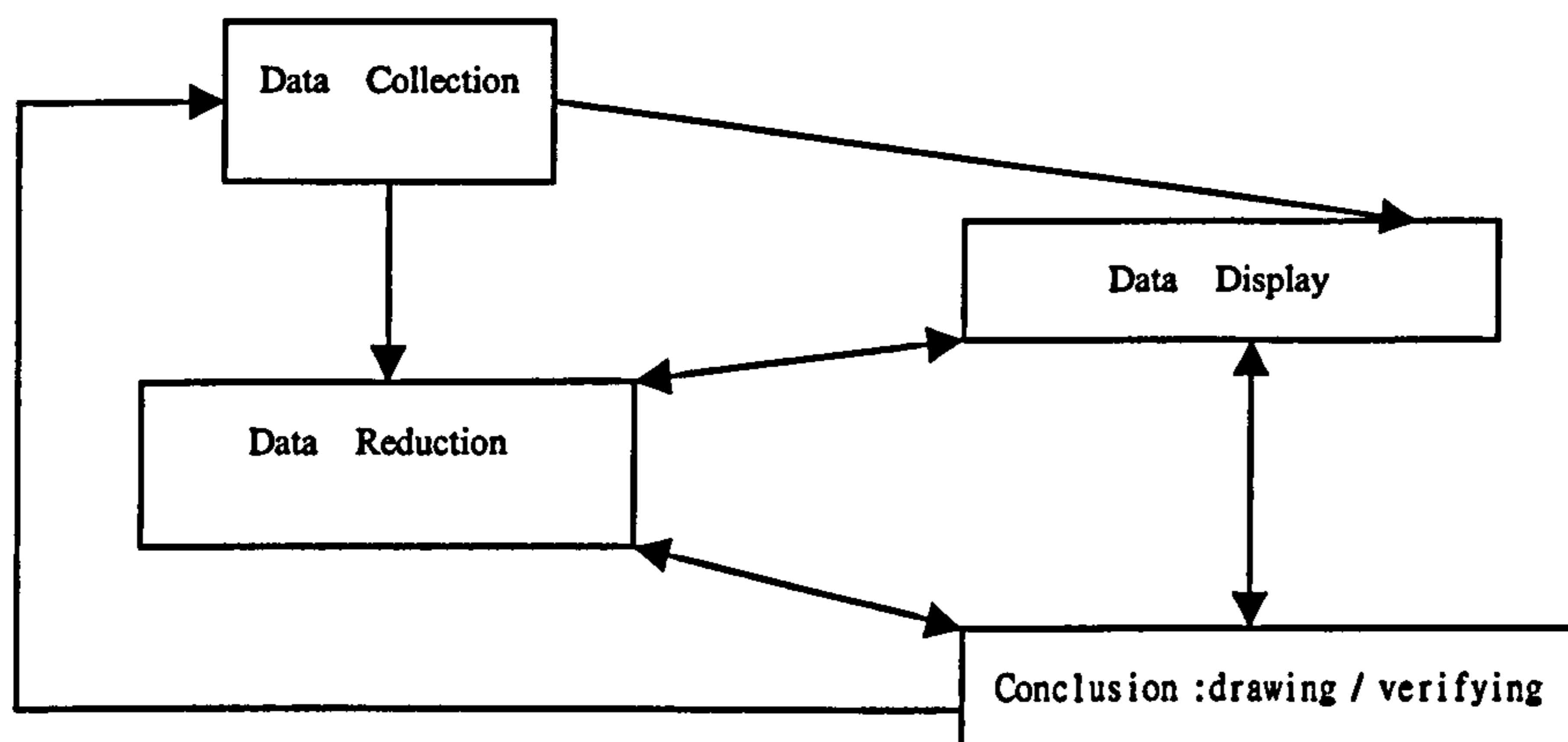


Diagram 4.5:Components of Data Analysis : Interactive Model (Miles and Huberman, 1994, p.12)

Data reduction was in progress throughout the research process. In the preliminary stage of data collection, anticipatory data reduction started when the researcher approached the staff development coordinators. He got some information about the general picture of the issue and made use of the data for the coming interviews. During the interviews, the researcher tried to group the data according to the research questions. After the interviews, he summarized, coded and made clusters of the data so as to arrange the data in line with the research questions. Therefore, sorting the data, grouping the information, linking up the data to the research questions, and organizing the statements were the usual practices after the data were collected.

#### b. Data Display

A display is an organized and compressed assembly of information that leads to final conclusion and action. Miles and Huberman (1994, p.11) emphasize that “displays can help people to understand what is happening and to do something, either analyze further or take action, based on that understanding”.

After the data had been collected, they were organized, compressed and displayed according to the research questions which in turn were related to the aims of the study. Therefore, the findings in chapter 5 can demonstrate the process of data display. It was because the information was laid out in the following groupings. They are: initiation and continuation factors of staff development, staff

development policy, strategies adopted to cope with staff development policies, roles of the principal, the teacher-in-charge and the members of the staff development committee, staff development activities, achievement of staff development, difficulties of implementing staff development activities, the trend of staff development, direction of staff development in the Education Reform context.

### c. Conclusion Drawing and Verification

According to Miles and Huberman (1994, p.11), “the qualitative analyst, from the start of data collection, is beginning to decide what things mean: is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. The insights emerging from the data have to be tested for their plausibility, their sturdiness, and their validity”. The researcher must remain open and skeptical until the final conclusion is drawn. From the above information, qualitative analysis is composed of three concurrent flows of activity. The diagram of their concurrent flows is shown in Diagram 4.6.

In order to increase the degree of representation of the subjects, an approach of accessing a multiple source of evidence is adopted. It is hoped that in this manner the validity and reliability of the study can be increased; however, to attain this, the degree of representation of the subjects (both the managing team and the ordinary teachers) must be guaranteed. Consequently, the purposeful sampling method of conducting the interview is designed to increase the degree of

representation of the study subjects. All the subjects, except one, must be willing to accept the interview, and this approach can help to guarantee a higher degree of representation.

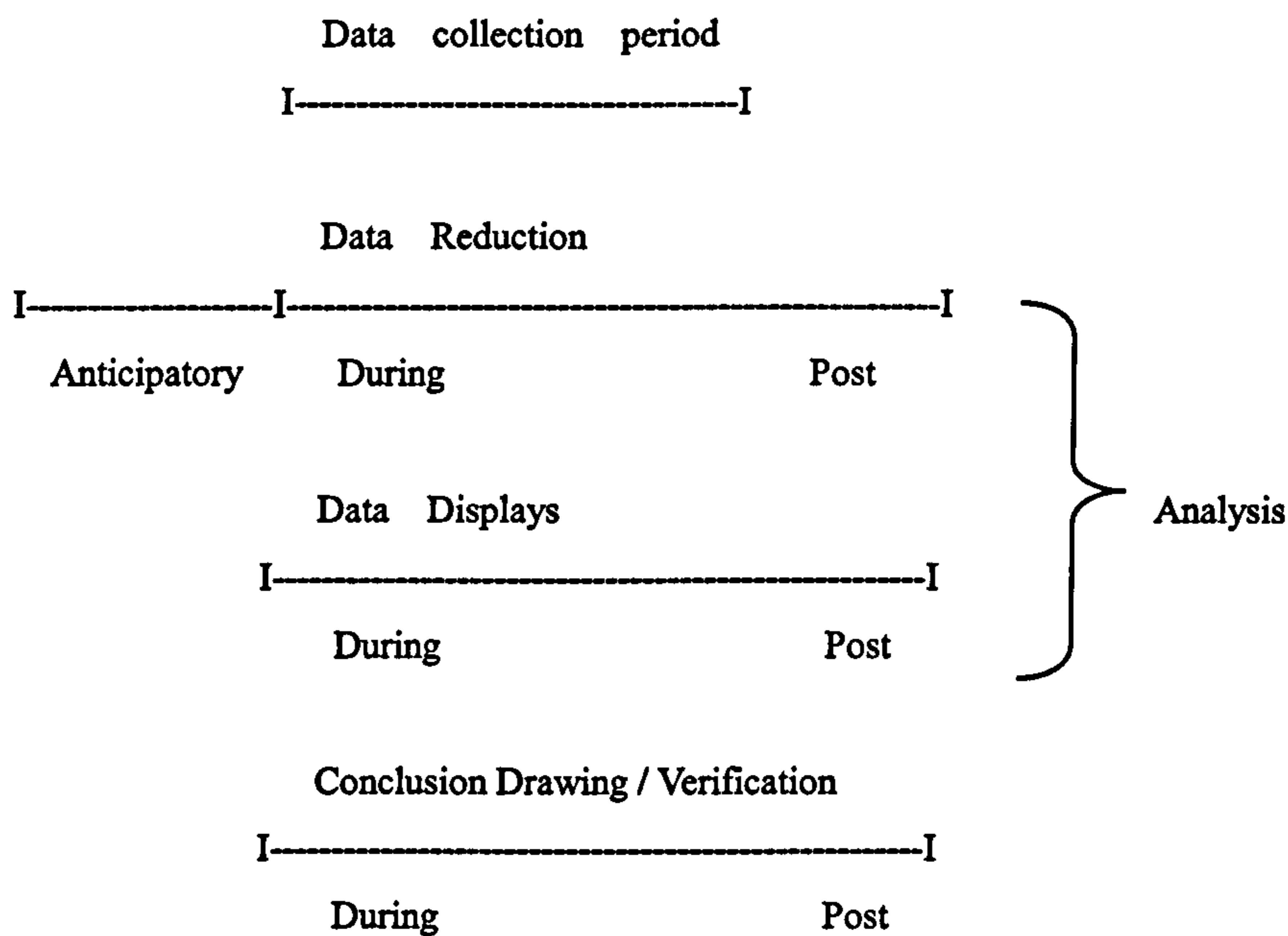


Diagram 4.6 : Components of Data Analysis : Flow Model (Miles and Huberman, 1994, p.10)

Moreover, establishing an investigative relationship among the data collected can help to answer the research questions meaningfully. An investigative relationship among the data collected from the interview, the observation, and the documentation should be carefully examined and so correlated as to shed light on the research questions.

## 2. Validity and Reliability

The validity and reliability of this research project are achieved through the following ways:

### a. Construct Validity

Yin (1994) said that it is important to build up construct validity by developing a sufficiently operational set of measures for the theoretical framework of the case study. He suggested two main ways of attaining construct validity:

#### i. using multiple sources of evidence

As mentioned before, the study will use a number of methods (e.g. documentation, observation and interview) to collect data. Triangulation can thus be done to cross-check the validity of the data. In this study, it was possible for me to adopt different methods to collect the data and information. Since the Principals and the researcher have known each other for a number of years, the researcher was offered to read their documents, to participate in their staff development days and to have interviews with their teachers. These provided the researcher a chance to have multiple sources of evidence for the purpose of triangulation. Apart from this, in order to increase the validity of the study, the researcher planned to have interviews with a member of the staff development committee and four other teachers although the key informants were only the principal and the teacher-in-charge of staff development. They could provide information for the researcher to check whether the data provided by key informants were valid or not.

## ii. maintaining a chain of evidence

This can be done by forming a case study protocol like that of Diagram 4.3. The protocol would show clearly about methods of data collection, creation of database on which testified theories or generalizations could be drawn. In order to achieve a higher degree of validity, the process of the study followed the line of the case study protocol stage by stage. This helped the researcher have a clear picture of the study and provided me with a checklist of all the required procedure. As a result, all the data could be collected systematically and maintained as a chain of supporting evidence.

## b. Reliability

In order to guarantee the same result of the study if the methods of collecting data are repeated, Yin (1994, p.93) suggested the followings:

### i. developing a case study protocol

A carefully scheduled case study protocol can increase others' confidence in our research project.

### ii. creating a case study data base

The development of a formal and retrievable database is important so that, in principle, other investigators can review the evidence directly and, thus, are not limited to the respective written reports. In this manner, the database will increase markedly the reliability of the entire case study. In order to create the database, it is better to write case study notes clearly; formulate our case study report tidily; and tabulate the materials.

In order to increase the reliability of the study, a clear schedule of the study is needed. Therefore, Yin's case study protocol was adopted

and revised as seen in Diagram 4.3. It was hope that this could increase others' confidence in this research. Besides, the data provided by the interviewees were recorded immediately either by tape recording or note taking. Then the notes of the case study and all the data would be rearranged within the day of the interview. Moreover, as seen in chapter 5, all the materials were tabulated systematically according to the schools and the issues of staff development. By adopting the measures suggested by Yin, it was hope that the level of reliability of the study could be increased.

#### **F. The Schedule**

The study followed the stages of the qualitative research design as stated in section B of this chapter. The stage of research design started in 2002 February. At that time, after the researcher had chosen the schools, he approached the principals for permission to conduct the study. Since the principals and the researcher had been friends for a number of years, they granted him lots of convenience. During this period, the researcher paid a visit to the three schools to conduct a preliminary contact with the coordinators of the staff development committees. The coordinators and the researcher worked out the schedule. Besides, they also helped him arrange suitable and appropriate teachers for the interviews. And at the same time, the researcher was offered to have a look of their documents. By the end of March, the researcher finished studying their documents. For School A and School B, the researcher visited them for three days in the afternoon. But for School C, the researcher could study the documents on Saturday. So he

stayed in School C for a whole day on one of the Saturdays in March.

Data collection started in April. Due to the personal affairs and the availability of each school, the period of data collection lasted for three months. As it was not possible to interview all the teachers, the selection was done through purposeful sampling. Because of certain characteristics relevant to the phenomenon under study, the subjects for this study were destined as follows: the Principal; the Teacher-in-charge of the Staff Development Committee; a member of the Staff Development Committee; a Graduate Master / Mistress with at least 5-year teaching experience in that school; a Graduate Master / Mistress with less than 5-year teaching experience in that school; a Certificate Master / Mistress with at least 5-year teaching experience in that school; and a Certificate Master / Mistress with less than 5-year teaching experience in that school. A detailed account of the interviews is shown in the Table 4.1.

Data are collected in response to answering the research questions which have been mentioned earlier in this chapter. Of course, data collection was not strictly followed those questions, it was conducted in a more flexible way. Other information and data that emerged had also been included. Moreover, the questions asked were different according to different kinds of interviewees. It was because on the first hand the principals and the teacher-in-charge of the staff development are the major source of information and on the other hand, the other teachers were mainly for the purpose of triangulation. All the questions can be seen in the appendix.

In order to get a comprehensive picture of the staff development in each school, the interviews had a special arrangement. There was a need to get information from the principals and the teacher-in-charge of staff development before collecting data from other teachers. The data provided by other teachers was either taken as a kind of supplementary information or treated as a kind of triangulation.

Problems arose during the interviews. First of all, a teacher of School C claimed that he was very busy and rejected the interview. The researcher had to approach the coordinator of staff development to find another appropriate teacher to substitute his position. Besides, time arrangement was another difficult problem for all the teachers were very busy. It was quite demanding to request the teachers to conduct the interviews after a whole day of teaching. Moreover, having a comfortable environment was sometimes problematic. Not only did the researcher need to conduct two of the interviews in the laboratory, but he also even needed to interview two teachers in the covered playground because the conference room was booked for meeting. The venue was not so suitable because it was quite noisy and people were walking around.

School A						
Interviewee	Sex	Teaching experience	Subject taught	Date	Venue	Time
Principal (LWB)	M	30 years	---	April 12	Principal Room	3:40-5:05
Teacher-in-charge of the Staff Development Committee (HCM)	M	19 years	Chinese Language	April 9	Conference Room	2:25-3:55
Member of the Staff Development Committee (MPH)	F	11 years	Chinese Language	April 19	Conference Room	4:00-5:10
Graduate Master / Mistress with at least 5-year teaching experience in that school (LWH)	M	17 years	Commerce / Principles of Account	April 26	Conference Room	3:25-4:15
Graduate Master / Mistress with less than 5-year teaching experience in that school (CHK)	M	3 years	English Language	April 24	Conference Room	3:25-4:05
Certificate Master / Mistress with at least 5-year teaching experience in that school (NKY)	M	8 years	Physical Education	April 24	Conference Room	4:10-4:50
Certificate Master / Mistress with less than 5-year teaching experience in that school (LWM)	F	2 years	Mathematics	April 26	Conference Room	4:20-5:10

School B						
Interviewee	Sex	Teaching experience	Subject taught	Date	Venue	Time
Principal (LSF)	F	32 years	---	June 19	Principal Room	3:10-4:45
Teacher-in-charge of the Staff Development Committee (YKM)	M	17 years	English Language	June 21	Resource Centre	3:30-5:10
Member of the Staff Development Committee (MKC)	F	15 years	Economics	June 24	Resource Centre	3:45-4:25
Graduate Master / Mistress with at least 5-year teaching experience in that school (KWA)	M	7 years	Biology	June 27	Biology Laboratory	3:40-4:45
Graduate Master / Mistress with less than 5-year teaching experience in that school (YKL)	M	2 years	Mathematics	June 26	Resource Centre	3:00-3:40
Certificate Master / Mistress with at least 5-year teaching experience in that school (YTD)	M	8 years	Physical education	June 26	Resource Centre	3:45-4:40
Certificate Master / Mistress with less than 5-year teaching experience in that school (WMS)	F	2 years	Chinese History	June 28	Resource Centre	3:50-4:35

School C						
Interviewee	Sex	Teaching experience	Subject taught	Date	Venue	Time
Principal (WHY)	M	28 years	—	May 17	Principal Room	3:35-4:50
Teacher-in-charge of the Staff Development Committee (SKL)	M	16 years	Physics	May 14	Conference Room	3:30-5:10
Member of the Staff Development Committee (KFL)	M	10 years	Chinese Language	May 20	Conference Room	3:40-4:45
Graduate Master / Mistress with at least 5-year teaching experience in that school (KCA)	M	9 years	Chinese History	May 21	Conference Room	3:30-4:20
Graduate Master / Mistress with less than 5-year teaching experience in that school (NFW)	F	4 years	Geography	May 21	Geography Room	4:25-5:15
Certificate Master / Mistress with at least 5-year teaching experience in that school (LYF)	F	13 years	History	May 23	Covered Playground	3:40-4:25
Certificate Master / Mistress with less than 5-year teaching experience in that school (KSL)	M	3 years	Physical Education	May 23	Covered Playground	4:30-5:10

Table 4.1: A Detailed Account of the interviews

After collecting the data, the stage of conclusion started in the summer 2002. All the data were classified, selected and sorted in relation to the research questions. The data were grouped and displayed independently according to each school which can be found in Chapter 5.

## **G. Concluding Remarks**

The major aim of this proposed research is to examine the issue of staff development in relation to three target schools of which they are of good staff development practices. The research is conducted in a naturalistic setting, and, as a result, the qualitative case study method is adopted. This is just a preliminary draft chapter on the methodology of this research design. The actual procedure will be adjusted during the period of implementation, and alteration is anticipated and likely unavoidable. This specific and typical characteristic qualitative study has been clearly identified as “the process of ethnographic research is an integrated process in which procedures are conducted concurrently” (Wiersma, 2000, p.225).

## **Chapter 5**

### **Findings**

#### **A. Introduction**

The findings, which are relevant to the broad aims of the study, demonstrate the current practices and trends of staff development in three selected secondary schools in Hong Kong. The areas of the findings, which are categorized into ten facets, are purposefully addressed to the aims of the study. This has already been demonstrated and shown in Diagram 3.10. The aims of this study are: investigating the staff development policies of selected Hong Kong secondary schools; understanding the strategies adopted to coordinate these policies in relation to School-based Management; examining the implementation of staff development, including its purposes, needs identification, activities, evaluation and perceived effectiveness; exploring the perceived directions and trends of staff development; and discussing the likely implications for policy, practice and research in Hong Kong.

Consistent with the above objectives, the findings from the three selected secondary schools will be presented according to the following framework:

1. initiation factors;
2. continuation factors;
3. staff development policy;
4. strategies adopted to cope with staff development policies;
5. roles of the principal, the teacher-in-charge and the members of the staff development committee;
6. staff development activities;
7. achievements of implementation;
8. difficulties of implementation;
9. trend of staff development;
10. direction of staff development in the Education Reform context.

The above categories organize the data to easily source responses to the original research aims which have been previously stated at the beginning of the chapter. In order to fulfill the first aim of the study, that is investigating the staff development policies of selected Hong Kong secondary schools, the third category in the framework provides findings on staff development policy. The second aim of the study is to understand the strategies adopted to coordinate these policies in relation to School-based Management. Obviously, the fourth category of findings directly linked to this purpose. Several categories in the framework help to meet the third aim. It is because to examine the implementation of staff development, there is a need to trace the roles of the leaders, the staff development activities, the achievements and the difficulties of implementation. As a result, the fifth, the sixth, the seventh and the eighth category are mainly arranged for this purpose. In order to explore the perceived directions and trends of staff development, the study has to collect information about the past as well as the future trend. The initiation factors and the continuation factors provide previous reasons and practices, while the trend and direction of staff development illustrate the focus in the coming future. Therefore, the first, the second, the ninth and the tenth category are set to meet that aim. Finally, an integration of the findings of the whole framework may help to fulfill the fifth aim of the study, that is, to discuss the likely implications for policy, practice and research in Hong Kong. Diagram 5.1 illustrates the relationship between the aims of the study and the areas of findings.

The findings of each school will be listed and supported by the associated verbal data. As can be seen throughout their usage in this chapter, the abbreviations assigned for the respective respondent identify both the school and

the interviewee respectively. The first letter in the bracket represents the school and the subsequent three letters represent the person or positional reference. The positional codes are as follows: the Principal (*PAL*), Head of Staff Development Committee (*HSD*), Member of Staff Development Committee (*MSD*), Graduate Master with at least 5-year experience (*GMI*), Graduate Master with less than 5-year experience (*GM2*), Certificate Master with at least 5-year experience (*CM1*), and Certificate Master with less than 5-year experience (*CM2*).

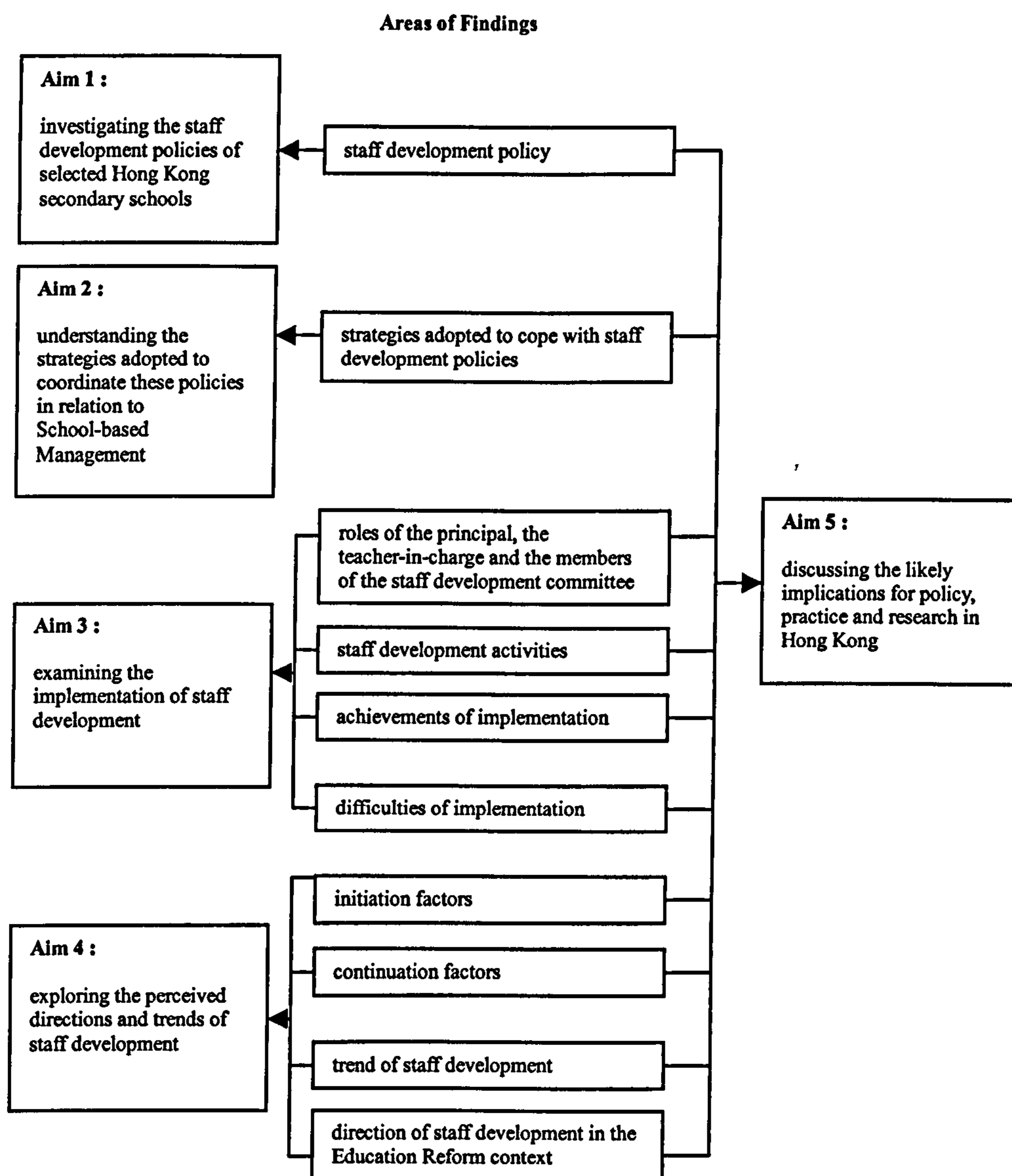


Diagram 5.1: Diagrammatic Illustration of the Relationship between the Aims of the Study and the Areas of Findings

## **B. Findings from School A**

School A, situated in Kowloon, is a co-educational secondary school funded by a religious body. It was established in 1988. It has 30 classrooms and 15 special rooms. There are altogether 27 classes comprised of 5 classes in each of Form 1 through Form 3, 4 classes in both Form 4 and Form 5, and 2 classes in both Form 6 and Form 7. There are about 1000 students and 56 teachers. The Principal, who possesses about 30 years of experience, has been responsible for this school since its inauguration.

### **1. Initiation Factors**

#### **a. General trend of staff development in the field of education**

School A was established in 1988. At that time, the notion of staff development generated information and professional discussions regarding the field of education. It was, at that time, a trendy practice for the newly established schools to introduce the concept of staff development. In order to be viewed as progressive, School A launched the staff development activities to enhance their teachers' capability.

*When we started organizing our staff development activities, we borrowed ideas from other schools. At that time, many schools in Hong Kong were paying attention to the needs of the teachers and the problems of the students. In the area of helping the teachers, there were some common topics such as classroom management, handling students' problems, teaching skills and techniques, as well as effectiveness of teaching and learning. (AHSD)*

#### **b. Initiative of the Principal**

Staff development did have a positive contribution to the functioning of the school, and the Principal was very sensitive to staff development as an important educational trend. He assigned an experienced teacher to take up the task and start organizing staff

development activities for the teachers. The Principal, who valued both the usefulness and the constructive functions of staff development, contributed to the incorporation of staff development into the school through this associated desire to implement a progressive educational trend.

*There were some new teachers when the school was first established; nearly half of the teachers were very young. Our Principal wanted to make use of staff development to help those new teachers to adapt to the teaching environment. (AGMI)*

*I remember when we started establishing this school, the issue of staff development was a hot topic in the field of education. At that time, nearly most of the new schools would make use of staff development to develop the teachers. Our Principal proposed to follow that kind of practice and asked one of the experienced teachers to take up the duty. ... so as not to be lag behind ... (AMSD)*

c. Needs of the teachers

When the school was first established, half of the teachers were quite young. There was a need to help those teachers adapt to the school environment. Furthermore, the school administrators also needed to build up the team spirit and mutual understanding among the teachers. Staff development became a means to help teachers familiarize and identify with other teachers. Moreover, staff development, to a certain extent, also helped to release the pressure and alleviate the burden of the teachers.

*I remembered we had a lot of games and activities aiming at team building and cooperation during the staff development days. (AGMI)*

*When the school was newly established, all the teachers were new. Staff development at that time could help to build up the team spirit. It was by means of the staff development activities that we were familiarize with each other. (APAL)*

*At that time, we did not have any long-term plan for staff development. Another teacher who was quite experienced and I joined hands to organize the staff development days. We felt that we had to build up our team spirit and generated a mutual understanding among our teachers, so nearly all the activities were designed in that direction. (AMSD)*

*... the major aims were to solve the teachers' problems and to alleviate the teachers' burden (ACMI)*

**d. Problems of the students**

There were quite a number of students' problems both inside the classrooms and elsewhere, when the school was first established. The school was located in a newly developing town and students' problems were quite serious. It was quite exhausting for the teachers to educate the students who were facing those problems. Staff development not only trained teachers with the skills and techniques to handle such students and problems, but it also provided a chance for the teachers to share ideas and techniques among themselves. For the new teachers, staff development was also used to develop their classroom management skills which in turn helped to generate a better learning environment.

*It was very common to find that there were many students' problems, and teachers often had some difficulties in handling such problems - particular the new teachers. Therefore, most of the staff development activities at that time were concentrated on helping the teachers to handle students' behaviour and classroom management. (AHSD)*

**2. Continuation Factors**

**a. Vision of the Principal**

The Principal feels that the teacher is the main force for school development. Apart from skills and knowledge, he emphasizes that teachers should have a positive attitude. Teachers, according to the Principal, must be responsible for the well being of the students. To a further extent, he also urges the teachers to be sensible and to pay attention to the educational changes. This is because he foresees that

educational changes will always impact the development of the school.

*I feel that if we want our students to get the most benefit, we must have a team of responsible teachers. All the teachers should have a positive attitude and they must be well-equipped. Staff development is a means to help our teachers equip themselves with the necessary skills and knowledge. ... They also need to have a sense of the students' needs and educational needs. ... Staff development should have an element to build up the positive attitude of the teachers. ... sensible to the educational changes ... know more about the education issues ... willing to change ... (APAL)*

b. Changing needs of the teachers

The school now has been established for about fourteen years, and the tenure of the teachers is quite stable. In the past, staff development activities were mainly related to the process of teaching and learning. Basically, most of the teachers have gone through that kind of training. If the school only focuses on the same type of development programmes, resources will be wasted and teachers will lack motivation and interest in the programme. Thus there is a need to shift the direction of the staff development towards the professionalization of the teachers.

In recent years, staff development in School A put considerable effort into School-based Management. By means of staff development, teachers not only understand the nature and the rationale of the School-based Management, but they also learn how to cope with that particular educational initiative. Besides, teachers also acquire the skills and techniques in conducting project learning.

Finally, there is a need to nurture a positive attitude in teachers. Helping teachers to have vision and a renewed sense of mission seems

to be a recent trend and one that is rather critical for the benefit of the students as well as the development of the school.

*Since we do not have so many new teachers joining our school in recent years, there is no need for staff development to stick to the basic needs of the teachers. I feel they (members of the staff development committee) are on the right track. If they still pay so much attention on the classroom management or the teaching techniques, I know all the teachers will feel bored and they will have a feeling of wasting their time. (AGM1)*

*In these few years, our Principal often directs our staff development towards the professional growth of the teachers. He once told me that most of our teachers did not have great problems in classroom management and handling students' problems. He suggested our staff development should be aligned to the school development under the Educational Reforms. (AHSD)*

c. Meeting the needs of the educational changes

In recent years, there have been many changes in the field of education. In order to help teachers face the Education Reform and the Curriculum Reform, staff development programmes can assist greatly. School A makes use of staff development to convey the messages of the reforms. Moreover, the programme often also equips the teachers with the necessary skills, prepares the teachers for the changes, gathers teachers' opinions, and helps to alleviate the worries of the teachers regarding the changes.

*There is a shift in the emphasis of the staff development. I find that most of our recent activities are related to the curriculum innovation such as project learning, the implementation of the School-based Management, and also the key issues of the Education Reforms. (ACM1)*

*Lots of materials, circulars and news that I receive are related to the education changes. Circulars of seminars and workshops are also related mostly to the Education Reform, Curriculum Reform and education changes. Thus the direction of our staff development also follows that trend. (AMSD)*

### 3. Staff Development Policy

#### a. Aims

The policy of staff development in School A is linked to the needs and professionalization of the teachers, as well as the changing needs of the education.

The annual plan includes a written policy statement of staff development in School A. There are three major aims: to develop and reinforce teachers' skills and knowledge in teaching and education, to raise the morale of the teaching staff, and to enhance teachers' professionalism.

*In these few years, our school has set the aims and themes of staff development at the beginning of the year ... this can help us know what and how the school has planned for the teachers. If we have any needs or idea, we can express our opinion to the teacher-in-charge. (AGM2)*

*In June, I ask the teachers to fill in a questionnaire which can help me collect the opinion of our teachers. Then in late August, I have to discuss with my team members and draft a year plan for our Principal. He will then discuss with me about the major issues of staff development in this year. I have to state the direction of staff development ... we talk over the aims and themes of the staff development in this year ... I also inform him how I plan the activities for our teachers. (AHSD)*

*When our school joins the School-based Management, we have to plan, to evaluate, and to report. Therefore, all the subject heads or department heads in our school have to submit a yearly plan to me at the beginning of each new year and a report at the end of the academic year. ... in the year plan, the department heads have to state clearly the objectives, aims, action plans, budgeting, and evaluation. Staff development is of no exception. (APAL)*

#### b. Structure

There is a Staff Development Committee to take over the planning and implementing of the staff development activities at the school level. The committee is consists of four members. The teacher-in-charge is a senior and experienced teacher.

For the departmental level and the subject level, the responsibility to develop the teachers is mainly the duty of the department heads or the subject panel heads.

**c. Programmes**

The programme plan states the following items which act as a guide for the committee to design the staff development activities:

- i. arrange an orientation for new teaching staff so as to equip them with some classroom survival skills;
- ii. organize three staff development days in the academic year;
- iii. enable staff members to share their experience, frustration, or job satisfaction through a short monthly sharing session;
- iv. acquaint the teachers with recent development in various fields in education through staff reporting back after attending seminars held by external educational bodies;
- v. develop a resources corner in the library or staff room by placing handouts or reference articles related to educational issues in that corner as teachers' references;
- vi. purchase reference books for general improvement of teachers' professional skills;
- vii. prepare newspaper articles or book abstracts to update and broaden staff's knowledge in teaching, to arouse their interests in current issues and provide support; and
- viii. give out information about training courses, workshops, or seminars organized by outside agencies and encourage teachers to attend.

*Our staff development policies are mainly related to the needs of the teachers and to help our teachers face the education reform. ... that can be reflected in the staff development activities ... Staff development, the term itself is for the benefit of the teachers. (AHSD)*

*Our Principal always emphasizes that the policy of staff development in our school should be linked to the needs of the teachers, the professionalization of the teachers, and the changing needs of the education. (AMSD)*

#### **d. Evaluation**

The annual plan states three measures to conduct the evaluation and these include the following:

- i. evaluation forms or feedback forms will be distributed after each seminar and sharing session;
- ii. questionnaires will be distributed to collect views from teachers at the end of the school year;
- iii. teachers' participation in seminars and workshops will be evaluated.

School A has made an evaluation on the functioning of Staff Development in the school and it finds the following to be true:

- i. There were constant discussions and good cooperation among the committee members on the running of the team and the programmes for the teachers.
- ii. Teachers' suggestions were collected and considered thoroughly in the planning and preparation of programmes throughout the whole year.
- iii. Most of the programmes on the three staff development days were appropriate, effective, and useful. However, there were complaints on the over-emphases on theoretical sides of the issues,

over-running of some programmes, and insufficient recreational activities.

- iv. There was insufficient funding to invite guest speakers or professionals of quality external bodies to carry out training programmes or courses for the teachers.
- v. Most of the teachers' references were kept in the library and seldom used.
- vi. Evaluation form should be given and collected immediately after the programmes.

*I remember at the end of the last academic year, the head of the Staff Development Committee asked us to complete a questionnaire. The questionnaire was a survey about our opinion about the appropriateness and suitability of last year staff development activities and the needs of our teachers. (ACM2)*

#### e. Cost

The teacher-in-charge can do some budgeting at the beginning of the year. A large portion of the cost is paid by the school, and the Education Department also has a grant of \$1200 for the school to conduct the staff development activities.

#### f. Time

School A has allocated the staff development days across the calendar year. Three whole days have been assigned for staff development, one in November, the other in March and the last one in June.

For the purpose of improved sharing at the departmental or subject level, related discussions or sharing sessions are usually

conducted during the departmental or subject meetings. Finally, for those seminars or workshops that are organized by other institutions or education bodies, most of the teachers will make use of the Saturdays and Sundays, or even the holiday.

*All schools need to set the activities in the school calendar, and our school is no different: we have to fix the staff development days clearly in the calendar. (APAL)*

*In the past, our school did not have any explicit plan for staff development ... the Principal or the teacher-in-charge decided the themes of the staff development days ... it seemed, to my understanding, the perception of the Principal and the teacher-in-charge affected the topics of the staff development days. But now, teachers' needs are consulted and the themes of the staff development days are proposed in the year plan. (AMSD)*

#### **4. Strategies Adopted to Cope with Staff Development Policies**

##### **a. Taking the needs and opinions of the teachers into consideration**

In order to meet the needs of the teachers and to generate the greatest benefit for the teachers, a survey is carried out near the end of the academic year. According to the teacher-in-charge, the information and opinions collected will be used to design the themes and aims of staff development in the coming year.

*We normally do a survey to collect the opinion of our teachers at the end of June. This can help us set the annual plan for the next academic year. In mid August, our team members will delineate the aims and objectives for staff development. We also propose some of the programmes and activities to match with the aims. Then I will ask our Principal to give comment on it. Finally, I have to draft the annual plan for staff development. (AHSD)*

*At the end of June, we receive a questionnaire seeking our needs and opinions for next year's staff development. (ACM1)*

##### **b. Ownership of the teachers**

At the beginning of the academic year, after the teacher-in-charge has set the annual plan of staff development, he will let the teachers know and ask for their opinions. This can help to get support and

contribution from the teachers which in turn can minimize any level of opposition. In order to give teachers a measure of ownership, the teacher-in-charge also arranged for teachers to share their knowledge and experience. Not only can this help the teachers have a feeling of being respected, but it can also create a 'team' atmosphere.

*They (members of Staff Development Committee) are very clever ... they always invite teachers of different groups to take part in the sharing sessions. This can arouse the interest of the teachers. Teachers will pay more attention to the issues of staff development because the teachers were invited to have a say on that topic, they are more willing to accept the changes. (AGM2)*

*At the beginning of the academic year, the head of staff development will let us know the planning of staff development. We can express our opinion and at least this can help to get support from the teachers and minimize the voice of opposition. (AGM1)*

#### c. Encouragement from the heads

The Principal and the teacher-in-charge often encourage the teachers to attend the relevant workshops and seminars. The appreciation of the Principal can motivate the teachers to take part in various professional seminars and workshops.

*In order to make teachers aware the direction of staff development, the teacher-in-charge of staff development always encourages other teachers to attend the relevant workshops and seminars. Then they will be arranged to share what they know and what they acquire with other colleagues.(AGM2)*

*Our Principal appreciates our teachers taking part in seminars or workshops ... He always praises those teachers as enthusiastic and devoted teachers. If we need to attend seminars during school hours, swapping lessons can easily be arranged. (AHSD)*

#### d. Promotion of staff development seminars and workshops

The members of the Staff Development Committee often post the related circulars, posters, materials, and information on the notice board so as to help teachers keep in touch with timely issues and related opportunities for professional development.

*The teacher-in-charge always put the related posters, materials and information on the notice board... this can help us keep in touch with those issues. (ACM2)*

e. Systematic planning with flexible arrangement

In late August, the Staff Development Committee will plan the activities for the teachers. The major activities such as the staff development days will be scheduled in the school calendar. However, there still are some unforeseen seminars or workshops which are provided by other institutions and educational bodies. In this case, the school usually adopts a flexible approach such as arranging a short sharing session among teachers after school. If some teachers need to attend seminars during school hours, swapping lessons can easily be arranged.

*Although most of the activities are planned beforehand, some staff development activities can also be launched in a flexible way. For example, a short sharing session among teachers after school. (AMSD)*

f. Coordination of staff development issues by a specific group

A Staff Development Committee is set up to coordinate the issue of staff development. There are all together four members with a senior experienced teacher designated the teacher-in-charge. The major functions of this group are: setting the objectives and aims of staff development, organizing the staff development activities, evaluating the effectiveness of staff development, delineating the needs of the teachers, and planning staff development for the school.

*In our school, we have a Staff Development Committee. There are four members including a senior teacher as the head. All the school level staff development activities are organized by this committee while those subject-based development will be arranged by the subject heads. (APAL)*

## **5. Roles of the Principal, the Teacher-in-charge and the Members of Staff Development Committee**

### **a. Roles of the Principal**

The principal delegates the duties of staff development to the teacher-in-charge; however, the principal still acts one of the participants in the decision making and setting of the themes and the aims of the staff development. Thus, the principal can also be treated as one of the policy makers of staff development in the school.

Furthermore, the principal is a monitor and facilitator of staff development. The teacher-in-charge has to submit proposals and reports for approval. The principal often encourages teachers to take part in developing themselves by praising their participation in seminars and workshops.

After all, as one of the participants in the staff development activities, the principal will join the teachers in the three staff development days and, similarly, take part in the seminars and workshops, if needed.

*Our Principal gives us a lot of opinion concerning the direction of staff development. When we set the objectives and aims for any activities, he will tell us what and how he feels. ... he always encourages our teachers to attend seminars and workshops. (AHSD)*

### **b. Roles of the teacher-in-charge**

The teacher-in-charge is responsible for staff development in the school. He is the policy maker responsible to set the objectives and aims of staff development. He is the major organizer of the staff development

activities. When designing the staff development activities, he has to delineate the purposes of each activity, arrange the programmes, invite guest speakers, and coordinate the teachers.

The teacher-in-charge is a communicator who needs to convey all the messages of staff development to the teachers concerned. Most often, he also needs to coordinate with the department heads and subject heads to arrange for teachers to take part in seminars and workshops.

Most important, the teacher-in-charge is the administrator of staff development. At the beginning of the academic year, he has to write the annual plan of staff development. He also needs to do evaluation and solicit feedback from the teachers. And finally, he has to write a report for the Principal.

Last but not least, he is a facilitator in the eyes of the new teachers. If the new teachers have any difficulties, they will approach the teacher-in-charge for assistance.

*Every year, the teacher-in-charge has to draft the annual year plan and submit to the Principal for approval. Normally, our Principal will not do much amendment because our head has already discussed with him beforehand. ... if there is something wrong with our work, our Principal will ask us the reasons and also asks us if we need any help. (AMSD)*

*I have to plan the activities for our teachers ... a lot of things to do such as setting the objectives of staff development for a particular year, setting the aims and theme of each activity, designing the programmes, inviting speakers, arranging teachers to attend outside seminars and workshops, doing evaluation, and a lot of paper works. ... all these can still be handled with the help of my committee members, but it is very difficult to change the attitude and perception of the teachers. (AHSD)*

*I remember once I wanted to take a first-aid course, I approached the teacher-in-charge, he immediately checked his file and gave me information about the Red Cross and St. John Ambulance Brigade. This really helps me a lot. (ACM2)*

### c. Roles of the members of the Staff Development Committee

The members of the Staff Development Committee are the assistants of the teacher-in-charge. They contribute in setting the themes and aims of staff development in the school. Thus, they can also be treated as contributors in the planning process.

When there are staff development activities, they have to help the teacher-in-charge to organize, conduct, and implement the activities. They also need to be very sensible in the needs of the teachers because they have to help the committee collect the opinions of the teachers.

The committee members have to keep all the staff development materials and resource in order. If posters or pamphlets are received, they have to post them on the notice board to let the teachers know.

*Our committee usually has four regular meetings in a year. The first one is in August and the last one is in June. The first one is for planning and the last one is for evaluation. We have to organize the staff development days and other activities related to staff development. (AMSD)*

*We have to be very sensitive to the needs of our teachers. When we hear something related to the problems of the students and the needs of the teachers in the staff room, we will discuss whether we can do something for our teachers. (AMSD)*

*Our committee has to keep all the information and materials for the teachers. If we receive any posters or pamphlets, we have to post them on the notice board to let the teachers know. (AHSD)*

*Sometimes we have to set questionnaires to ask our teachers what kinds of needs they have. We have to collect their opinions and intentions for our staff development. (AMSD)*

*At the beginning of the year, the members of the Staff Development Committee helps the new teachers to adapt to the new school environment. They organize a new teachers' orientation day for the new teachers. (AGM2)*

## **6. Staff Development Activities**

### **a. Staff development at school level**

Three staff development days have been organized for the teachers. They are scheduled in November, March, and June. The themes of the development are School Efficiency and Effectiveness, Information Technology in Education, and Quality Education, respectively. The normal practice of these development days usually consists of inviting guest speakers to deliver a talk to the teachers and sharing among the teachers. Besides, there is also a short session for the teachers to learn and familiarize with the use of Information Technology.

Another activity is related to new teachers. A new teachers' orientation day is arranged for the new teachers in late August. This helps the new teachers to know the administrative practice of the school, to understand the background of the school, and to build up relationship among the teachers.

School A has a system to help the new teachers. The subject panel heads and the department heads have to take up the role of helping the new teachers. They can be treated as the mentors of the new teachers. If the new teachers have any problems, they can approach their department heads for assistance.

Staff appraisal is another kind of activity which has been adopted to develop the teachers. The Principal, subject panel heads and department heads normally will discuss with the teachers their strengths

and weaknesses during the appraisal. This can help the teachers objectively assess their own performance and the direction for future development.

School A also welcomes the visiting of teachers from other schools. During such visits, the teachers can share how they implement project learning in the school. They can also have an exchange of information with the teachers of other schools on a variety of topics.

Finally, the Principal makes use of staff meetings to develop the teachers. He often conveys updates on the progress of the Education Reform. Moreover, he sets part of the meeting agenda for the purpose of staff development. During the staff meetings, issues related to education issues or the specific problems of the students will be discussed. In this year, the teachers have discussed the issue of students becoming involved in the activities of illegal triad societies, as well as the issue of benchmark assessment of the language teachers

*Our Principal likes to make use of the staff meetings to develop our teachers. He often conveys the message of the progress of the Education Reform. Besides, he also has a practice to set the meeting agenda with the issues related to education phenomena as well as the problems of the students. In this year, we have touched upon the issue of students joining the activities of the illegal triad societies, as well as the issue of benchmark assessment of the language teachers. (AGM1)*

*In our school, we have many staff development activities such as three staff development days, new teachers' orientation day, staff appraisal, lesson observation, and teachers sharing during the school visits. (AHSD)*

*As usual, the Principal, the subject panel chairmen and the department heads discuss with us about our strengths and weaknesses during the appraisal. This can help us know our performance and the direction for improvement. (AGM2)*

*Our school has a system to help the new teachers. The subject panel heads and the department heads will take up the role to help the new members, just like mentors of the new teachers. If the new teachers have any problems, they can approach their department heads for assistance. When I entered this school, I felt this practice could*

*really help us. My department head even told me which restaurant was the cheapest, if I went out to have my lunch. (ACM2)*

*In this year, we welcome teachers of other schools to pay visits to our school. We show them the works of our students. It is because our project learning approach is quite successful. Many teachers of other schools want to know how we make use of the project learning approach. During the period of their visits, we also have a chance to share among ourselves. Through this kind of interaction, our teachers can know the views of the teachers of other schools. Besides, this can also provide a chance for our teachers to build up our confidence because our effort is appreciated by others (AMSD)*

#### **b. Staff development at departmental or subject-based level**

Lesson observation among teachers of the same subject is greatly encouraged. Some of the subjects in School A have this kind of practice particularly encouraged such as in English and Chinese Language classes, as well as in Mathematics. After the observation, teachers involved normally will have a sharing session between the teacher and the observer.

When teachers attend some of the seminars or workshops they find valuable and worthwhile, they will make use of the subject meetings to share among teachers of the same subject. Particular circulars and information will be circulated to the teachers involved.

*After we had attended the seminars and workshops which are organized by the Education Department or other institutions, we normally would try to share the relevant and useful information with our subject members during the subject meetings. (ACM1)*

*Our Principal always encourages us to observe the lessons of other colleagues. He asked us to write down the strengths of our colleagues rather than just criticize the lessons. Besides, he also urges the Panel heads to set a schedule for the members to observe among themselves. Moreover, he requires the Panel heads to ensure and to let their members to observe their lessons first. (AGM1)*

#### **c. Staff development at individual level**

Teachers are encouraged to take part in the seminars and

workshops which are organized by other institutions or educational bodies. All these activities are normally held on Saturday and Sunday. Some even are held during the holiday. Teachers have to spend their free time to join these activities,

*Many of our teachers attend the seminars and workshops which are organized by other education bodies. The materials or information that they bring back will be put on the staff development notice board. All teachers, if they like, they can have a look at the information easily. (AHSD)*

## **7. Achievements of Implementation**

### **a. Implementation of new skills and techniques in daily teaching**

The activities of staff development help teachers acquire the skills and techniques in their daily teaching. Most of the teachers state that they have considerable confidence to incorporate the Information Technology into their daily teaching. Some teachers started using PowerPoint software by Microsoft in their teaching, and some even ask students to do project works using this programme.

*Some of our teachers start using the PowerPoint in their teaching ... some even ask our students to do project works ... I feel this kind of teaching will become a usual practice in the future. (ACM1)*

*I often encourage our teachers to try what they have acquired in their daily teaching. For example, in the last two years, our school had put much effort to develop our teachers with the skill of using computers and Information Technology. Then, I ask our teachers to make use of that in their daily teaching. In this year, the Academic Committee set a policy to urge some of the teachers to conduct their teachings with a certain percentage of Information Technology. (APAL)*

### **b. Contribution to the school development**

The advancement of the teachers paves the way for the school to develop. As there is an increasing use of the computers in the day-to-day teaching, the Academic Committee sets a policy to urge some of the teachers to conduct their teachings with a certain percentage of

Information Technology. Subsequently, when the teachers become more practiced, they can manage the students problems easily. This helps the functioning of the school to be more efficient and more effective.

*Our teachers will have more confidence to adjust themselves in facing the problems of the students, the development of the school, and the needs of the education innovation. ... providing more information to the teachers, equipping them with the skills, and nurturing our teachers can help to minimize resistance from the teachers. (AHSD)*

*We, as teachers in this school, are more mature in handling any problems in the school. It seems we are more efficient and the results are more effective. (AGMI)*

c. Grasping the needs of the education changes

Staff development provides opportunities for the teachers to know the underlying factors and reasons for educational changes. Since there are so many changes in the field of education such as Education Reform, Curriculum Reform, Life-wide Learning and Project Learning, staff development can help teachers understand the need of these initiatives.

*I feel most of our teachers are more aware of the education innovations ... Education Reform, Curriculum Reform, Life-wide Learning, and Project Learning seem to be around us all the times. ... Those changes ... stick into our hearts. (AMSD)*

d. Enhancing the positive attitude of the teachers

Equipping teachers with new skills and techniques cannot guarantee success in school development and the successful adjustment to educational changes. The teachers find that staff development not only equips them with new skills and techniques, but also changes their attitude. They feel that they are more positive in facing the changes.

*Some of our teachers are willing to take part in the courses and workshops to equip themselves ... particular those which are related to their areas of concern . (AGMI)*

*After the development activities, our teachers normally will keep on talking about those*

*issues, particular if it is related to the well being of our interest... this shows that the activities can have some effect upon our teachers. (AHSD)*

*... Not only our skills and techniques, but also our attitude. (APAL)*

#### e. Facilitating the change process

The teachers state that staff development can help them build up confidence. By means of staff development, they know more about the development of the school and the rationale for educational initiatives. In addition, the activities can also help to provide more information and equip them with the skills. This really can minimize the teachers' resistance to change.

*... provide an opportunity for me to reflect my teaching skills and techniques ... I can know more about the changes outside because I'm so busy that I rarely care about educational changes. (AGM2)*

*... at least I'll think about the needs of the Educational Reform, rather than just criticize ... I know more about the reasons and the details of those changes. (ACM2)*

### 8. Difficulties of Implementation

#### a. Overload of the teachers

Most of the teachers reflect that they are very busy and do not have enough time to take part in the staff development activities. They have a lot of tasks to complete every day. Handling the students' problems, writing proposals and reports, conducting evaluation, organizing different kinds of activities, attending meetings, and meeting the parents have already used up most, if not all, of their time. Some teachers even complain they do not have time to prepare for the lessons. Thus, taking part in the staff development activities requires them to squeeze their time.

*It's too tired for me to attend those seminars ... I'd like to take a rest or finish my*

*marking rather than forcing me to sit in the room for three hours. (AGM2)*

*There are so many staff development activities in these few years. I feel tired and lack of time to participate ... I have to hurry to attend seminars after school. ... some of the workshops last until 8 in the evening ... even Saturdays have become learning days. (AGM1)*

#### **b. Attitude of the teachers**

Some teachers reflect that it is meaningless to attend the activities for they think that their major duty is to conduct the lessons and to teach the students. They feel that the Education Reform is not their concern and they cannot make a significant difference. They feel that it is the duty of the Principal and the senior teachers to keep in touch with recent educational changes. For the common teachers, a common perspective is that there is no point for them to spend so much time on it.

*Some of the teachers, including me, are quite nervous to be observed by our colleagues, particular our panel heads or the Principal. I feel that it is just like a show when our senior teachers go into our classrooms. We teach differently. ... we normally prepare more for we are quite frightened we would be degraded. (AGM2)*

*It is too far for me to know the Education Reform. I feel our school has to know what division of labour is. In my opinion, the Principal and the senior teachers should keep in touch with the recent education changes ... but as a common teacher, like me, there is no point for us to spend so much time on that... if staff development emphasizes more on teaching and learning, it may be more suitable for us. (ACM2)*

#### **c. Delineate the scope for development**

When the teacher-in-charge decides the scope of development, he is quite concerned about the programmes. It is because he and his members have to pinpoint on the needs of the teachers. Besides, the tremendous changes in the field of education makes choosing the most appropriate themes for staff development quite difficult.

*When I organize the staff development activities, I am quite nervous whether the programmes will meet the needs of the teachers. If the activities are meaningless or the teachers are not satisfied with them, teachers will have a feeling of wasting their time. ..*

*even if the speakers do not have the ability in generating the interest of the teachers, I have an uneasy feeling. (AHSD)*

d. Expertise of the teacher-in-charge and organizers

The teacher-in-charge feels that he is not an expert in planning and organizing the staff development activities. He states that he and his members are just the common teachers. They do not have any specific training in this area. Therefore, it is quite a burden for them to delineate the scope and to arrange staff development for other teachers.

*It is a great burden to organize the staff development days. ...we have to solve many problems such as how to make the programmes interesting? Are there any appropriate speakers? What kinds of activities can be incorporated in the programmes? ... we also need to perceive and to predict the satisfactory level of the teachers? (AHSD)*

e. Quality of the speakers

Another problem related to the implementation of staff development is the appropriateness and suitability of the speakers. The teachers feel that some of the speakers do not know the needs and background of the teachers. So their talks are quite meaningless and they and the speakers have wasted everyone's time. Another problem is the quality of the speakers. Their talks are sometimes not impressive and interesting; subsequently, the teachers cannot get much useful information from them.

*Some of the talks are very boring. Some speakers cannot provide us with any new insight ... they just talk and talk ... we even have heard that idea for several times in other occasion. (ACM2)*

f. Frequent changes in the field of education

Some of the teachers state that most of their teachers are fed up with educational programmes and initiatives. This is because there are so

many changes in the field of education. Teachers find staff development activities are quite difficult with respect to understanding all the changes. Furthermore, the staff development activities can only touch on part of any specific initiative and this fosters a feeling of fragmentation.

*Our teachers are really hardworking. They are eager to learn and to equip themselves. However, it is very difficult for the teachers to put all their effort to develop themselves for they have to face a lot of problems and to handle a lot of things in their daily teaching. ... time is a great constraint ... In the previous years, teachers were fed up with the education innovations. There are so many changes in the field of education that teachers cannot digest all the changes. (APAL)*

*In these two years, when we want to set the themes and aims of staff development for the coming year, we have to spend a long time on which scope of education innovation should be adopted for our teachers. (AMSD)*

## **9. Trend of Staff Development**

### **a. Synchronization with the Education Reform**

Recently, there are continuous changes and innovatives in the field of education. Therefore, the Principal and the teacher-in-charge of School A have the intention of synchronizing the staff development activities within the educational changes. They want to introduce the Education Reform and the Curriculum Reform to the teachers. Not only do they want to let their teachers understand the Reforms, but they also hope to help their teachers adjust to such changes.

*Talking about the trend of staff development, I feel it is very essential to keep in pace with the Education Reform. Our teachers should know and care about the changes, otherwise, we will be lag behind. I will arrange my panel heads and masters to attend all those seminars. When they come back, they have to let other teachers know the details. (APAL)*

*I'm quite sure our direction will be paving the way for the Education Reform and the Curriculum Reform. ... Three years before, our school spent a lot of time on Information Technology. At that time, how to use the computer and the software was the main theme. But in these two years, when we are having our preparatory meeting, we are always pinpointing on the Education Reform and the Curriculum Reform. (AHSD)*

**b. Meeting the needs of the school development**

The Principal and the teacher-in-charge know that school development cannot be achieved solely by their efforts. There is a need to get the support and involvement of all the teachers. In the views of the principal and teacher-in-charge, staff development can help teachers understand the situation and condition of the school. School development has to be concordant to the needs of the students, the parents, society at large, and the recent educational changes. Clearly, staff development, in the eyes of the Principal and the teacher-in-charge, is a means for school development.

*Recently, Curriculum Reform is also a hot issue. It just starts in these two years. This is also an important area which we must pay attention to. ... I always ask my subject panels to check whether we can do something to cope with the curriculum innovation. Taking the first step or trying a little bit can help our school adjust to the future .... Changing bit by bit is better than an abrupt change ... if there is a need to change in the future, we have already adapted to it and this will benefit the students and also the teachers. (APAL)*

*One of our recent staff development activities is about project learning. I think this is the trend because the government strongly recommends this approach to the schools. We are now trying to incorporate this in our daily teaching. (AMSD)*

**c. Equipping teachers for the educational changes**

Teachers have to equip themselves for the recent educational changes. In the past few years, the Staff Development Committee made use of the staff development activities to help teachers understand how to incorporate multi-media and the Information Technology into the process of classroom teaching. The Principal and the teacher-in-charge emphasize that the trend towards life-long learning, life-wide learning, and project learning require teachers to have new skills and techniques. Thus they foresee and predict that staff development will follow these kinds of trends in the near future.

*In the past few years, our staff development has already shifted towards the educational changes, for example we organized seminars and activities for our teachers to know more about the School-based Management, the issues related to the Education Reform. I feel we have to stick to this direction because the changes are very fast. If our teachers do not know what is happening outside, it is very difficult for us to survive. (AHSD)*

*It is very important to detect the trend of staff development. We had conducted several workshops and seminars on Information Technology before we arranged seminars on School-based Management. Then, up to the present moment, we concentrate much more on Project Learning, Life-wide Learning and Curriculum Reform. (AMSD)*

#### **d. Building vision and mission among the teachers**

The Principal and the teacher-in-charge have a common view that changes in the skills and techniques cannot bring a comprehensive and successful outcome if they as leaders and planners do not pay attention to the attitude of the teachers. At A school, these key individuals feel that the most important aspect in programme development is the readiness and acceptance of their teachers. Therefore, they treat staff development as a means for their teachers to share and to reflect.

*The future trend ... the most important part may be the attitude of the teachers. We have to make use of the staff development activities to equip our teachers with such changes. However, the most important aspect is the readiness and acceptance of our teachers. ... that is why we are not just providing information for the teachers, we often create opportunity for our teachers to share and to reflect. (AHSD)*

### **10. Direction of Staff Development in the Education Reform Context**

#### **a. Conveying the message of the Education Reform**

The Principal and the teacher-in-charge feel that letting the teachers understand the issue and the ongoing progress of the Education Reform is vital to the teachers receptivity and acceptance and the school's success. Therefore, conveying the message of the educational changes at hand is a basic focus of the committee in helping the teachers know what has been happening in the field of the education.

*First of all, our teacher-in-charge makes known the news and the information of the Education Reforms to all the teachers by means of the notice board. When I receive all the materials and information related to the Education Reforms, I will transfer them to him, and he, then, will post them on the notice board. This will at least help our teachers be aware of the information. (APAL)*

**b. Promoting readiness of the teachers**

The Principal puts a strong emphasis on the benefit and effect of the seminars and workshops. He states that those seminars and workshops can help teachers acquire knowledge, skills and techniques in adjusting themselves to the pressures of the educational changes. No matter whether the teachers be senior or junior, he urges them to take part in these planned activities. He believes if teachers keep in touch with important issues, they are more willing to accept and easily adjust themselves to the resulting changes.

*I'll send the senior teachers to attend the critical and important seminars, and they are required to bring back the messages to other teachers, while those new and junior teachers, I also encourage them to participate in those seminars and workshops ... if they keep in touch with those issues, they are more willing to accept and easily adjust themselves to the changes. (APAL)*

**c. Emphasizing the role of the teacher-in-charge of Staff Development**

The Principal has a discussion with the teacher-in-charge on the changes in his role. There is a need for the teacher-in-charge to take an active role in helping A school's teachers to face the needs of the broader societal context and to solve their specific problems that develop as a result of the changes. He emphasizes that the teacher-in-charge has to be more sensitive to the changes in the outside environment.

*I have talked to the teacher-in-charge of the staff development ... asking him to take an active role in helping our teachers to face the needs of the outside world and to solve their problems under the changes. ... (APAL)*

d. Delineating the new role of the Staff Development Committee

As to the case of the new role of the teacher-in-charge, the Staff Development Committee also has to know clearly its role in the development of the teachers. The Staff Development Committee has to balance the new and the old, assist the teachers to adapt to the changes, help the teachers innovate, and encourage teachers to adopt some new measures

*Actually the Staff Development Committee is a committee which helps to balance the new and the old ... I think our committee will help our teachers to adapt to the changes ... also will help them to innovate and to adopt some new measures ... if there is a need, we also will help our teachers to adjust to the external environment ... (AHSD)*

e. Sharing experience with teachers of other schools

The Principal and the teacher-in-charge find that there is a trend for the teachers to learn from the professional experience of other schools. Teachers of different schools will periodically pay visits to each other, and sharing professional knowledge and techniques is quite common. Thus in the future, there is a plan to arrange more frequent and specific visits to other schools or even to more distant schools in China.

*There is a trend for the teachers in Hong Kong to pay visits to other schools and even to schools in China. Our team has thought about this. ... maybe in the coming year, we will start arranging some visits to other schools and have sharing sessions with other teachers. This can help our teachers know what other schools have done in facing the educational changes. (AHSD)*

f. Reorganizing the resource corner for staff development

In order to help teachers get information for the educational changes, the Principal suggests the committee reorganize the resource. He suggests putting all the education papers, government notices, consultation reports, articles and journals in a staff development resource

location so as to let teachers get reference conveniently.

*Our Principal once suggests our committee to reorganize the resource corner in order to make teachers feel convenient in getting information for teachers' development. ... he suggests to put all the education papers, government notices, consultation reports, articles and journals, etc. in that corner ... (AMSD)*

**g. Trying the new educational measures**

The Principal has informed the panel heads and the department heads to try out some of the measures that can help their school adjust to the changes. He emphasizes that the panel heads have the responsibility to incorporate any changes in their daily teaching.

*I have also informed the panel heads and the department heads to try out some of the measures which can help our school adjust to the changes ... I tell them they have the responsibility to incorporate any changes in their daily teaching ... (APAL)*

**C. Findings from School B**

School B, which is located in the New Territories, is also a co-educational secondary school. It is a secondary school funded by a hospital organization. It was established in 1996. It has 25 classrooms and 15 special rooms. The school presently is accommodating more than 1000 students and 61 teachers. There are altogether 29 classes. 6 classes for each of Form 1 through Form 3. There are 5 classes in Form 2 and 4 classes in each of Form 4 and Form 5. In Form 6 and Form 7, there are two classes per each respective level. As a result, the school has to make full use of the classrooms and some classes are treated as floating classes. The Principal of this school has occupied the position since the school was first founded.

## 1. Initiation Factors

### a. A trend for schools to have staff development

When School B was newly established in 1996, staff development was a normal practice for the school to develop their teachers. Most of the schools, particular the newly established schools, at that time would adopt this kind of practice. Not only did this show that the school endeavoured to develop the teachers, but it could also help the school reflect a good image.

*Staff development was a trendy practice when our school was newly established. At that time, we needed to arrange some means of staff development for our teachers ... if not, we were not in the same direction as the other schools. (BPAL)*

*In 1996, the School Management Initiative had been implemented in many schools in Hong Kong. ... since our school was a new school at that time, the Education Department also hoped we could join that scheme, however, we needed to know more about the details of the SMI ... staff development was taken as a way for our teachers to know more about it before we decided to implement the SMI in our school. (BGM1)*

### b. Support of the Education Department

The Education department supported the schools in Hong Kong in arranging staff development for their teachers. Ever since the implementation of the School Management Initiative in 1991, all secondary schools were granted three days for staff development. In addition, the Education Department also allowed the schools to allocate financial resource for the purpose of staff development.

*When our school was set up in 1996, at that time, the Education Department encouraged schools in Hong Kong to organize school-based staff development activities for the teachers. ... according to the regulation, we could have three staff development days ... (BGM1)*

### c. Belief and intension of the Principal

The Principal held a firm belief that staff development could help

teachers gain mutual understanding, integration and cooperation among themselves. Therefore, the Principal put a strong emphasis on staff development by encouraging teachers to attend seminars and workshops.

*I strongly believe that staff development is very important for the teachers to enhance themselves. It is impossible for any teachers to teach the students efficiently and effectively without further learning after they leave the teaching institutes. Therefore, I have put a strong emphasis on staff development since the school was newly established. (BPAL)*

*The Principal and some of the teachers who helped to set up the school wanted to make use of staff development to integrate the teachers. Most of the staff development activities were related to mutual understanding, integration and cooperation among the teachers. (BMSD)*

#### d. Needs of the young teaching staff

Most of the teachers were quite young when the school was established in 1996. It was quite difficult for them to promote efficient and effective teaching without further development after they had so recently left the teaching institutes. For School B, staff development was a means for the new teachers to learn how to deal with the actual teaching situation and to gain from the experience of the others on staff.

*In the first few years, our school had a few experienced teachers. Most of the teachers were very young, therefore, at that time, staff development was a means to help those teachers acquire teaching skills and techniques. Our Principal also emphasized on the benefit of sharing among our teachers. Therefore, setting a period of time for sharing among the teachers during the staff meetings was a typical activity in the past few years. (BCM1)*

#### e. Skills for handling students' problems

School B is located in a newly developed urban location. It is common to find that the students allocated to the schools in a new community do exhibit a significant number of problems. Some of the problems are even quite serious. Therefore, staff development at that time was applied as a means for the teachers to understand and perfect

techniques to deal with such problems.

*Our school is in a new town. We all knew that students who were allocated to the schools in the new towns were quite troublesome. It was quite difficult to handle the students' problems. Some of our teachers were quite young and inexperienced, thus staff development activities were mainly used to help our teachers with those kinds of skills and techniques. (BMSD)*

## **2. Continuation Factors**

### **a. Grasping the details of the Education Reform**

Teachers find that staff development can help them become more familiar with the frequent changes in the field of education, particular the Education Reform. Staff development is a means to introduce them to the pace and the specific aspects of the Education Reform. The teachers feel that staff development can help them better understand how the reform affects them and what they have to do in order to cope the ensuing changes.

*I feel that there are always changes in the field of education nowadays. When I wake up everyday, the Education Department will tell us there is a change in a certain aspect, on the other day, the Education Commission will tell us there is an education reform... so without the development day, I'm sure I will be lagging behind. (BGM2)*

### **b. Meeting the needs of the new syllabus**

In the coming years, there will be a change in the syllabus. Teachers have to attend seminars and workshops so as to get more information about the new syllabus and this also compels teachers to learn how to cope with the changes. The teachers understand that they cannot just continue in their teaching and expect to do so without any further training.

*Many of our teachers have to face the new syllabus and this compels us to learn. In these few years, not only do we need to equip ourselves with the new teaching methodology of using IT, we also need to teach the students computer literacy. ... Next year, there will be a new Chinese syllabus and teachers cannot only sit inside the*

*teachers' room without any further training. (BGM1)*

**c. Changes in the process of teaching and learning**

There is an adjustment in the process of teaching and learning. Teachers in School B find that they have to incorporate the leading edge skills of Information Technology to teach their students. In addition, they find that they also have to use the inquiry and exploratory approach to help their students learn. Therefore, the teachers are required to equip both themselves and the students with the skills of project learning.

*In these two years, I find that staff development is used to equipping us with the skills and techniques in two major aspects, one is the Information Technology and the other is the new learning approach. ... Recently, we learn how to incorporate IT in the process of teaching and learning ... and we also need to know more about the skill of project learning. (BCM2)*

**d. Prerequisite of the School-based Management**

In the year 2000, School B has to follow the regulation of the Education Department to join the School-based Management. One of the prerequisites is to institute school-based staff development. Under the School-based Management, on top of the change in the administrative practice of the school, there is a need for the school to incorporate the participation of the parents. Emphasis on the Home-school Cooperation also requires teachers to equip themselves and to pay attention in this aspect.

*Staff development is a pre-set criterion in the School-based Management. We have three staff development days and a certain sum of resource for teachers' development. (BHSD)*

*Staff development is a usual and habitual practice in our school. We have a Staff Development Committee which will organize activities for us. (BMSD)*

*We need to consider the needs and the grievances of the parents because the School-based Management strongly emphasizes the involvement of the parents not only in the daily affairs, but also in the process of decision making. (BHSD)*

#### e. Building mission and vision among teachers

The Principal hopes to make use of staff development to develop a shared mission among the teachers. This can help the teachers maintain a positive attitude when dealing with their daily teaching. Furthermore, the Principal also wants the teachers to adopt a common vision so as to generate a mutual understanding. This can help direct the teachers in working towards the same goal.

*Some teachers feel that it is impossible to teach those low-ability students. Actually, we have to teach different kinds of students. Therefore, we have to change the mind of some of the teachers ... to make them know the importance of value-added. We try to nurture those teachers with a positive mission. (BPAL)*

#### f. Belief and encouragement of the Principal

The Principal always encourages the teachers to attend seminars and workshops. It is because she thinks that the teachers have to keep in touch with the outside world. She believes that ongoing learning and increasing personal knowledge can help her teachers become more professional and capable in their function.

*Our Principal always encourages us to attend seminars and workshops ... she also likes inviting speakers to provide talks for us because she always says that we have to keep in touch with the trend of the education. ...and she has a feeling that learning and knowing more can help us to become more professional. (BGM2)*

*Many of the Principals in Hong Kong want to have a team of bright and professional teachers. Our Principal is one of them, so she puts much emphasis on staff development. (BMSD)*

#### g. Attitude of the teachers

Some of the teachers in School B find that competition is presently very keen among young professionals. If they do not upgrade and equip themselves, they will lag behind and will be limited in their

professional opportunities. They know that efficiency and effectiveness are very important in the process of teaching and learning. Staff development, in their view, can help them become more competent teachers.

*We must be competent because the competition is very keen. Everywhere in Hong Kong is talking about efficiency and effectiveness, including the teaching field. If we do not upgrade ourselves, we will be eliminated. (BHSD)*

### **3. Staff Development Policy**

#### **a. Aims**

School B has a practice stating their scope of development in their document Annual School Key Concerns. There are three major concerns in the aspect of staff development: enhancing teachers' professionalism, improving the efficiency and effectiveness of teaching and learning, and developing a sense of mutual support and team spirit.

There is an explicit objective statement stating the policy of staff development in School B. It states that the objective of staff development is to help teachers acquire professional knowledge, arm with professional skills and techniques, and develop a professional attitude so as to make the process of teaching and learning become more efficient and effective. Staff development tries to help teachers meet their personal growth and professional needs as they go through different developmental stages of being teachers. Staff development helps cope with general school development, changing students' needs, and ongoing societal changes. Finally, School B emphasizes that staff development is

a means to help teachers acquire the educational information and the messages of the educational changes so as to assist the teachers in becoming enthusiastic and professional educators.

The annual plan has written down the policy statement of staff development in School B. There are six major aims:

- i. to help teachers acquire professional knowledge, learn professional skills and techniques, adopt an professional attitude;
- ii. to build up a team spirit and have a mutual understanding among teachers;
- iii. to know the education policies and keep in touch with the educational messages;
- iv. to share the experience with colleagues and other teachers;
- v. to motivate teachers in work towards the vision of the school; and
- vi. to help teachers understand the concept of School

Self-evaluation and Self-enhancement.

*In recent years, I find that our school has put a strong emphasis on staff development. This can be seen in the Key Concerns of the school. ... key concerns are the major points of consideration in that year... (BGM1)*

*I state clearly the aims and objectives in the annual plan. ... In the annual plan, I provide an assessment of the present situation such as the strengths and weaknesses of our teachers. Then I state the direction of staff development in that year. In the annual plan, budgeting and forms of evaluation are also included. (BHSD)*

#### b. Structure

School B has a Staff Development Committee to plan, organize, implement and evaluate the staff development activities for their

teachers. There are three members in the committee, including the teacher-in-charge. The teacher-in-charge is a senior and experienced teacher. One of the members is the Prefect of Studies and the other is the Assistant Prefect of Studies. They are responsible for the staff development activities at the organizational level and the school level.

At the departmental level and the subject level, staff development activities are dependent on the department heads or the subject panel heads. However, they have to report to the teacher-in-charge of the Staff Development Committee.

At the individual level, the Staff Development Committee plays the role of transmitting the developmental information, encouraging teachers to participate, and recording teachers' personal development.

*The Staff Development Committee has been set up for six years since our school was set up in 1996. At the very beginning, only a senior teacher took up the duty of organizing the staff development days. Now we have three members in the Staff Development Committee, including the teacher-in-charge. (BMSD)*

### c. Programmes

School B also has a programme plan which has stated the extensive list of items they would take to help their teachers develop:

- i. organize a staff development camp to help teachers know more about the process of professionalization and the concept of teacher professionalism;
- ii. arrange new teachers' orientation programmes such as a sharing and mentoring system, so as to help new teachers adapt to the new

- teaching environment;
- iii. organize three staff development days in the academic year;
  - iv. make use of the questionnaires to collect information about the needs or the intention of the teachers;
  - v. enhance teachers' professional attitude;
  - vi. help teachers understand the concept of School Self-evaluation and Self-enhancement;
  - vii. enable teachers to share what they have learnt, experienced, and acquired during the staff meetings;
  - viii. assist the Information Technology Committee to equip and update teachers' technological skills and techniques;
  - ix. provide information and convey messages about training courses, workshops, and seminars organized by outside agencies and encourage the teachers to attend;
  - x. record all the development activities at different levels, including the individual level, the departmental or subject level, the school level, and the organizational level;
  - xi. purchase reference books for general improvement of teachers' professional skills;
  - xii. post newspaper cuttings so as to arouse teachers' interest regarding current educational news and issues; and
  - xiii. restructure the resources area so as to facilitate teachers in receiving information and reference;

*The teacher-in-charge often updates the notice board. We can easily check the latest information ... if we want to apply for any courses or seminars, we can either submit the forms by ourselves or approach the teacher-in-charge for assistance. (BCM2)*

*In the first few staff meetings, I remember there are some sharing. Some teachers will*

*share what they have learnt or acquired with us. This has been scheduled in the agendas of the staff meetings. (BGM2)*

*The Chinese panel head once arranged a Chinese Super teacher from China to share with us. The teacher attended our lessons and we exchanged our opinions afterward. (BGM2)*

#### **d. Evaluation**

The annual plan states three ways to evaluate the efficiency and effectiveness of their activities:

##### **i. Consultative evaluation**

Soliciting feedback during different meetings such as those of the Staff Development Committee, the School Administration Committee, and those organizations which facilitate the staff development activities.

##### **ii. Quantitative evaluation**

The committee will calculate the number of teachers applying for or participate in the staff development activities. Moreover, questionnaires will be distributed to teachers to collect data about the effectiveness of the seminars and sharing sessions.

##### **iii. Qualitative evaluation**

Observation will be taken during the process of staff development. Specifically the members of the Staff Development Committee will listen to the views and opinions of the teachers. Moreover, there will be a review regarding how, and to what extent, the teachers adopt new skills and techniques in their daily teaching after the seminars or the workshops.

School B has made an evaluation on the staff development programmes and it finds the following:

- i. Teachers were quite enthusiastic in taking part in the staff development seminars and workshops. There were in total more than 230 instances of attending professional development activities, and on average this correlated to about 4.5 times per teacher in the study year;
- ii. The Education Tour to Guangzhou was a success. Teachers had a sense of achievement and satisfaction. They generated a feeling of team spirit and mutual understanding. Furthermore, the teachers who teach Chinese Language found it was worthwhile to receive and discuss information regarding incorporating the thematic approach in teaching Chinese Language.
- iii. Some of the seminars and workshops, however, were quite dissatisfactory. It was because the speaker neither provided any insight nor helped teachers acquire any new concept. The quality of the speakers will have to be more carefully considered before extending invitations in the future.
- iv. The workshop on project learning was successful. Teachers found that the workshop could help teachers become acquainted with the knowledge and skills requisite in conducting project learning for future applications.

- v. Teachers felt that the School Self-evaluation and Self-enhancement Programme was quite time consuming. The skills in delineating the scope for evaluating and the techniques in setting the questionnaires were quite complicated.
- vi. The staff development camp was too academic, and it would be better if more activities could be incorporated into the programme.
- vii. Programmes on new teachers' orientation could be more diversified and the mentoring system needed to be improved.
- viii. Some teachers suggested having more school visits and sharing with teachers of other schools.

*When we finish the activities, we normally conduct a survey to collect the feedback from our teachers. It is just a short questionnaire asking about their opinions and suggestions. (BHSD)*

#### **e. Cost**

At the beginning of the academic year, the teacher-in-charge drafted a budget of 12950 dollars for the whole year. Around 10000 dollars were spent on the staff development camp. The remaining amount was left for the staff development days.

However, the total amount was not enough. The Principal agreed to increase the total sum by granting 30000 dollars to sponsor teachers going on the educational tour to Guangzhou and 8000 dollars to invite a speaker for the staff development day.

The Education Department also has a grant of \$500 for each teacher to buy reference books for the purpose of staff development.

*Concerning the budget, our Principal really supports the staff development activities. She allocates a lot of money for the purpose of staff development. For example, if we have to pay for seminars or workshops, we can ask for about 100 dollars subsidy. Our Principal also subsidized each teacher with about 1000 dollars for a four-day education tour to Guangzhou in China. She also spends thousands of dollars to invite speakers for our staff development activities. (BHSD)*

*I know that the Education Department has granted each teacher with 500 dollars to buy reference books for the purpose of development. (BMSD)*

#### f. Time

The staff development camp is a normal practice of the school. It is often held at the end of the summer holiday in late August.

The three staff development days are scheduled before the beginning of the academic year. The first one is in mid November, another is in mid March and the last one is in early June. The first day is scheduled at the convenience of the guest speaker. The other two days are set in accordance to the pace of the School Self-evaluation and self-enhancement Programme.

The educational tour to Guangzhou is in March. It is scheduled during the Easter Holiday because teachers and students in China do not have holiday in this period.

All the departments and subjects normally make use of their meetings to conduct their staff development. Finally, for those seminars or workshops that are organized by other institutions or education bodies,

most of the teachers will make use of the Saturdays and Sundays, or even the holiday.

Finally, the staff development symposium, which is organized by the school sponsoring body, is organized in December. This has also been scheduled in the school calendar.

*Talking about the time ... In our school, we have three semesters. Our school has allocated a staff development day in each semester, normally in November, March, and June. Besides, the members of the Staff Development Committee also arrange some workshops and seminars for us during the examinations. (BCMI)*

#### **4. Strategies Adopted to Cope with Staff Development Policies**

##### **a. Mutual understanding of the Key Concerns of the school**

School B has a practice to state the major issues for consideration in the coming academic year. All the issues of consideration are stated as the Key Concerns of the school. All department heads and subjects panel heads are required to plan with careful consideration to such concerns. This helps all the teachers maintain a mutual understanding of the respective direction being taken by the school.

*Every year, the administrative members will set the major aims of staff development in the Key Concerns of the school. This will make the concerns known to the teachers in the first staff meeting. (BHSD)*

##### **b. Planning should be completed on schedule**

The administration system requires all departments to submit the annual plan, action plans, evaluation report, and other related documents to the Principal according to an agreed schedule. These documents will be discussed by the School Administration Committee. Thus the policy and implementation of staff development can be guaranteed.

*Not only our team, all the departments in our school have to follow the schedule to submit the annual plan, action plans, evaluation report and other related documents to our Principal. ... The annual plans and evaluation reports of all the departments will be discussed in the School Administration Committee. With the approval of the Principal and the Committee, we can conduct the programmes according to the plans. (BHSD)*

**c. Recommendation of teachers to attend seminars and workshops**

The Principal and the teacher-in-charge always encourage teachers to attend seminars and workshops. If the Principal finds some of them are worthwhile and beneficial, the Principal normally assigns relevant panel heads or teachers to attend. He attendees are required to bring back information and arrange an opportunity to share with other teachers.

*When our Principal feels the seminars and workshops beneficial for the teachers or the school, she often assigns teachers to attend. (BGM2)*

**d. Checking the needs and intention of the teachers**

The teacher-in-charge often conducts surveys to review the needs and interests of the teachers. There is a overall assessment of the needs of the teachers at the end of the academic year. This can help the Staff Development Committee to gather opinions for setting the objectives and themes of staff development in the coming academic year. When the committee has an intention to organize an educational tour, they will review the overall needs of the teachers before completing the arrangement.

*At the end of the academic year, normally in June, the teacher-in-charge will ask us to complete a short questionnaire gathering our opinions about the objectives and themes of staff development in the coming academic year. In this year, he even set a column asking us whether we would like to participate in an educational tour to Shanghai in the following year. ... he also asks us whether we know and whether we would like to learn Putonghua. (BCM1)*

**e. Allocating the time for staff development**

School B has organized various kinds of staff development programmes and activities. The three staff development days are not enough to conduct so many activities. Therefore, the school often makes use of the examination period. This is because teachers will be free in the afternoon during the students' examination.

*We often squeeze a period of time during the examination to conduct some useful workshops for our teachers. In this year, our group invited the Curriculum Development Institute of the Education department to conduct a workshop on project learning for our teachers in one of the afternoon during the first examination. (BHSD)*

**f. Formal structure to handle the issue of staff development**

School B has established the Staff Development Committee to handle the issue of staff development. For staff development at the organizational level and the school level, the committee has the full responsibility to arrange activities for the teachers. However, for the departmental and subject-based level, the school has also stated that the department heads and the subject heads should make appropriate professional development arrangements for themselves.

**g. Conveying educational messages to highlight educational concerns for the teachers**

The members of the Staff Development Committee frequently post various educational pamphlets and information on the notice boards so as to convey important educational information to the teachers. This practice can help teachers to pay attention to the most recent information and related changes in the field of education.

*In the Staff Room, a form is put on the notice board. We have to fill in the seminars or*

*workshops that we have attended. The teacher -in-charge will collect it at the end of the month and submit to the Principal. (BCM2)*

#### **h. Flexibility in utilizing resources**

Although there is a budgeting exercise before the beginning of academic year, and the Principal often finds a flexible manner to handle the financial needs for staff development. The Principal approved an increased amount for staff development in the middle of the year because there was a need to subsidize the educational tour to Guangzhou in China.

*Talking about the resource, our team leader tries to apply for funding to support the staff development activities. In this year, he has applied for the Quality Education Fund in which part of the funding has already been assigned for a staff development day camp. (BMSD)*

#### **i. Evaluation becomes a common practice**

The staff appraisal system is a means to motivate teachers to develop themselves. At the end of the academic year, teachers are required to report what kinds of staff development activities they have attended. This can encourage the teachers to adopt an enthusiastic attitude towards developing themselves. Furthermore, the appraisal interview also provides a means for the Principal to comment, to advise, and to give suggestion to the teachers regarding aspect of personal development.

*Questionnaires will be distributed to us when the programmes of the staff development finish. ... maybe this can help them to know opinions and feelings of the teachers. (BGM2)*

*Our school appraisal system has incorporated the element of staff development. ... we have to state what kind of seminars, workshops, meetings and courses we attended in the self-appraisal form. (BPAL)*

## **5. Roles of the Principal, the Teacher-in-charge and Members of the Staff Development Committee**

### **a. Roles of the Principal**

The Principal is the one who has the sole authority to approve or disapprove the overall planning of the staff development. This is because all the department heads and subject panel heads in School B have to submit their plans for approval before the beginning of the academic year, the teacher-in-charge of Staff Development Committee is no exception.

The Principal is also a major consultant or adviser in setting the direction, aims, programmes, and activities of staff development. The teacher-in-charge takes a serious consideration of the principal's opinion before making related decisions.

In the aspect of resource support, the Principal plays a very important role in getting and assigning resources for staff development. She also performs the role of monitoring the quality and effectiveness of the staff development programmes and activities. Not only does she obtain immediate feedback of the teachers, but she also asks for evaluation reports after every staff development activity.

The Principal is an active participant in the staff development activities. She always shares her views and opinions with the teachers as well as takes part in many of the activities.

*The Principal often discusses with the teacher-in-charge about the direction of staff development. When she finds something is good for the teachers and the school, she will ask him to have a trial on it. (BMSD)*

*The Principal seems like an adviser who often gives opinions on most of the issues of staff development. (BGM2)*

*The Principal helps to get more resources for staff development. Besides, she is the person who makes decision on the allocation of resources and the timing of the staff development days. (BHSD)*

#### **b. Roles of the teacher-in-charge**

The teacher-in-charge is the person who is fully responsible for all the aspects in staff development. He has to do the planning, organizing, implementing, and controlling of all aspects of staff development in this school.

First of all, he is required to seek a mutual understanding and agreement with the Principal in delineating the direction and aims of staff development. And, in the interest of relevance and balance, he needs to collect information about the specific problems and needs of the teachers.

Before deciding the aims and objectives as well as planning the staff development programmes and activities, he has to assess and take into consideration the strengths, the weaknesses, the problems, and the needs of the teachers.

He is an organizer of the programmes and activities. In the process of organizing the activities, he must accept the role of a diplomat. This is because he has to contact outside organizations and bodies to diplomatically negotiate and arrange activities for the teachers and invite speakers for the staff development activities. After the programmes, he

has to conduct an evaluation about the effectiveness of the activities.

When there are inter-schools activities or developmental tours, he is the coordinator of all such activities. It is quite common for him to become a liaison person who needs to make arrangement for the teachers.

Basically, the teacher-in-charge always encourages the teachers to take part in the seminars and workshops which are worthwhile and relevant to their daily teaching. And it is a common practice for the teacher-in-charge to help and assist the other department heads and subject panel heads to organize the subject-based staff development sessions for the teachers.

Finally, there is a need for the teacher-in-charge to make known to all the teachers the various and current educational issues including the latest information about the seminars, workshops, courses and educational programmes. And he needs to make a record of what have been happening in the aspect of staff development.

*I have to take care of the Staff Development Committee. ... including planning, organizing, implementing and controlling all the staff development programmes and activities. Every year, I try to collect the opinions from our teachers by which I can set the aims and objectives of staff development in the coming year. Then I have to draft the yearly plan and seek the approval from the Principal. Apart from the scheduled programmes and activities, I have to handle some ad hoc and immediate issues. ... Moreover, evaluating the effect of every activity is also one of my duties. (BHSD)*

*The teacher-in-charge seems like a diplomat. He always contacts the outside organizations and bodies to arrange activities for us. ... he also needs to invite the guest speakers for our staff development activities. (BGM2)*

*The teacher-in-charge normally seeks our opinion about the programmes and activities during the meetings. Most often, he asks us to share the duties of staff development. (BCM2)*

*When there is an inter-schools staff development activity, the teacher-in-charge has to do the liaison and coordination. In this year, he did quite well arranging the Joint schools' seminars and the Guangzhou educational tour. He did a lot of preparation. In addition, he also helped us solve different kinds of problems. (BGM2)*

### **c. Roles of the members of the Staff Development Committee**

The major task of the members is helping the teacher-in-charge to organize and to run the staff development activities.

They are required to obtain information about the needs of the teachers. Therefore, they help to conduct surveys in order to solicit the views and opinions of the teachers. The committee members also express and share their ideas when discussing the aims, the programmes, and the activities of staff development.

Committee members help to make known to teachers the most recent educational issues by circulating notices and other information regarding staff development.

*The members help the teacher-in-charge to run the staff development days. They also help to circulate the notices and information about staff development. (BCM1)*

*Sometimes, I discover the members of the Staff Development Committee help the teacher-in-charge conduct different kinds of staff development activities. (BGM1)*

*The members and the teacher-in-charge often seek opinions from the teachers informally... such as talking about the needs and interests of the teachers in their free time inside the teachers' room. (BGM1)*

## 6. Staff Development Activities

### a. Staff development at organizational level

The sponsoring body of School B is a charity organization which has quite a number of kindergartens, primary schools, and secondary schools in Hong Kong. Every year, the sponsoring body has a tradition of organizing a staff development symposium for all the teachers. In this year, it was held in December. The organizers invited experts and scholars to give talks on different topics.

*Our sponsoring body always arranges a staff development symposium for all the teachers. We have to attend the symposium. There are several parallel sessions, thus we can have a choice on them. (BGM1)*

### b. Staff development at school level

School B has a common practice of organizing a staff development camp during the summer holiday. This year, the theme is teacher professionalism. The programmes in the staff development camp included seminars, role-plays, discussion and reflection.

There are three staff development days that have been scheduled in the school calendar. They were held in November, March and June. The first one focused on a seminar regarding how to handle a class with heterogeneous students. The recent Education Reform minimizes the grouping of students from 5 categories to 3 categories. The other two staff development days were mainly dealing with the issue of School Self-evaluation and self-enhancement. School B joined the scheme which was organized by the Chinese University of Hong Kong. Several scholars and experts helped the school understand the concept of

self-evaluation and assisted the school to conduct related surveys and assessments.

School B also organized two workshops for the teachers during the examination period. One was concerned with project learning and the other was related to Information Technology. These two workshops aimed at helping the teachers to cope with these recent trends within teaching and learning.

There was an educational tour to Guangzhou in March. Apart from the usual activities such as lesson observation, sharing with teachers in China, documentary studies and seminars, School B incorporated a new activity: teachers of School B and teachers of China taught the same topics but in different classes for comparison. The subjects included Chinese Language, Mathematics and History. After the lessons, teachers had a sharing session and much discussion about their respective teaching methodologies.

There were other staff development activities for the new teachers. A teachers' orientation activity was arranged for the new teachers to familiarize with other colleagues and to adapt to the new working environment. Moreover, a mentoring system was implemented whereby a new teacher had a mentor teacher who would give support during the school year if needed.

During the staff meetings, half an hour had been assigned for

teachers to share among themselves. If teachers had received some particularly useful information, they could make use of the staff meetings to share what they knew. This year, as usual, some important issues were discussed and shared among the teachers. They included a range of topics: sexual harassment, prevention of youth suicide, crisis management, and the experience of the Guangzhou educational tour to name a few.

School B arranged a school visit for their teachers. They focused on obtaining information about how the other school made use of Information Technology in their daily teaching and learning. There was a sharing session to more fully appreciate the experience of the practices of other school.

Finally, the appraisal system in School B is also a means for staff development. The first part of the teacher appraisal is a self-evaluation element, and the teachers have to reflect and assess their own performance. The subsequent section is an evaluation and assessment by their department heads or subject panel heads. The Principal will then have a personal interview with the teacher discussing with each their strengths and weaknesses. The Principal will make use of this interview to give encouragement, provide advice and offer suggestions to the teachers.

*In this year, our school organized an education tour to Guangzhou. We had a new experience there because both teachers of our school and teachers in Guangzhou taught the same topic but in different classes. We observed each other's classes and had a sharing of information afterwards. (BHSD)*

*During the staff meetings, there is a time for sharing views. When teachers find some issues are relevant and worthwhile, we will make use of this opportunity to make these known to other teachers. We normally have discussion and sharing the issues. (BGM2)*

*In summer, we had a staff development camp. This year, the theme of the camp was teacher professionalism. The teacher-in-charge invited a speaker to discuss with us how to become a professional teacher. We also had role play and made use of drama to express what we thought. (BMSD)*

*This year, our school had organized a lot of seminars and workshops for us. Apart from the three staff development days, we had to attend the workshops on project learning and Information Technology. (BCM1)*

*I think the staff appraisal can help our teachers develop themselves. It is because not only the panel heads evaluate their performance, but they can also have a chance to reflect. Every teacher has to complete a self-evaluation form which is a good tool for them to think about their strengths and weaknesses. Our appraisal system is a formative one. We try to make use of the system to help our teachers develop themselves. (BPAL)*

*We have organized a New Teachers' Induction activity to help our new teachers familiarize with the daily practice of our school. We have also arranged some experienced teachers to help them adapt to the new environment. (BHSD)*

#### **c. Staff development at departmental or subject-based levels**

The department heads and subject panel heads usually will make use of their subject meetings or department meetings to develop their team members. After their team members have attended some of the seminars or workshops, the departmental and subject panel heads will normally invite them to share with other staff members. Copies of the information are made and distributed to the subject team members.

Some of the subjects have made use of lesson observation and team teaching to develop themselves, particular when teaching the English Language, Chinese Language, and Mathematics. Before and after the lesson observation, the teachers involved will have a discussion among themselves.

The Chinese Panel made an arrangement to invite an expert from Mainland China to observe their lessons and assess their teaching approach. The expert could help the Chinese Language teachers to improve their teaching methods.

*Many of our teachers have to attain the standard of information technology. Therefore, we have to participate in the information technology courses. Many of our teachers are very bright, they have achieved the Upper Intermediate Information Technological Level. (BCM2)*

d. Staff development at individual level

Individual teachers are encouraged to take part in the seminars and workshops which are organized by the outside educational bodies and institutions. They often make use of the Saturdays, Sundays, and holidays to attend such sessions. Sometimes, they will attend related activities after the classroom lessons in the afternoons, during the teaching semester.

Some teachers are taking formal courses which are organized by the College of Education and the universities in Hong Kong. Some are taking the Postgraduate Certificate of Education, and some are upgrading themselves to the degree level. Other are taking a higher degree.

*On Saturdays, Sundays or after school, many of our teachers take part in the seminars and courses which are organized by the Education Department, other educational bodies or institutions. I think we have a very high rate of participation. (BMSD)*

## **7. Achievements of Implementation**

### **a. Acquiring the new teaching skills and techniques**

Teachers in School B claim that they are acquiring the new skills and techniques in teaching their students. Recently, there is a great demand for the teachers to adopt Information Technology as a tool to conduct lessons, search for information, and communicate with the students. Teachers agree that the courses and workshops can help them learn and practice such techniques. Moreover, there is a trend towards facilitating students in acquiring knowledge by using the project learning approach. This approach is new to most of the teachers, and teachers find that staff development can help them in understanding and applying related techniques.

*Many of our teachers have attained the standard for Information Technology which is set by the Education Department. It is quite common for our teachers to conduct their lessons with the aid of Information Technology. (BHSD)*

### **b. Helping teachers to meet the needs of the students**

Students needs and problems are various and diversified, particular those with learning difficulties. Some teachers in School B find that some of the students' problems are quite serious. Staff development can help them know more about the causes and effects of those problems. They specifically mention the seminars and workshops can train them with appropriate methods and procedure to handle such problems. They also find that those staff development activities in particular create good opportunities for them to share their experience with other teachers.

*I'll try to make use of different methods to help our students, particular those students with learning difficulties. ... after I have taken part in so many activities and workshops, ... because I feel that as teachers, we should have the responsibility to nurture all our students. (BGM2)*

#### c. Facing the changes in syllabus and curriculum

Teachers find that the staff development activities make them know more about the direction and scope of the curriculum changes. In their experience of previous trips, the Chinese Language teachers find that the Guangzhou educational tour really assist them in preparing a thematic approach to teaching Chinese in the coming year..

*Our Chinese Language Panel Head invited an experienced teacher from Guangzhou to observe our lessons, review our scheme of works and to share with us. I feel this benefits us a lot because we will have a new syllabus in the coming year. His assistance can help us move in an appropriate direction. (BGM1)*

#### d. Equipping teachers to face the Education Reform

There are currently many changes in the field of education, particular the Education Reform and the Curriculum Reform. Not only do the staff development seminars help the teachers grasp the information related to such changes, but some of the teachers even try to incorporate the anticipated components of changes into their daily teaching.

*I know more about the Education Reform and the Curriculum Reform. Not only can those seminars help us grasp the information of such changes, some of our teachers even try to incorporate the components of changes in their daily teaching.... such as project learning and curriculum tailoring... (BCM2)*

#### e. Enhancing the teachers' morale and team spirit

Staff development provides a chance for the teachers to cooperate in conducting group lessons in Guangzhou. The teachers of Chinese Language, History, and Mathematics have an opportunity to devote

themselves in preparing for these lessons. This experience makes them feel team teaching can really raise their morale and team spirit.

*Many of our teachers are very enthusiastic. We spend much of our time to take part in many seminars and workshops that can help equip us with a lot of teaching skills and techniques, keep in touch with the educational changes, and expose ourselves to different education issues. ... all teachers can make use of the staff meetings, departmental or subject meetings to share ideas with other teachers. (BMSD)*

f. Stimulating teachers to try the new attempts

The educational tour to Guangzhou stimulates the teachers to have “group lesson preparation” in the coming year. This is because they find that it was very successful for the Guangzhou teachers to share their ideas on how to conduct such lessons. Teachers can also help each other in preparing materials for the students, and this really can enhance their cooperation.

*Our school will try to have “group lesson preparation” in the coming year. This is because when we visited Guangzhou, we found that it was very successful for the teachers to share among their skills and techniques. ... can help each other ... can enhance their cooperation. (BPAL)*

g. Understanding the situation and the condition of the school

The teachers in School B understand that there is a demand for quality assurance in teaching. By means of seminars and workshops, the Chinese University of Hong Kong introduces teachers to the concept of school self-evaluation. The teachers practise techniques to evaluate their achievements and deficiencies.

*The school self-evaluation workshops help our teachers know how to evaluate our achievements and understand our insufficiency. (BHSD)*

h. Building the mission and vision among the teachers

The teachers in School B have a mission of trying their very best

to nurture the students. This is because their Principal always emphasizes that all students can be taught and can be nurtured, and the message has been consistently conveyed to the teachers through the staff development activities. This is evident by how teachers expend extra effort in teaching and helping the students after school. Many teachers work very late after school, and often leave the school at 7:00 or 8:00 in the evening.

*Our Principal always emphasizes that all students can be taught and can be nurtured. This message has always been conveyed through the staff development activities. ... to a certain extent, I feel our teachers have that kind of mission ... this can be seen by how teachers put their effort in teaching and helping the students after school. ... a lot of our teachers work very late after school, some even leave school at 7 or 8 in the evening. (BHSD)*

#### i. Generating a learning culture

Some teachers in School B are very enthusiastic in learning. They attend a lot of courses, workshops, and seminars. During the whole year, teachers from this school attended seminars and workshops had an accumulative total of 230 times. On average every teacher seminars and workshops reached 4.5 times per year. Not only does the school have many staff development activities, but the teachers also make use of their free time to attend courses. Departmental and subject-based sharing sessions are also very common.

*Many of our teachers have built up an attitude to enhance themselves. The figure of teachers taking part in seminars and workshops is really high compare with other schools. In this year, as an average, every teacher took about 4.5 opportunities to attend seminars and workshops. (BHSD)*

## 8. Difficulties of Implementation

### a. Teachers are overloaded

Some of the teachers in School B find that they are overloaded with a lot of work and duties. Due to educational changes, they are required to adjust their usual practices, read many documents and circulars, attend meetings, plan lessons and write reports. Considering all of these and the related time constraints, staff development seems to be a superfluous activity. Many teachers are so busy that some even complete the marking of students' papers during the seminars and meetings.

*In the recent few years, there are many educational changes which require our teachers to spare time to familiarize with the details. Lots of time has been used to adjusting our practices to the policies and the changes, keeping to the documents, attending meetings, writing plans and reports, ... thus staff development seems to be a luxurious activity. (BGM2)*

*... I saw a few teachers were marking the students' assignment and test papers during the seminars and meetings. (BMSD)*

*Many of our colleagues have the same experience ... after we have registered to attend some seminars, we discovered we could not go because we had to attend other meetings or we had to handle some students' problems. I feel that we, as teachers, nowadays are really too busy to develop ourselves. (BCM1)*

### b. Educational changes are too frequent

The teacher-in-charge of staff development has difficulties in setting the scope and theme for staff development because the educational changes are very frequent. In the past two years, the educational reforms and the curriculum reforms have posed a burden on the teacher-in-charge in delineating all the staff development issues for the teachers.

*As the teacher-in-charge of staff development, I find it's quite difficult for me to set the direction for staff development because there are so many changes and needs in the education field. Students' problems are heterogeneous, societal and parental demands are vigorous, and the education reform and the curriculum reform are complicated. These make me feel difficult in setting the themes and programmes for our teachers. (BHSD)*

c. Quality of some of the seminars and workshops is poor

When teachers compress their available time to take part in the staff development activities, the quality of the activities is very critical. Teachers have complained that the guest speaker and the course demonstrator were not very professional, citing that they could not hear or understand what the course presenters are talking. Some even feel that the guest speakers were wasting their time.

*Once, there was a workshop on learning how to make use of the support of the Hong Kong Education City. The tutor and the demonstrator were not professional. Their voices were so soft that we could not hear or understand what they were saying. Furthermore, they asked us to browse the websites which wasted a whole morning. (BMSD)*

d. Cost of organizing the staff development activities is high

School B has allocated quite a large sum of money for staff development. The cost of inviting speakers is much higher than before, and both the educational camp and the educational tour to Guangzhou require the school to budget and pay a large sum. When there is a need to subsidize the teachers who participate in the educational tour, the cost will be much more higher than before.

*In the past, the cost of organizing staff development activities was not very high. However, I have to allocate quite a large sum of money and resources in running those kinds of activities. Just take the staff development camp: our school needed to pay more than 12,000. ... sometimes if we recruit an influential and famous speaker, we need to pay 3000 dollars per hour ... you know how expensive it is. (BPAL)*

e. Attitude of the teachers

The teacher-in-charge feels that it is quite difficult to change the attitude of some of the teachers, particular in promoting a school vision and mission. It may be that the teachers think that this is not their

responsibility: their duty is just teaching the students. Some feel there is no need to be overly concerned about the educational changes, and they even think that they are not responsible for or incapable of making any significant change.

*When I had an informal chat with teachers during the tea time, they expressed their grievances and dissatisfaction. They feel that it's useless and just a waste of their time in attending seminars and workshops. Some even said that they were feeling bad when the Principal and the teacher-in-charge always pushed them to attend those activities. (BGM1)*

*I feel it is quite hard to change the attitude of some of the teachers. To make the teachers have the same vision and mission is a difficult task. ... particular for those teachers who do not need to accept administrative duties; they feel that the education reform or the curriculum reform is not their responsibility. They even think that they won't have any obligation and ability to change anything. They always say that change is the duty of the Principal and the senior teachers. (BHSD)*

## **9. Trend of Staff Development**

### **a. Handling the heterogeneity of students**

Recently, one of the innovations of the Education Reform is to minimize the banding of the students from 5 groups to 3 groups. This will blend the students of different abilities. Increasingly, there is a policy to integrate the physically handicapped students into a normal class, and the heterogeneity in each classroom will become much more diversified. Teachers should become acquainted with the techniques to manage the mixed-ability classroom.

*The Education Reform minimizes the number of banding from 5 groups to 3 groups. This will mix up the students of different abilities. Therefore, I can foresee the heterogeneity in each classroom will become serious. ... teachers should acquaint with the ability to handle such a mixed ability classroom ... and teachers should be nurtured with a positive attitude. (BPAL)*

### **b. Adjusting to the changes of the Educational Reform and Curriculum Reform**

There is a need for the teachers to know what the Education reform and Curriculum Reform are and how they will affect their daily teaching. It is necessary for the teachers to understand some of the related importance issues including student-oriented teaching, accountability, value-added, efficiency and effectiveness in teaching. Attention paid to these qualities in education can help teachers become more competent professionals.

*It seems we cannot ignore the Education Reform and the Curriculum Reform. It will be good for our teachers to know the nature, the requirement and the development of these reforms. As a teacher, it will be quite shameful to know nothing about them. At least we must know and see whether there is anything we need to do in order to help our students. (BPAL)*

*Our team leader had a discussion with us about the Education Reform and the Curriculum Reform. We decided to make known to all our teachers about the information about these reforms. If possible, we will arrange some activities for our teachers to know how to incorporate their teachings with the curriculum changes. (BMSD)*

#### c. Facilitating the teachers to build up a positive mission and vision

In order to face the educational changes and to nurture the students, having a shared mission and building up a vision can help teachers develop enthusiasm. If teachers believe that all students can be nurtured and taught, they will try their best to make use of different methods to help their students learn. Moreover, having a shared mission can build up the team spirit of the teachers.

*In meeting the modern trend of educational changes, I'm planning to help our teachers understand some of the importance issues such as student-oriented education, accountability, value-added, efficiency and effectiveness in teaching. All these may help our teachers become more competent. (BHSD)*

*I have told the teacher-in-charge that I want to build up a mission and vision among our teachers that all students can be nurtured and taught. We have to make use of any methods to help our students learn. If it cannot be done by the teacher himself, he can ask for support from the department or from the school. I would like to build up the team spirit of the teachers. (BPAL)*

d. Enhancing the communication and cooperation among the teachers

Teachers are very busy and always encumbered with many tasks; the Principal believes that having open communications and a shared sense of mission can help them to face tremendous educational change and meet the rising parental demands. In the future, there will be a greater need for the teachers to cooperate, therefore, excellent communications can help promote cooperation.

*In the coming staff development camp, we have a tentative theme which is related to vertical communication and generating mission among the teachers. We find that teachers are very busy and always engaged with lots of tasks, having a good communication and a shared mission can help us to face the tremendous changes and demands. (BHSD)*

e. Getting the experience of other schools

School B has experienced visiting other schools and going on educational tours, which they find successful. They indicated that they plan to pay visits to other schools and arrange educational tours in the future. This not only can help them share their experiences with other teachers, but they can also obtain information about how other schools are adjusting to the educational changes.

*In this year, our school starts to have sharing with teachers of other schools. We paid a visit to a nearby school to have a look of their IT development and we also went to Guangzhou to share the difference in the process of teaching and learning. Maybe in the coming year, paying visits to other schools, arranging educational tours and sharing with other teachers will become a new direction for our staff development. (BMSD)*

f. Coping with the concept of school self-evaluation and self-enhancement

In recent years, the concept of quality control has been emphasized in the field of education. Therefore, the Education Department established the system of Quality Assurance Inspection. The

Principal of School B feels that it is better to have such a system to assess and better understand teacher performance. As a result, she supports the School Self-evaluation and Self-enhancement Programme. As a result, staff development has to help teachers embrace the concepts of school self-evaluation and self-enhancement.

*In this year, our Principal introduced the concept of school self-evaluation. She once informed us that this will be conducted in the future. This requires training of our teachers not only in the skills and techniques, but also in the personal attitude to accept such practice. (BHSD)*

## **10. Direction of Staff Development in the Education Reform Context**

### **a. Facilitating teachers knowing the educational messages**

In order to let teachers understand the latest information of the educational changes, the Staff Development Committee will facilitate the teachers receiving the educational messages in a timely fashion. First of all, the committee will put the useful information sheets and important newspaper clippings on the staff notice board and pass out circulars to the teachers. They will also encourage teachers to attend upcoming seminars and workshops.

*I have discussed with my team members that we will put all the information related to the Education Reform on the notice board in order to help our teachers know the latest news. ... part of the notice board will be set for this purpose. (BHSD)*

### **b. Arranging the senior and relevant teaching staff to take the first step**

The Principal often encourages the senior teachers, particular the department heads and the panel heads, to take the first step to be introduced to and become familiar with the changes. She also asks the senior teachers and a group of particular involved teachers to try out the solutions proposed, if necessary.

*I have a practice to ask the senior teachers, particular the department heads and the panel heads to take the first step to know and to be familiarized with the changes, then they have to try out the solution if needed. ... I often ask some of the senior teachers to accompany me to those related seminars ... we will have a meeting afterwards to see if we have to do anything in our school so as to meet the outside changes. (BPAL)*

*Our Principal often encourages those related teachers to attend seminars and workshops ... afterwards, during the staff meeting, they have to share with all the teachers the information they have received. (BMSD)*

*If there is need of change in the curriculum, we'll start doing the adjustment from the lower forms, particular in Form 1, if possible. We think that a gradual change is better than an abrupt change. ... if something is wrong or inappropriate, adjustment and amendment is comparatively easier and the problems will not be so great. Therefore, the heads and the teachers teaching Form 1 are the first group of teachers who have to equip themselves for the changes. (BPAL)*

#### **c. Generating a shared mission and vision**

In order to face the educational changes, to provide the best for the students, and to meet the keen competition, the Principal knows the staff must have a shared mission and a common perspective. She strongly emphasizes that staff development has to help teachers generate a belief that all students can be nurtured and that all their work and efforts should be directed towards the benefit of the students. Therefore, generating a positive attitude among the teachers is very important in implementing the ongoing educational changes.

*In order to face the tremendous changes, having a shared mission and vision is very important. Therefore, in the coming year, we'll put more effort in building mission and vision among ourselves. ... we must have a believe that all students can be nurtured ... all our works and effort should be directed to the good sake of the students. ... thus generating a positive attitude among the teachers is important in such changes. (BPAL)*

#### **d. Inviting relevant speakers to convey messages on Education Reform**

In order to receive the relevant and latest information, relevant speakers will be invited, including officials from the Education Commission or the Education Department.

*It is quite common for us to make use of the staff development days to convey the messages to our teachers. ... relevant speakers will be invited, even an official of the Education Commission or the Education Department. (BMSD)*

#### **e. Learning the experience of others**

Learning from the experience of other schools can help staff members appreciate how other teachers are coping with the ongoing educational changes. They know that this can minimize mistakes and save significant school resource. Therefore, paying visits to other schools and going on educational tours will become a more frequent element of staff development.

*Learning from others can help us move in the right direction. There is a trend for our school to gain from the experience of other schools. We'll try to pay visits to other schools, share the experience of other teachers, and collect information of other practices ... we can assess the effectiveness and efficiency of others before we start our plan. This can help us avoid the wrong decisions ... and not waste our energy and resources. (BHSD)*

#### **f. Making use of the staff appraisal to develop the teachers**

The staff appraisal system can help their teachers adjust to the changes. The self appraisal can provide a chance for each teacher to reflect on personal performance, and the appraisal interview can be taken as a means to push each teacher to further develop professionally. Therefore, in facing a need for the teachers to meet certain criteria of the Education Reform or the Curriculum reform, the Principal or the Panel Heads can suggest the teachers to take appropriate action to undertake personal development courses and practice.

*The staff appraisal system can make our teachers adjust to the changes. For example, when there is a need for the teachers to acquire the skill of Information Technology, this is included in the criteria of the appraisal system. So if there is a need of the teachers to meet the criteria of the Education Reform or the Curriculum reform, this can be taken as a means to push the teachers. (BPAL)*

## **D. Findings from School C**

School C, located in the New Territories, is a co-educational secondary school funded by an industrial organization. It was established in 1991. It has 30 classrooms and 15 special rooms accommodating more than 1000 students and 58 teachers. There are altogether 27 classes of which 5 classes exist for each of Form 1 through Form 3. There are 4 classes in each of Form 4 and Form 5 levels, and 2 classes each in Form 6 and Form 7. The current Principal accepted the position when the former Principal retired in 1998.

### **1. Initiation Factors**

#### **a. The belief and the experience of the Principal and Vice Principal**

The belief and experience of the leaders, particular the Principal and the Vice Principal, played a deterministic role in staff development in School C. They knew that staff development could help teachers improve their quality which in turn would enhance the development of the school. Therefore, this provided a strong motivation force for them to pay attention to staff development in their school. The Principal of School C found that the sharing of professional experience was a good practice when he was still a teacher. The Vice Principal was first introduced to the notion of staff development when he was taking a course of Master of Education. So, together, they strongly supported the staff development activities when School C was newly established in 1991.

*The Principal and the Vice Principal felt that staff development was beneficial to the teachers of a newly established school. They strongly supported the staff development activities. This may be related to the attitude of the Vice Principal because he had*

*touched upon the concept of staff development when he was pursuing his Master Degree. (CHSD)*

*I liked attending seminars and courses on the implementation of change. The message of adopting the strategy of staff development aroused my intention. ... that's why I took it so seriously. (CPAL)*

*...my previous teaching experience gave me much insight... when I was a teacher, I came across the benefit of staff development. I often talked to and discussed with some of the enthusiastic teachers until very late at night. I found that sharing experiences helped us adapt to a new environment and understanding the meaning of teaching. ... staff development could also help me face the difficulties when I was promoted to the Panel Head. (CPAL)*

*The purposes of staff development are career training and staff development. ... the Principal and the Vice Principal had the same idea. They both had a consensus to put the concept of staff development into practice in this school. (CHSD)*

**b. The needs of the new teachers**

It was quite difficult for School C to recruit experienced teachers in 1991 because the wave of emigration resulted in many experienced teachers leaving Hong Kong. As a result, School C had to recruit many new and inexperienced teachers. Some teachers did not have any teaching experience. Therefore, there appeared to have resulted a significant rise in problems of classroom management. As a result, School C made use of staff development to remedy the situation. Therefore, most of the staff development topics at that time were related to teaching methodologies, skills of classroom management, and techniques of handling students' problems.

*When the school was first established in 1991, it was quite difficult to recruit the experienced teachers because there was a high rate of emigration. (CGM2)*

*In the first few years, our school put a strong emphasis on the new teachers' orientation. There was a need to let them know the practice of the school and help them adapt to the new working environment. (CMSD)*

*... because a large number of the teachers were quite young. Staff development provided them with more sharing opportunities. (CGM2)*

c. The problems of the students

The new staff needed to deal with many and diverse students' problems. The academic level and the behavioural performance of the students were quite appalling. The interviewees claimed that they appeared quite inexperienced to handle the problems and the whole school seemed developed in a difficult situation. At that time, School C hoped to make use of staff development to provide some techniques and solutions for the teachers to deal with the students' problems. They tried to create more opportunities for the teachers to share ideas and strategies among themselves. This gave a chance for the teachers to voice their frustration and at least generate a supportive feeling among themselves.

*We needed to deal with lots of students' problems. The academic level and the behavioural performance of the students are quite poor. At that time, we felt we were quite incompetent to handle the situation.... we also discovered our colleagues were having the same difficulties. It seemed the whole school was trapped in such a difficult situation. (CMSD)*

*Staff development ... as far as I know ...was to solve teachers' problems and to alleviate teachers' burden. ... teachers could get some idea of how to handle the students. (CCM2)*

## 2. Continuation Factors

a. To face the educational changes

The interviewee is quite sure the Education Reform will affect the entire educational system. By means of staff development, teachers can become more informed about the changes. If a need develops for the teachers to implement and adapt to educational changes, the Principal and Vice Principal are quite sure staff development can facilitate such change.

*I'm sure the Education Reform will affect the whole education system. Staff development ... I believe is a very important means to cope with the educational changes. (CGMI)*

*No matter how long the history of the school is, there are needs for the teachers and the students to keep in touch with the outside environment and to learn new things... there are always changes in the field of education. ... teachers are required to enrich themselves with more skills and knowledge. ... at least to know the educational messages. (CMSD)*

b. To enhance teacher professionalism

As stated by the interviewee, staff development not only can help teachers know more about the educational news and issues, but also promotes the related skills and techniques. To a further extent, staff development cultivates a positive and enthusiastic attitude among the teachers. All these can help teachers to become more professional in their teaching approach and practice.

*... mainly for the good sake of the teachers. The most important purpose is helping our teachers to become more professional. It can help teachers keep in touch with the educational impulse as well as needs of the society.... Professionalism is an important factor for implementing the staff development activities. (CHSD)*

c. To build up a shared mission and vision

The Principal tries to utilize staff development as a means to convey the mission, vision, beliefs, and the management culture of the school to all the teachers. This is quite important because having a shared mission and vision or perspective teachers can better face the tremendous challenges and changes in education. Furthermore, a shared mission and vision can generate mutual understanding and help teachers support one another.

*Nowadays, staff development is taken as a means to transmit the mission, vision, belief as well as the management culture of the school to all the teachers. (CPAL)*

*... because staff development activities can increase the sense of belonging of the teachers... these kinds of activities can also make the teachers know more about the policies and direction of the school.... This can help us achieve a consensus and the negative oppositional voice will be minimized. (CPAL)*

d. To facilitate school development

The School C leaders claim that staff development activities can increase the sense of belonging of the teachers. By means of the staff development activities, teachers can know more about the policies and intended direction of the school. This can help the teachers achieve a consensus and minimize any dissension. Staff development activities can improve the atmosphere of the school and help to construct a positive and optimistic relationship among the teachers. This will promote school development, concurrently.

*This can generate a better school spirit and cultivate an enthusiastic attitude among the teachers. (CCM1)*

*We try to make use of the staff development activities to improve the atmosphere of the school and to construct a positive and optimistic relationship among the teachers. (CHSD)*

*The success of the school development is greatly dependent on the development of the teachers because these two cannot be separated. (CMSD)*

e. To keep in touch with the outside world

As stated by the interviewee, the world is always changing: consider computerization and the recent incorporation of new educational concepts. Staff development provides formal and systematic means for the teachers to obtain a sense of direction from the external environment.

*The world is always changing such as the computerization and the incorporation of new educational concepts. It is better to have formal and systematic occasions for the teachers to get messages of the external environment. (CGM2)*

*In order to assist the teachers to face the tremendous changes and to solve their*

*problems, there is a need of staff development. Teachers can have more chances to share their experiences and to exchange their ideas. (CCM2)*

f. To cope with the practice of other schools

Today, nearly all schools in Hong Kong arrange their own staff development activities. This kind of practice is a prerequisite of the School-based Management. Therefore, there is no exception for School C not to follow the general practice.

*The major reason is that nearly all schools in Hong Kong should have staff development for themselves. (CGM1)*

### **3. Staff Development Policy**

a. Aims

School C has stated the aims of staff development in its annual plan. The aims of staff development in School C are divided into two levels: one is the overriding aim and the other is the general aim.

**Overriding aims:**

to provide a supportive, comfortable and harmonious teaching environment for the teachers as well as to enhance their professional knowledge and attitude.

**General aims:**

- i. to improve the teaching techniques and management skills of the teachers;
- ii. to assist teachers to handle the problems of the students;
- iii. to provide sharing opportunities for the teachers;

- iv. to generate a sense of belonging among the teachers towards the school;
- v. to cultivate a positive and enthusiastic attitude among the teachers in their daily teaching;
- vi. to encourage teachers to be aware of and be responsive to the educational issues;
- vii. to prepare teachers for the educational and organizational changes; and
- viii. to enhance the professional development of the teachers.

*When our school was newly established, we did not have an explicit objective or systematic planning. Staff development activities were dependent on the intention of the Principal or the Vice Principal. However, in recent years, I can say, we have a systematic and well-planned staff development policy. ... we have clearly set the aims and objectives in the annual plan ... we also have evaluation about the staff development activities ... (CHSD)*

*All schools in Hong Kong have to join the School-based Management and this compels us to follow the procedure in running our school. Every subject and department has to state clearly the programmes in the annual plan. Our staff development also needs to plan beforehand and state the programmes clearly at the beginning of the year. (CPAL)*

b. Structure

Staff development is directed by two major areas of concentration. One is the large-scale activities, which are the responsibility of the Staff Development Committee, and the subject related activities, arranged by the subject panels themselves. However, the Vice Principal is not only a member of the Staff Development Committee, but he is also the head of all teachers' affairs. He can monitor all ongoing staff development according to the needs of the teachers as well as the requirement of the school.

The Staff Development Committee is composed of four members:

one is the Master of Staff Development --- an experienced teacher; one of the members is the Vice Principal, who was the former chairman of the committee; the third member is the Prefect of Studies; and the last one is selected a new teacher.

The committee is responsible for the large-scale staff development activities which are mainly organized for the whole school. The panels and departments have to arrange other appropriate staff development opportunities for their teachers. The Vice Principal, who is responsible for the teachers' affairs, always encourages the subject panels to conduct their own staff development activities.

*Our Staff Development Committee has been set up for a long time. It is chaired by an experienced teacher. One of the members is the Vice Principal who was the former master of staff development. The other two include the Prefect of Studies and a new teacher. (CGM2)*

c. Programmes

- i. A Teaching Conference will be arranged for the new and old staff to become familiarized with the strengths and weaknesses of the school. Furthermore, the conference has a function to promote mutual understanding among the teachers;
- ii. Programmes for the three staff development days will be planned. A survey about teacher opinions regarding the programmes will be conducted beforehand;
- iii. The Information Technology Committee will be invited to help organizing training for the teachers;
- iv. Short sharing sessions on the recent development of education initiative or programme will be organized;

- v. Teaching staff will be invited to contribute some enlightening articles for the purpose of development;
- vi. Information about training and educational issues will be disseminated;
- vii. A record of teachers attending courses, workshops or seminars will be kept; and
- viii. The resource center will be updated.

*All the large-scale staff development activities are organized by the Staff Development Committee, including the Teaching Conference and the staff development days. Some of the development activities which involve only a certain group of teachers will be arranged by the related subject panels or the departments. (CMSD)*

*The Teaching Conference normally will be held in late August. It is a three-day conference. All the teachers have to attend. We will have a thorough discussion on a certain issue. Our Principal hopes to make use of this activity to generate mutual understanding and to build up a vision. (CHSD)*

*We have sharing and discussion during our subject meetings or departmental meetings. This can help us know more information about our subjects. (CGMI)*

#### d. Evaluation

The annual plan states two sources to evaluate the programmes and activities:

- i. After each staff development activity, a questionnaire will be distributed to all teaching staff so as to collect their opinions;
- ii. The team leaders will be consulted in order to find out whether the programmes can meet the needs of their members.

*For all large-scale staff development activities, we will conduct an evaluation to get the feedback and opinion of the teachers. (CMSD)*

#### e. Cost

The Master of Staff Development has to make a budget in his

annual plan. All the costs are paid by the school; part of it may be subsidized by the Education Department. If teachers need to pay for seminars or workshops, they can apply for some assistance or subsidy. They will often be given about 50 dollars for each attendance.

*If we register in some of the paid seminars or workshops, our school will subsidize a portion of the total sum. (CCM2)*

*We don't need much money in conducting the activities. If we need some money to invite speakers or to pay the rent for a certain venue, the school will pay for it. I know the Education Department has a certain grant for staff development. (CHSD)*

f. Time

The Teaching Conference is normally held in late August. It is a three-day conference. All the teachers have to attend. The teachers have a thorough evaluation on the works of the previous academic year and a subsequent discussion focused on the planning of the coming year.

The staff development days are scheduled in November, March and June. All are held in times that coincide with the students' examination periods.

The new teachers' orientation activities are held in late August. This can help the new teachers become familiarized with the practice of the school before the school resumes in September.

*Our staff development days are scheduled in November, March and June. All are held in adjacent to the periods of the students' examination. (CGM1)*

#### **4. Strategies Adopted to Cope with Staff Development Policies**

##### **a. Following the need of the administrative procedure**

School C has a formal procedure for all department heads to plan, implement, and evaluate their programmes. Before the start of the academic year, the Master of Staff Development has to delineate the scope of staff development. The Staff Development Committee will plan the programmes and activities for the whole year. Then the tentative plan will be discussed in the School Administration Committee. Having received approval, the committee can produce the annual plan and present it to other teachers at the Teaching Conference. This approach ensures that a comprehensive and appropriate staff development policy is instituted for all the teachers. The procedure can also help to gain mutual understanding among the teachers during the process of developing the plan.

*The School-based Management requires all schools to have their own annual plans and annual reports. This compels us to follow this kind of practice. Our Principal states that the heads of all departments and subject panels should submit the annual plans before mid September and the annual reports before the end of July. Therefore, our Staff Development Committee has to follow the schedule. (CHSD)*

##### **b. Having a formal structure to take charge of staff development**

There is a formal structure to plan and organize the staff development activities for the teachers. The Staff Development Committee consists of four members. The Master is an experienced teacher. The other three members include the Vice Principal, the Prefect of Studies and a new teacher to the school. The structure of the Staff Development Committee is clearly an inclusive combination. Both the experienced and the new teachers are represented and can share their

needs. Furthermore, the Vice Principal is an experienced person in regard to staff development. He can assist the committee to set the appropriate direction and aims of staff development plan and activities.

*You can see the structure of our Staff Development Committee is an inclusive combination. The experienced and the new can share their needs. ... the experienced can help to develop the young. (CPAL)*

c. Monitoring by experienced leaders

The Master of Staff Development has to submit the annual plan to the Principal for approval. The Principal can check the appropriateness of the programmes. The Vice Principal, who was the former Master of Staff Development, is also a member of the Staff Development Committee. The Vice Principal can assist in the implementation of staff development, and based on his previous experience, he can also monitor and gauge the effectiveness of staff development.

*Our Vice Principal is an experienced person who knows much about staff development. He gives us much advice on deciding the direction and aims of staff development. He also helps us invite the speakers for he knows a lot of scholars and educators. (CMSD)*

d. Considering the opinion of the teachers

The Staff Development Committee often conducts surveys to check the needs and problems of the teachers. Questionnaires are distributed to the teachers at the end of the academic year so as to collect the teachers' opinions for the committee to plan for the coming year.

*The Staff Development Committee often asks us to do survey about our needs and problems. We have to complete questionnaires at the end of the academic year. They claim that this can help them to decide and plan for staff development in the coming year. (CCM2)*

*After taking part in the staff development activities, they will ask us to complete a questionnaire and ask us to give our opinions about the activities. We have to submit*

*the questionnaire before we leave the venue. (CGM2)*

e. Arousing the interest and sensitivity of the teachers

The Staff Development Committee makes use of the notice board to convey the educational messages to the teachers and disseminate the information regarding seminars, workshops, and courses. This assists the teachers in choosing the venue which is most suitable, personally.

*The notice board is quite useful. It is updated with educational messages ... and information about seminars, workshops and courses can be seen there. (CGM1)*

f. Setting a principle to guide the staff development

The Principal of School C has set the mandate for the committee to plan and implement the staff development activities. The Principal feels that students' learning is the most important function of the school. Therefore, staff development must not affect the normal day-to-day teaching. This leads to the frequent arrangement of activities to being held during the examinations when teachers have a lesser load of teaching duties.

*There is a principle for us to organize the staff development activities. We should not affect the normal teaching. It is because our Principal always states that students' learning is the most important affair. That's why our activities are often held during the examinations. (CMSD)*

g. Getting a consensus of the direction of the staff development

Initially, the plan of the staff development has to receive approval from the School Administration Committee. This ensures the support of the Principal and the middle managers of the school. Then the plan will be discussed and adopted during the Teaching Conference. All the teachers will understand the direction and scope of staff development for

the year. This helps to garner the mutual understanding and widespread acceptance of the teachers.

*I have to lead my committee to delineate the scope and direction for staff development. Then we have to suggest some programmes to cope with those them. This tentative plan will be discussed in the School Administration Committee. Having won the approval, our committee can state it clearly in the annual plan and make it known to other teachers. (CHSD)*

#### **h. Controlling the budget in a flexible way**

Although the Master of Staff Development makes a budget for the whole year in his annual plan, there is often a need to adjust that budget with more monetary support when actually implementing the activities. The Principal understands the situation and handles the requirements in a flexible way.

*It is quite usual for me to plan the budget of the whole year staff development. The budgeting will be done according to the foreseeable sum. However, it is sometimes not enough, and I'll ask the Principal to see if I can ask for more. The Principal is quite flexible and normally approves my application. (CHSD)*

### **5. Roles of the Principal, the Teacher-in-charge and Members of the Staff Development Committee**

#### **a. Roles of the Principal**

The Principal acts as the consultant for staff development. When the school was newly established in 1991, the principal usually took an active role in organizing staff development activities. Now the most recent Principal, assigns an experienced teacher to take up a similar role on his behalf while he normally just provides advice if needed.

The Principal monitors progress by asking the Master of Staff Development to submit all plans for approval. Moreover, he keeps

checking the effectiveness of the staff development activities on an ongoing basis. Finally, at the end of the academic year, the Master of Staff Development is required to submit an annual report to the Principal.

Furthermore, the Principal is also an active participant as he takes part in most of the staff development activities.

*I remember our Principal took an active role in conducting the staff development when the school was newly established. At that time, he discussed with the Vice Principal about the theme of the staff development days; however, now he does not get much involved in it. He lets the Staff Development Committee plan and implement the activities. ... the only thing he does, I think, is asking the Master of Staff Development to submit the annual plan and the annual report. (CMSD)*

#### **b. Roles of the Master of Staff Development**

The Master of Staff Development is the one who is responsible for the issue of staff development in the school. He has to assess the needs of the teachers, decide the aims and objectives, delineate the scope for development, plan the programmes, implement and organize the activities, and evaluate the effectiveness of the overall programme.

Apart from the above, the Master of Staff Development also encourages the teachers to take part in the seminars, workshops and courses. Moreover, he must keep a record of the details of the activities and the developmental programmes that each of the teachers have attended.

Finally, he is required to help the panel heads or department heads to organize developmental activities, if they ask for his assistance.

*By the end of the academic year, the Master of Staff Development asks us to do a survey about our needs. ... he seeks our opinion so as to plan for the next year's programmes. (CGM2)*

*I have to take up the responsibility to plan the Teaching Conference and the staff development days. Usually I'll collect the opinions of our teachers to see what kinds of topics they are interested in. Then I've to discuss with our members, particular our Vice Principal because he was the former Master of Staff Development. After we have decided the topic, I'll share the works with our group members. When we have to implement the activities, all of us will be involved in conducting the programmes. Finally, I will have to prepare an evaluation of the effectiveness of our works. (CHSD)*

*I have to keep in touch with the educational changes and all other educational information. It is because I have the duty to make our teachers know what is happening abroad. (CHSD)*

*The Master of Staff Development always encourages us to attend seminars and workshops. He puts on the training circulars on the notice board and asks us to participate in those activities. (CCM1)*

*We have to fill the seminars and workshops that we have taken in the Monthly report form. The Master of Staff Development has to keep a record of all the developmental activities of all the teachers and the activities conducted by other subject panels. (CGM1)*

*If our subject wants to conduct some kind of staff development activities, we can ask the Staff Development Committee for assistance. (CGM2)*

### **c. Roles of the members of the Staff Development Committee**

The members have to help the Master to plan, implement, and evaluate the staff development activities. They also are required to help the Master to convey educational developments and news to the teachers.

In School C, one of the members is particularly important: he is the Vice Principal who provides ongoing advice and support to the Master of Staff Development.

*I am asked to post the circulars on the notice board so as to convey the educational messages to the teachers and to make them know more about the information of the educational changes. (CMSD)*

*We have to attend the staff development meeting to discuss the themes and topics of the staff development. Besides, we need to assist our Master of Staff Development to implement the staff development activities. (CMSD)*

## **6. Staff Development Activities**

### **a. Staff development at school level**

#### **i. Teaching Conference**

The Teaching Conference has already become an anticipated event in School C. It is normally held in late August and it lasts for three days. On the first day, all departments and subjects report their efforts and specific recent achievements. An overall evaluation will be conducted, and involves an overall review across the whole school. On the second day, the agenda focuses on the dissemination of the development planning of all the departments for the coming year. The last day of the conference is a seminar on a particular important and significant topic. Topics from previous conferences include the following: how to improve the effectiveness of teaching, factors of successful schools, views on the whole school approach, and what can be done under the Education Reform.

#### **ii. Staff development days**

There are three staff development days in School C. This is a common practice for all the schools in Hong Kong. School C has a special arrangement in organizing their staff development days. They divide each day into three sessions. The first part involves attending a seminar in which the guest speakers will present an issue and teachers can discuss and share their opinions. The second component of the day is the lunch buffet which provides a chance for the teachers and the speakers have a free and comfortable exchange their ideas. The last part of the day is scheduled for competitions or gathering activities. This

provides a chance for the teachers to cultivate a sense of belonging towards the school and generate a positive relationship with other staff members.

The topics which School C have adopted for their staff development days include adapting to change and enhancing effectiveness, implementation of value-added in education, and exerting team spirit and identifying our talents.

### iii. Sharing during the staff meetings

In order to acquaint the teachers with recent development in various fields in education and to keep in touch with the educational changes, School C makes use of the staff meetings to invite teachers to share useful information. Teachers are asked to report the information that they obtained while attending seminars held by external educational bodies.

Examples of the topics that they have shared include helping pupils with learning difficulties, motivating academically low achievers, use of information technology in education, whole school approach to guidance and counseling, and enhancing students' self esteem.

### iv. New teachers' orientation

The new teachers' induction programmes are usually held by the end of August. School C tries to make use of this orientation programme to let the new teachers have a chance to meet the administrative staff.

The new teachers will be informed about the information involving the daily functioning and practice of the school.

**v. Staff development bulletin**

The Staff Development committee invites teachers to contribute some enlightening articles they have acquired and these will be compiled into a booklet for the teachers. If the teachers want to express their ideas and opinions concerning certain educational issues, or, if they want to talk about their experience, they can submit an article and ask the Staff Development Committee to adopt their articles into the bulletin.

**vi. School visit**

The Staff development Committee often arranges some opportunities for the teachers to pay a visit to other schools. They can view the practices of other schools and have a chance to share their experiences with the teachers of other schools. The arrangement of school visits is usually done by the Vice Principal as he knows many colleagues in the field of education. This year, the teachers in School C have paid visits to three schools. They have obtained information on how the other schools conduct the approach of project learning and how those schools incorporate the Information Technology initiative into their processes of teaching and learning.

**vii. Staff appraisal**

School C also makes use of the staff appraisal to develop their

teachers. The Vice Principals, the subject panel heads, and the department heads will have an interview with the teachers. During the appraisal interviews, the appraisers normally not only discuss the strengths and weaknesses of the teachers, but they also give advice on the development of the teachers.

*We have a Teaching Conference by the end of the summer holiday. It normally last for three days. All the teachers have to attend the Conference. During the conference, we'll evaluate the works of the last academic year and plan for the coming year. Our school also has a usual practice to set a topic for us to consider and discuss. In the past few years, I remember we have talked about the following topics: how to improve the effectiveness of teaching, factors of successful schools, views on whole school approach, and what can be done under the Education Reform. (CMSD)*

*There are three staff development days. This is a common practice for all the schools in Hong Kong. We have a practice to divide the day into three sessions. The first one is a seminar in which the speakers will talk on an issue and teachers can have a sharing of their opinions. The second session is the lunch buffet which provide a chance for the teachers and the speakers can have a free and comfortable situation to exchange their ideas. The last session is scheduled for competitions or gathering activities. This provides a chance for the teachers to cultivate a sense of belonging towards the school. (CHSD)*

*The new teachers' induction programmes are usually held by the end of August. This is just a gathering of the new teachers with the administrative staff. The new teachers will know more information about the daily functioning and the practice of the schools. (CMSD)*

*Our Principal sometimes will make use of the staff meetings to develop our teachers. A certain topic will be discussed and sometimes he will arrange the relevant teachers to share their experience with us. (CGM2)*

*Our Vice Principal has a lot of friends in the field of education. Thus we can have quite a number of school visits. He arranges inter-schools visit which provides a chance for us to expose our views and share the experience with other teachers. (CGM2)*

*The staff appraisal has been implemented in our school for several years. This can be treated as a kind of staff development..... we need to reflect what we have done, and the department heads and the Principal will make use of this opportunity to give advice to us. (CGM1)*

## **b. Staff development at departmental or subject-based level**

### **i. Information Technology workshops for the teachers**

The Information Technology Committee organizes a series of workshops for the teachers in School C to improve their technological skills and techniques. The Education Department

allocates a sum of money for the school to train their teachers so as to meet the desired levels of technological competency. All teachers should have obtained their Basic Information Technological Level and representative selection of the teachers should have received the intermediate, upper intermediate level and the advanced level qualifications. The school can either organize workshops by themselves or make use of the budgeted funds to invite an outside company to train the teachers. The Information Technology Committee will recruit trainers for the more involved topics; however, some of the simpler workshops are conducted by the committee members themselves.

ii. Subject-based sharing

Most of the subject panels make use of their meetings to share their teaching experience. It is quite common for the panel heads to ask their members to share what they have learned from the seminars and workshops that they have attended. The English Language, Chinese Language, and Mathematics departments often engage in this practice during their subject meetings.

iii. Lesson observation

The teachers in School C also have implemented a practice to observe the lessons of other teachers. They usually obtain a mutual understanding and consent before entering the classroom of another teachers. After the lesson observation, the observer will often highlight the strengths of the teacher. Then they exchange opinions

regarding the teaching session and observation experience.

#### iv. Collective lesson preparation

Another constructive practice is collective lesson preparation.

The English Language and the Chinese Language share the views of each other during the preparing lessons. Not only can they combine ideas, they can also cooperate to produce the actual teaching materials.

*There are some chances for our teachers to share our teaching techniques. We have class observation among our teachers and the English Language teachers also have a lesson preparation period by which they can join hands to prepare for the lessons. Not only can they share the workload, but they can also exchange their ideas. (CCM2)*

#### c. Staff development at individual level

Many of the teachers in School C take part in the seminars and workshops organized by outside educational agencies on Saturdays and Sundays. If they need to attend seminars in the afternoon, swapping of lessons with other teachers is very easy.

*It is quite common for us to attend seminars and workshops during the holidays, particular on Saturdays and Sundays. If we need to attend seminars in the afternoon, swapping of lessons with other teachers is very easy. (CCM2)*

### 7. Achievements of Implementation

#### a. Helping the new teachers adapt to the new working environment

The new teachers in School C feel that the new teachers' orientation programmes can help them become familiar with the practices of the school. The administrative staff inform them of the appropriate procedure for handling students' problems and of the

supporting sources of assistance. New teachers find that the teachers' handbook is particularly useful as they can check for pertinent information if they have any problems.

*I find the new teacher induction activity is very useful. It helps me know much about the usual practice of the school. All the administrative staff inform me how to handle different situation. ... they also prepare a handbook for us. (CCM1)*

b. Creating a sense of belonging

Some teachers in School C claim that the staff development programmes not only can help them know more about the works of other, but also can also directly assist them in solving their problems. The teachers in School C are quite cooperative, and all these development activities give most of the teachers a greater sense of belonging. The interviewee says that if someone is in trouble or has difficulty, other teachers are often willing to give assistance.

*Teachers in our school are quite cooperative. Most of our teachers have a sense of belonging. We often think of others ... if someone is in trouble or has difficulty, many of us are willing to help. (CGM2)*

c. Helping teachers to be more professional

Staff development in school C acquaints teachers with the information of ongoing educational changes and also equips teachers with useful new teaching skills and techniques. Moreover, staff development also considers and nurtures the positive attitude of the teachers. The teachers are trained to be more student-oriented in their approach. This is why the teachers in School C generally feel that they are becoming more profession than ever in the efforts to meet the challenges of teaching.

*Once I had a chance to chat with my colleagues, we felt we were becoming more profession than before. ... we take the student-centered approach... we pay more attention to the educational changes... (CGM1)*

d. Equipping teachers with new teaching skills and techniques

Following the staff development programmes and activities, some of the teachers try to incorporate the new teaching modes they have learned by asking the students to do related projects or learn by related methods. Over the past three years, most of our teachers have become competent in the skilled use of Information Technology. Consequently, many teachers make use of computers to conduct their lessons.

*Some of our teachers are trying to incorporate the new teaching modes by asking the students to do projects. This is because many of our teachers have participated in the seminars and workshops. (CMSD)*

*In the past three years, most of our teachers were equipped with the skills of Information Technology. So you can see many teachers now make use of computers to conduct their lessons. (CMSD)*

e. Generating a mutual understanding among the teachers

One of the interviewees states that the teachers in School C have an excellent understanding of the school as a whole. All the teachers are informed as to what the teachers of the other departments or subjects have done and are doing to further education. The Teaching Conference provides a chance for all to exchange information with other departments. This helps the staff generate a common understanding and perspective and minimizes conflict with others teachers.

*Compared with the school where I taught in the past, I find that the teachers in this school have an understanding of the whole school. All of us know what the teachers of the other departments or subjects have done. ... the Teaching Conference engages us for a long period of time, but to a certain extent, it is worthwhile because we can get information of other departments. (CGM1)*

f. Providing opportunity for teachers to have reflection

Development activities can help School C staff be more flexible in mindset. The activities provide opportunities for the teachers to consider more information and generate clearer insights. All these possibilities help them become more positive and accepting of change. Teachers can shift in their attitudes as they reflect on the issues during the activities.

*I find that the activities can help us change our mind. They give us a chance to know more information, get some insight and then have a reflection about ourselves. ... sometimes I even feel I become more positive by attending so many seminars. CGM2)*

g. Sharing experience and workload among each other

Teachers in School C claim that they like the arrangement of the collective lesson preparation period because it helps them to share ideas with experienced teachers. Moreover, they can also reduce their workload because they may take turns to prepare the supplementary worksheets and exercises.

*I like the arrangement of the lesson preparation period because it helps me not only minimize my workload, but also get the ideas of other experienced teachers. (CCM2)*

h. Promoting the views of the teachers

The Vice Principal often arranges school visits for the teachers to have an opportunity to look of the practice of other schools. This gives the teachers a chance to share experiences with the teachers of other schools, and it enables staff to borrow ideas from other schools. This helps them improve their teaching and learning process.

*Since we have many chances to pay visits to other schools, we can borrow ideas from other schools. This helps us improve our teaching and learning process. (CHSD)*

i. Knowing more about the educational changes

The teachers find that the staff development activities can help to update themselves. They state that the seminars and workshops can let them know what is happening, beyond the school in a broader educational context particular the ongoing innovations in the educational system and the many curriculum reforms.

*We can update ourselves. ... if we do not take part in the seminars and workshops, I'm sure we would not know what is happening outside, particular if there is an important innovation in the education system and the curriculum reform. ... all those seminars and workshops really, at least, help us know more about the outside world. (CHSD)*

## 8. Difficulties of Implementation

a. Teachers are overloaded and exhausted

One of the interviewee feels that teachers in Hong Kong are really very busy. Their own school's teachers are of no exception. They find that attending the seminars and workshops occupy a lot of their time. Their daily teaching and marking already consumes much of the time, often even on their holidays. The interviewee claims that some of their teachers are so tired that they often get sick.

*As we all know, teachers in Hong Kong are really very busy. Attending the seminars and workshops occupy us a lot of time. We don't have enough time to take a rest, nearly all our holidays have been occupied. We're so tired that we often get sick. (CCM2)*

b. Educational changes and innovation are too frequent

The Master of Staff Development states that it is quite difficult for him to plan staff development for the teachers. This is largely because the ongoing changes are so frequent that he often has to discuss prioritization with the Vice Principal for advice and recommendations.

*As the Master of Staff Development, I've to plan what kind of staff development is appropriate. However, I find that it is quite difficult for me to set the themes and topics for our teachers because the recent changes are so frequent. I've discussed this with my Vice Principal to get advice. (CHSD)*

c. Quality of the seminars and workshops cannot be guaranteed

The teachers in School C feel that the quality of the seminars and workshops sometimes adversely affects the effectiveness of the staff development. They find that some of the seminars are very boring. One of the major reasons for this is that the speakers do not have effective skill to convey their messages or to make the speech interesting. Sometimes, the talks even make them feel drowsy. Often, when this is the case, the content is lacking new information and new insight: teachers then feel the presentation is a waste of their time.

*Some of the seminars are very boring. One of the major reasons is that the speakers do not have any skills to make the speech interesting. They talk continuously in a flatten way which makes most of the audience feel sleepy. Another reason is that the content neither has any new information nor inspires us with any new insight. (CCM1)*

*It is quite difficult to invite relevant and appropriate speakers for our staff development activities. (CMSD)*

d. Needs of teachers are heterogeneous

The Master of Staff Development finds that different teachers have different needs and problems. Teachers are in different stages in their careers and they consequently encounter different problems. Therefore, it is quite difficult to arrange the staff development day with a singular and fairly specific topic which can meet the needs and satisfy the interests of all the teachers every time.

*Teachers do have different needs and their problems are also differentiated. It is quite difficult to arrange the staff development day with a topic which can meet the needs of all the teachers. (CMSD)*

e. Cost of staff development activities is increasing

The Master of Staff Development claims that he tried to conduct the staff development activities in a new venue rather than always staying in the school. However, he has tried booking a resort center to have their Teaching Conference or staff development day, and it remains too expensive.

*We have thought of booking the resort center to have our Teaching Conference or staff development day. However, it is so expensive that we don't have enough resource to make it happen. (CHSD)*

f. Attitude of the teachers

There are still some teachers that harbour a negative attitude towards staff development. They feel that staff development cannot help them to any great extent. Some of the teachers complain the sessions are very academic and not at all practical. They say that the seminars provide knowledge, but they cannot apply that impractical information in their daily teaching.

Some other teachers feel that it is not particularly worthwhile to be personally informed of the educational changes and all the related initiatives. They feel that it is the responsibility of the Principal and the administrative staff to deal with such changes. The teachers view their major duty and responsibility is teaching in the classroom. Consequently, they feel that attending the seminars is often a waste of their time.

*Some of our teachers feel that there is no need to spend so much time on the Teaching Conference. They suggest distributing the information and let the teachers read it by themselves. (CPAL)*

*Some of the teachers have a negative attitude towards staff development. They feel that staff development cannot help much. Some of the teachers complain the speeches are sometimes very academic and not practical at all. They say that they can learn, but they cannot apply the information in their daily teaching. (CHSD)*

*Some other teachers feel that knowing the educational changes and the innovation is not worthwhile. They feel that the seminars waste their time for reform is not their business. It is the Principal and the administrative staff who are responsible to tackle with the changes. (CMSD)*

**g. Coordination with other schools**

School C has a practice to pay visits to other schools. When they organize school visits, they have to make a lot of arrangements because they have to coordinate with the teachers of other schools. It is quite common to find that some of the teachers of the other school still have lessons during the visit to their school. Subsequently, they have to spare precious time to meet and share views and information with the visiting teachers from School C.

*When we organize school visits, we have to make a lot of arrangement because we have to compromise with teachers of other schools ... since all the teachers in Hong Kong are very busy, they have to spare some time to meet and share with us. (CHSD)*

## **9. Trend of Staff Development**

**a. Generating a shared mission and vision among the teachers**

In order to guarantee the school development and to keep pace with the trend of continuing education changes, the Principal understands he has to establish a shared mission and vision of the school among the teachers. He states that if most of the teachers adopt the same goals and possess the same beliefs then conflict and obstacle will be minimized. Moreover, a shared mission and vision will help the school be more progressive: therefore, one of the main goals the school considers important is to sustain a common mission and vision across the

entire staff.

*There is a need to have a shared view among our teachers. If we have a common goal, we can have a great achievement. Therefore, I will discuss with our Vice Principals and the Master of Staff Development to think of a way to develop our teachers to have a common goal. (CPAL)*

**b. Adjusting to the changes of the Education Reform and Curriculum Reform**

In recent years, there are many changes in the field of education. The changes involve not only many aspects of teaching and learning, but also impact the school's administrative arrangement. Therefore, teachers are required to make themselves aware of all the changes. If the changes affect their professional function, they are required to acquire the recommended skills and techniques. To a further extent, perhaps, they have to, more importantly, adjust their attitude to such changes.

*As the Education Reform and the Curriculum Reform have become the main issues in recent years. I know I have to delineate the scope of areas which affect us most and then I will plan the direction of staff development to meet the needs of such changes. (CHSD)*

*Staff development should facilitate the teachers to know the pace of the Education Reform and to receive the messages of the educational changes. Since most of the teachers are very busy, staff development should help to convey the message. (CGM2)*

**c. Developing a positive attitude among the teachers**

The Principal acknowledges the attitude of the teachers is one of the significant factors affecting the success of the school and the ultimate benefit to the students. Therefore, he thinks that staff development should put more emphasis on the values and attitudes of the teachers. In his opinion, teachers are more willing to accept the changes and will try related innovations if they have a positive attitude.

The Master of Staff Development also claims that introducing teachers to new concepts and ideas is very important. Value-added and accountability in education is widely discussed, and in order to improve the quality of education, teachers need to adopt a positive attitude to such issues.

*To face the educational changes, staff development becomes a very important means to equip our teachers. In my opinion, I think that staff development should put more emphasis on the values and attitudes of the teachers. If teachers do have a positive attitude, they will be willing to accept the changes and will try to improve. (CPAL)*

*We have thought of equipping teachers with some new concepts and ideas such as value-added and accountability. This is because everyone in Hong Kong is talking about these two concepts, including the field of education. We hope our teachers are also aware of these requirements. (CHSD)*

d. Equipping teachers with the skills and techniques in school management

In the year 2000, all government and subsidized schools in Hong Kong had to join the Scheme of School-based Management. Teachers are now required to handle a lot of extra administrative work. Therefore, it is more appropriate for staff development to help teachers in these administrative aspects of planning, writing reports, and conducting evaluation.

*To me, I hope staff development can help us equip the skills and techniques in school management. Since all the schools in Hong Kong have joined the School-based Management, nearly all teachers are required to do a certain degree of management. It will be more appropriate to teach teachers how to do the planning, write the reports, and conduct evaluation. (CCM1)*

*The new teachers' orientation can help us become familiarized with the daily practice of the school. This makes me feel easy and comfortable. (CCM1)*

e. Helping teachers to meet the needs of the heterogeneous students

An interviewee of School C hopes the Staff Development Committee can pay attention to helping teachers with the ability to

handle the heterogeneous students. The Education Reform has blended the students of diverse capabilities, and this creates the problem of heterogeneity. Students' diverse problems become more complicated in context with a greater diversification of students in a given class. Therefore, there is a need to provide information or to train them with the skill in handling various incidents.

*I hope the Staff Development Committee will pay attention to helping teachers with the ability to handle the heterogeneous students. It is because the Education Reform has created the problem of heterogeneous students. Mixed students will be sitting in a class. This requires teachers to be equipped with other skills to treat those incidents (CGM2)*

f. Building up the team spirit among the teachers

Another direction of staff development in School C is to help teachers build up the team spirit. The teachers have an experience that team teaching and collective preparatory lesson planning can help them raise the quality of teaching and learning. Besides, if teachers cooperate and work together, not only can they build up a good relationship, but they can simultaneously minimize their workload.

*Another direction is to help teachers build up a team. Team teaching or group preparatory lesson will help to raise the quality of teaching and learning. Besides, if teachers have tried out those practices, they will find that their workloads will be shared and minimized. (CHSD)*

## **10. Direction of Staff Development in the Education Reform Context**

a. Conveying the messages of the Education Reform

The basic conditions necessary for the teachers to face the Education reform are to inform teachers of the pace of the educational changes and provide, in timely fashion, the information related to the Education Reform. School C attempts to convey the messages

immediately to the staff. The Staff development Committee will make full use of the teachers' notice board to post all the circulars and posters concerning educational news. If they find some issues which have great significance, they will make sure all teachers personally receive the information.

*Educational messages will be conveyed to the teachers immediately. We will make full use of the teachers' notice board to post all the circulars and posters about the educational news. Moreover, if there are some issues which have a great significance, we will make sure all teachers get the information. (CMSD)*

**b. Making use of the Teaching Conference and staff development days**

The Principal states that the Staff development Committee will make good use of the Teaching Conference and the three staff development days will build up a shared view among the teachers and to equip teachers with the skills and techniques appropriate for the planned changes. The school will invite experts to help their staff understand how to adjust their curriculum and how to adopt the approaches of project-based learning into the process of teaching and learning.

*I'll ask the Master of Staff Development to make good use of the Teaching Conference. The Teaching Conference is a three-day conference. It can be used to build up a shared view among the teachers. All opinions and ideas are welcomed for discussion. (CPAL)*

*We'll make use of the staff development days to equip our teachers with the skills and techniques for the changes. For example, we are inviting experts to help our teachers know how to adjust our curriculum and how to adopt the approach of project learning into the process of teaching and learning. (CPAL)*

**c. Initiating the leaders to cope with the changes**

The Principal requires the Subject Panel Heads and the Masters of different functional groups to take the initiative and check what and how their school can cope with changes. If there is a need to take action, the Principal will ask the middle managers to take responsibility and

arrange programmes and activities for staff members.

*I'll ask the Subject Panel Heads and the Masters of different functional groups to take an initiative to see how our school can cope with the changes. If there is a need to take action, I know our middle managers will take up the responsibility to arrange programmes and activities to develop our teachers. (CPAL)*

d. Nurturing a group of relevant teachers

The Principal hopes to have a gradual adjustment to change instead of an abrupt implementation in their school. Therefore, changes will start from the lower forms and then proceed naturally through to the upper forms. As a result, staff development will first put much emphasis on the teachers who are teaching the lower forms. They first try to get these teachers to adopt changes in their daily teaching.

*Teachers teaching the lower forms should get ready to adopt changes in their daily teaching. This is because the changes normally start from the lower forms and then proceed to the upper forms. Therefore, teachers teaching the lower forms have to develop themselves, first, in order to meet the needs of the changes. (CHSD)*

*In order to try out whether our curriculum tailoring meets the need of the Reform, we take the first step to have a trial in Form One. We apply the Quality Education Fund by which we use the resources to recruit a substitute teacher so as to free our teacher to reset and rewrite the materials for our students. (CHSD)*

e. Getting the experience of the other schools

Arranging school visits can help the teachers to learn from the experience of the other schools. This can help staff borrow ideas of other professionals and better understand how the other schools adjust to the educational changes.

*I know our Vice Principal will arrange school visits to get the experience of the other schools. This can help us borrow ideas of others and know how the other schools adjust themselves to face the changes. (CMSD)*

## **Chapter 6**

### **Discussion and Analysis**

#### **A. Introduction**

The previous chapter portrays the detailed perceptions and approaches towards staff development in case studies of three typical secondary schools in Hong Kong. The three separate sets of findings are related to the factual information concerning the causes, the processes, the contents, and the trend of staff development as revealed in interviews, documents and observations. Due to the nature of the qualitative research, most of the presented findings become the major focus of the analyses and discussions (Miles and Huberman, 1994; Wiersma, 2000). In order to present a more thorough account of staff development, this chapter presents a comparative analysis of the findings from the three case study sites.

The aims, the literature review and the findings form the integral parts of the analysis. As seen in Diagram 6.1, there is a close interrelationship among the components. The literature reviews, including the historical development and experience of Hong Kong as well as the theoretical and practical information, act as the academic foundation of the study. They help to delineate the scope and the design of the study. Different aspects of the literature review are directly and / or indirectly linked to the various aims, and this has been demonstrated in the diagram.

The findings, which are categorized into ten facets and have been illustrated and explained in Chapter 5, are purposefully addressed to the aims. All the findings are going to be adopted in conjunction with the literary information to help the analysis of the study. In order to have a brief

understanding and a preliminary impression of the target schools, the first part of the analysis is a description of the nature of the three target schools and their contexts. As to the major components of the analysis, four specific aspects are delineated so as to fulfill the aims of the study. In meeting the first and the second aims, category 3 and 4 of the findings will be synthesized in the analysis of the issue of staff development policy. The third aim of the study is concerned with the issue of implementation of staff development. Therefore, the fifth to the eighth categories in the findings will be applied to the discussion of the implementation of staff development. In relation to the fourth aim, the first, the second, the ninth and the tenth categories in the findings will be integrated in the analysis of the trend of staff development. Finally, data collected in the findings, particular those related to the policy issue and the implementation issue, are manipulated and analyzed in the section of the link of the policy and the implementation of staff development. This will be of help in the discussion of the implications for policy, practice and research in Hong Kong. Therefore, the analytic framework used for this analysis falls into five sections:

1. Nature of the three schools and their contexts;
2. Staff development policy;
3. Implementation of staff development;
4. The link between policy formulation and implementation among the three target schools;
5. Trends of staff development.

During the process of analysis, models will be derived; and at the end of this chapter, the concluding remarks of the analysis will pave the way for the generalization of the study. This will explain why schools in Hong Kong do have similar practices as the three target schools in this study.

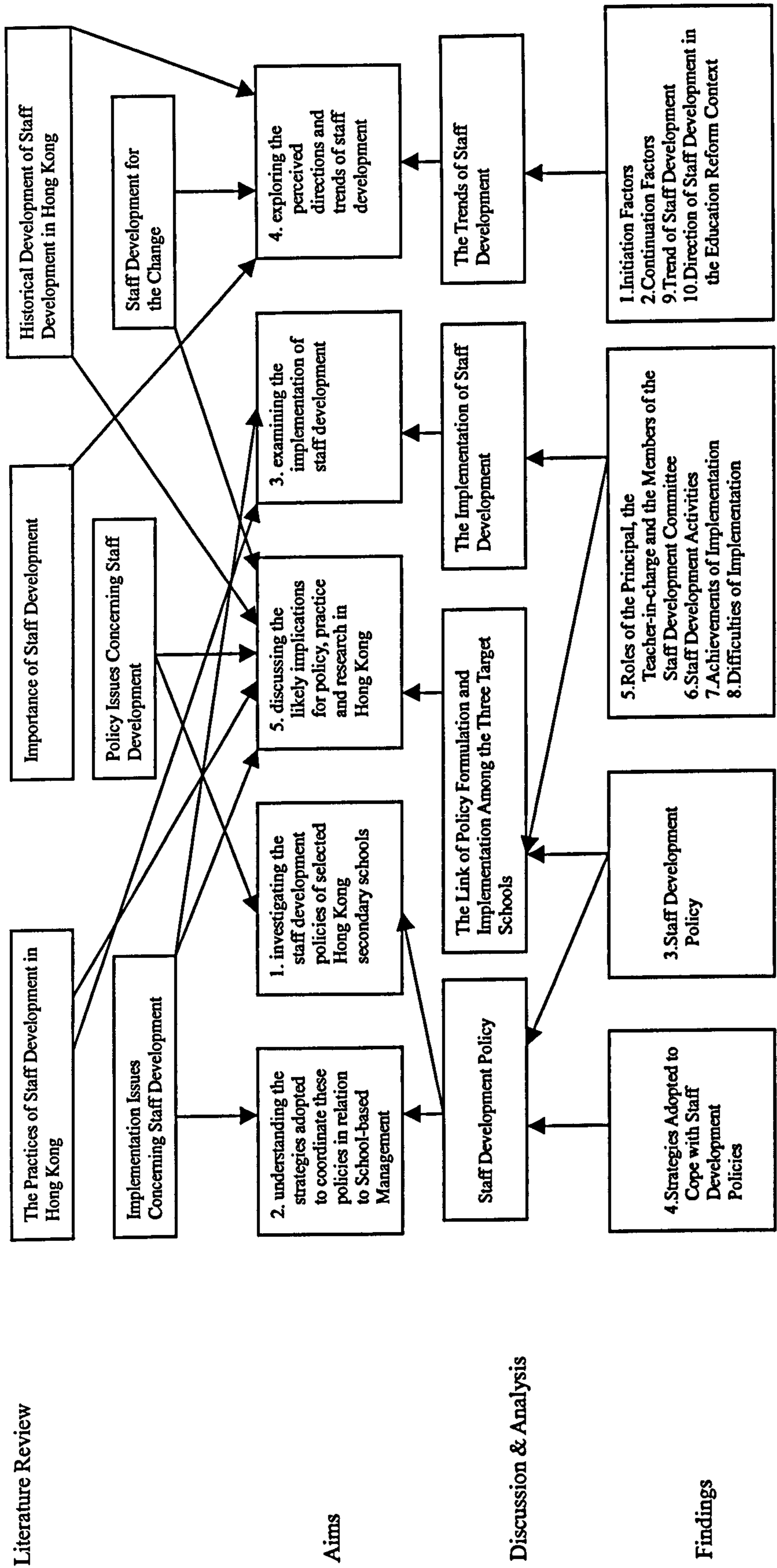


Diagram 6.1: An Integral Illustration of the Relationship among the Aims, the Literature Review, the Findings as well as the Analysis and Discussion

**B. The Nature of the Three Target Schools and their Contexts**

As stated in Chapter 4, this research is a study of three typical schools which are examples of good staff development practices in Hong Kong. These three schools were chosen because of their study related characteristics and study availability. In Hong Kong, because of the government policy, all subsidized secondary schools are quite similar in respect to the size, gender, student-teacher ratio, curriculum, as well as budgeting and financing. However, there are still some differences in relation to the nature of the school, the historical background, and the leadership style.

Moreover, the needs of the teachers, and also the influence of education reforms would affect the practices of staff development in the school. These three secondary schools were selected for they have taken an active and enthusiastic role in staff development. Table 6.1 illustrates the similarities and differences of the three target secondary schools. As seen in the table, several items of information concerning the three target schools are listed so as to provide some background knowledge before the analysis. They include: the location, nature of the school, year of establishment, number of rooms, number of classes, number of students, number of teachers, as well as the principal's experience. Apart from the differences, their similarities are also listed.

Differences	School A	School B	School C
Location	Kowloon	New Territories	New Territories
Nature of school	funded by a religious body	funded by a hospital organization	funded by an industrial organization
Year of establishment	1988	1996	1991
Number of rooms	30 classrooms and 15 special rooms	25 classrooms and 15 special rooms	30 classrooms and 15 special rooms
Number of classes	27 classes  F.1: 5 classes F.2: 5 classes F.3: 5 classes F.4: 4 classes F.5: 4 classes F.6: 2 classes F.7: 2 classes	29 classes  F.1: 6 classes F.2: 5 classes F.3: 6 classes F.4: 4 classes F.5: 4 classes F.6: 2 classes F.7: 2 classes	27 classes  F.1: 5 classes F.2: 5 classes F.3: 5 classes F.4: 4 classes F.5: 4 classes F.6: 2 classes F.7: 2 classes
Number of students	about 1000 students	about 1000 students	about 1000 students
Number of teachers	56 teachers	61 teachers	58 teachers
Principal's experience	In this position since the school was first founded	In this position since the school was first founded.	accepted the position when the former Principal retired in 1998
Similarities	Co-educational subsidized grammar secondary schools  Staff Development Committee established  Taking an active role in the staff development programmes and activities  Joining the Scheme of School-based Management in the year 2000		

Table 6.1: Similarities and Differences of the Three Target Schools

## C. Staff Development Policy

In Chapter two, discussion focused on the School Management Initiative and the Education Commission Report identified that they played an important role in the development of school-based staff development. In the early 90s, the practices of school-based staff development were fragmented, haphazard, and somewhat *ad hoc* in nature. However, this study demonstrates that the three target schools have shown a rather mature level and comprehensive implementation of staff development, particular in the processes and practices of policy formulation. This section is divided into two parts for review purposes. First of all, the process of policy formulation in these three schools will be synthesized. The second part of the review is a discussion of the policy dimensions in these target schools.

### 1. The Process of Policy Formulation

The historical context of the staff development in Hong Kong shows that there was no formal procedure in formulating the staff development policy in the secondary schools prior to the implementation of the School Management Initiative. In this study, it is quite important to note that this situation has changed. The three target schools demonstrate that they have developed similar procedures for formulating staff development policy.

As seen in Diagram 6.2, the coordinators of the Staff Development Committee have to gather information about the needs of the teachers as well as the condition of the schools. Then, they have to conduct an assessment about the strengths and weaknesses of the teachers, the development and

needs of their schools, and the availability of resources before they draft the policies of staff development. It is common for the policy to be incorporated into the annual plan. Therefore, the committee members have to consider all the related issues including the aims and objectives, the programmes, the budget, the timing of implementation, and also the method of evaluation.

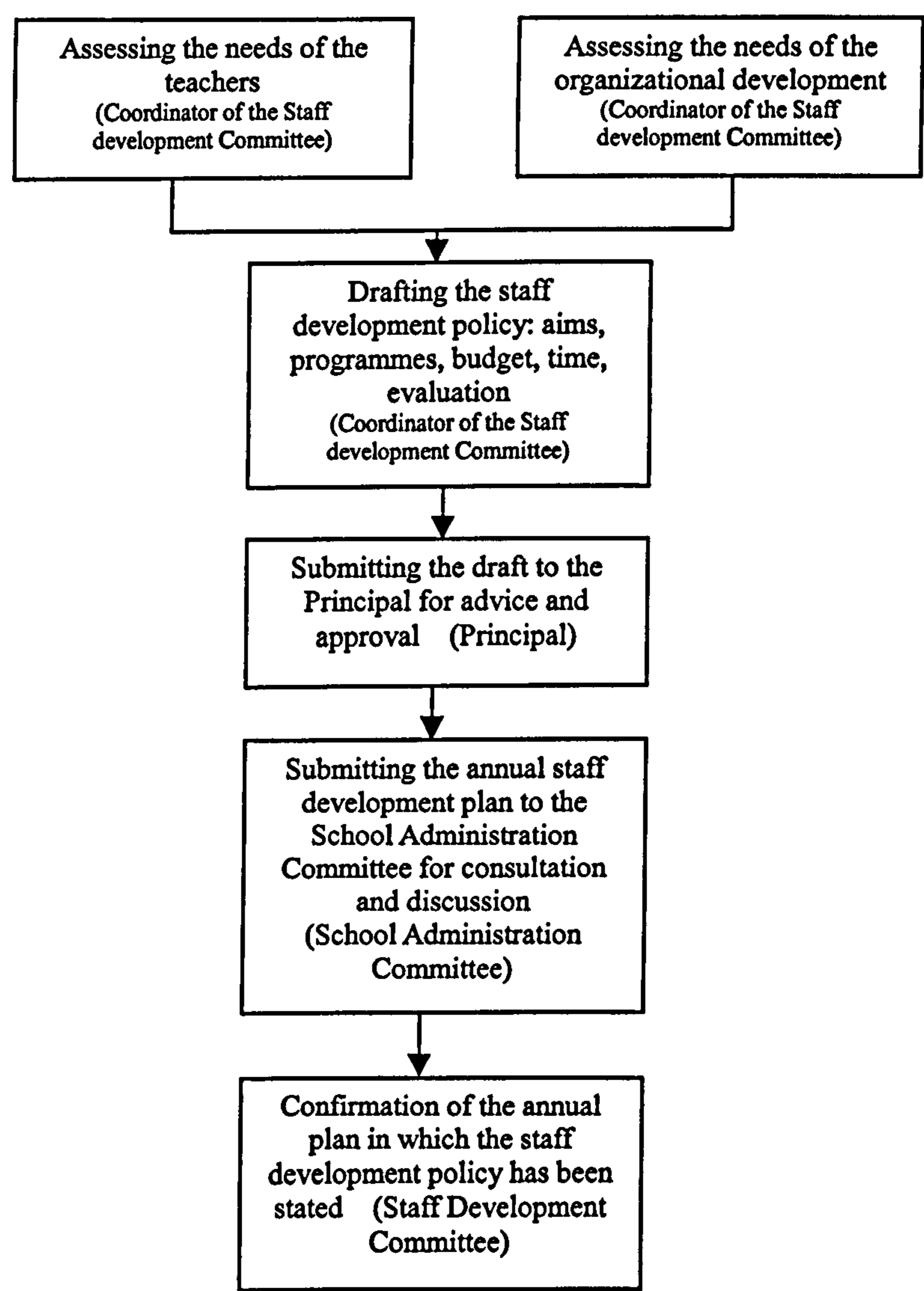


Diagram 6.2: Diagrammatic Illustration of the Process of Policy Formulation

After the coordinators have drafted the tentative plans, they then submit the plans to the principals for advice. In order to have a mutual understanding among the departments, as stated in the scripts of the interviewees in Chapter 5, the plans will normally be discussed and agreed in the School Administration Committee. Adjustment will be made before the plans are approved. This can help the department heads to have a common understanding and a thorough consideration of the policies beforehand.

The above phenomenon fits the four conditions which Hewton (1988) regards as important in managing the policy formulating process: preparation, presentation, participation, and planning. The coordinators understand that if the preparation is well conducted, resistance from the teachers will be minimized. Conveying the message of staff development, collecting the opinions from the teachers, evaluating the situation of the school, and examining the needs of the teachers are all necessary in order to achieve a better state of preparation. Apart from this, the consultation and discussion in the School Administration Committee provides a chance for the school to have open communications between the teachers and the decision makers. The procedure is less rushed and details are available to all the teachers for future reference. Moreover, it is precisely, because the coordinators hope to achieve commitment and to minimize resistance that they try to let the teachers own a participative role in the process of formulation. Last but not least, the study also illustrates the concept of Oldroyd, Smith, and Lee. The process of policy formulation, in general, consists of inter-related stages that are very similar to the proposed procedure for the planning of a staff development policy stated by Oldroyd, Smith, and Lee (1984). The reason for having similar process of

policy formulation in these three schools is that it maybe due to the implementation of School-based Management. School-based Management emphasizes the notion of accountability, participation, involvement as well as mutual understanding and support (Advisory Committee on School-based Management, 2000). The comprehensive planning of the staff development coordinators and the approval of the principals demonstrate that the nature of accountability is being upheld. And at the same time, in order to achieve commitment and to minimize resistance, not only do the staff development coordinators collect the views and needs of the teachers, but they also have to make the teachers participate and involve. That is the reason why the staff development coordinators of the three target schools often put the issue on the table during the meeting of the School Administration Committee and the staff meeting.

## 2. The Policy Dimensions

In the literature review, there are a number of tasks in the process of policy formulation. They include setting priorities, creating a structure, coordinating policies, clarifying roles, selecting and appointing staff, and allocating resources (Garrett et al., 1992). Performing the above tasks can contribute to the fulfillment of the policy elements which have been stated by Hewton (1988). His six policy elements are delineated as aims, structure, programme, evaluation, costs, and timing. The following discussion adopts his perspective as a framework in order to have a comprehensive view of the policy dimensions.

### a. Aims :

As stated by Hewton (1988), the aims will inevitably be set in the

context of the school, but they will often be justified in relation to a general rationale. Therefore, it is quite common for the rationale to lead to an overriding aim and other supporting aims of staff development.

The policies of staff development in these three target schools are quite similar. The overriding aims are normally linked to the needs and professionalization of the teachers, the quality of teaching and learning, and the changing needs of education. As in the view of Bradley (1991), within the framework of staff development, there must be a policy statement which includes a statement of shared values concerning the staff development principles, a statement of specific objectives, an indication of how the school will work with the individual teacher to assess objectives, and a statement of entitlement outlining what the teacher should expect. Thus, the overriding aims of these three schools address the functions that Bradley has stated.

The policies of the target schools are consistent with the ideas and concerns of the scholars. Dean (1991) advocates that the staff development policy should aim at helping the school to nurture its personnel which in turn can guarantee a smooth functioning of the organization. Table 6.2 shows the supporting aims of the three target schools. It explicitly acknowledges that nurturing teachers is the major direction of these three schools. When the teachers are enhanced through development, the school will unquestionably be correspondingly improved. This is concordant with Stevenson (1987) who also stresses that the aims of staff development should be linked directly to school

improvement.

School	Supporting aims of staff development
A	<ul style="list-style-type: none"><li>* to develop and reinforce teachers' skills and knowledge in teaching and education ;</li><li>* to raise the morale of the teaching staff ;</li><li>* to enhance teachers' professionalism.</li></ul>
B	<ul style="list-style-type: none"><li>* to help teachers acquire professional knowledge, armed with professional skills and techniques, as well as develop professional attitude so as to make the process of teaching and learning become efficient and effective ;</li><li>* to help teachers meet their personal growth and professional needs when they go through different developmental stages ;</li><li>* to cope with the school development, students' needs, and societal changes ;</li><li>* to help teachers acquire the educational information and the messages of the educational changes so as to develop the teachers becoming enthusiastic and professional educators.</li></ul>
C	<ul style="list-style-type: none"><li>* to improve the teaching techniques and management skills of the teachers ;</li><li>* to assist teachers to handle the problems of the students ;</li><li>* to provide sharing opportunities for the teachers ;</li><li>* to generate a sense of belonging among the teachers towards the school ;</li><li>* to cultivate a positive and enthusiastic attitude among the teachers in their daily teaching ;</li><li>* to encourage teachers to be aware of and be responsive to the educational issues ;</li><li>* to prepare teachers for the educational and organizational changes;</li><li>* to enhance the professional development of the teachers.</li></ul>

Table 6.2: Supporting Aims of the Three Target Schools.

The ways that the target schools present their policies are quite similar. They all make use of their annual plans to state their aims. This is because the School-based Management emphasizes the issue of roles and accountability. The head of staff development has the responsibility to prepare the annual plan of staff development. However, in the case of School B, concerns are outlined in a special document entitled Annual School Key Concerns. In this document, the policy of staff development can also be noted. Before 1991, written staff development policy could rarely be found in Hong Kong. Most of the policies were assumed to be widely understood and were embedded in all the on-going routine

activities. In the experience of Garrett (1992), some schools have created a staff development policy which is 'written in stone', and a copy is given to everyone. This has been shown to be true of the three target schools. Critics of a formal policy may argue that an explicit staff development policy may inhibit flexibility and prevent a rapid response to a new situation, particularly if resources are already committed and in-service needs identified (McMullen, 1991). However, as in the cases of the three target schools, the clearly defined aims in the formal staff development policy can reflect the functions that Hewton (1988) has pointed out. These include the provision of a focusing device, a form of organizational analysis, a direction finder, a coordinating mechanism, a form of commitment, an instrument of communication, and a framework for coping with change.

b. Structure :

The structures of the Staff Development Committees in these three schools are nearly the same. They all have two major streams to conduct their staff development activities. It is quite common for the large-scale activities to be conducted by the Staff Development Committee and the subject-related activities are arranged by the subject panels.

The Staff Development Committees usually take over the planning and implementing of the staff development activities at the school level. The number of members is around three to four persons. This may be a reasonable and appropriate number for the schools in Hong Kong: if the number of members increases, a shortage of manpower may develop in

other functions such as student affairs. Besides, the major task of the Staff Development Committee is to coordinate the staff development activities across diverse needs and three to four members can incorporate both the new and the experienced teachers.

There is another commonality among these three schools. They all appoint a senior and experienced teacher to take charge of the committees. This may be due to the fact that staff development requires a person who really knows the broad needs of the teachers, the development of the school, and the trend of educational reforms. Furthermore, the one who accepts the post should be respected by other teachers and hold a secure reputation among the teachers.

For the departmental level and the subject level, the department heads or the subject panel heads will be responsible for the staff development in their areas of concern. However, they still have to report to the teacher-in-charge of the Staff Development Committee. This can assist the Staff Development Committee in keeping a record of their activities and also checking whether their activities are consistent with the programme direction.

c. Programme :

The programme sets out details of the specific activities which will take place within the policy framework. The three target schools, in their annual plans, also state the programmes for staff development. Table 6.3 shows a summary of the programmes of the schools. Although most of

the programmes are quite similar, there are still some differences among them. This may be due to the typical feature of the schools, the specific practices of staff development, or the personalized approaches of the respective organizers.

When considering commonalities, all three schools carry out the following programmes that include arranging for new teachers' orientation and induction; organizing three staff development days; providing information and conveying specific messages about upcoming training courses, workshops or seminars organized by outside agencies and encouraging the teachers to attend; and arranging a resource corner so as to facilitate teachers in getting information and needed reference materials.

The above items are the basic programmes in the three selected schools. The three staff development days are a common requirement of the Policy of School-based Management. All schools in Hong Kong are similarly granted three days to develop their teachers. Consequently, all the schools in this study include this as part of their development programmes in their annual plans. Another area to which the committees pay particular attention is that of providing assistance to the new teachers. Committees organize orientation and induction programmes because they know that this not only can help the new teachers adapt to the practices of the school, but also directly benefit the whole school and the students. The new teacher' induction programmes sometimes can provide an accurate appraisal of the problems and general performance

of the students. This really helps the new teachers design their teaching approaches and technique and provides a context when dealing with students if disciplinary problems arise. The new teachers find it worthwhile and appreciate this kind of support. Finally, the staff development committees also need to provide information and convey messages about training courses, workshops, and seminars organized by outside agencies. Presently, there are many training and cooperative activities organized by the educational bodies and other organizations. This requires the committee to coordinate and encourage teachers to attend. As the major purpose of the committee is to develop the teachers, there is a need to facilitate teachers receiving information and references for development programme. The programmes stated above are common to all three schools.

The three schools emphasize that sharing information and views among teachers can help to develop their teachers. Therefore, they all set programmes to facilitate activities that promote this professional sharing of ideas. However, they adopt different forms. School A and School C organize short sharing sessions after school; School B makes use of the staff meetings. This is related to the availability of the school in assigning a typical period for teachers' sharing. School B points out that it is quite difficult to group the teachers after school as most of the teachers are very busy in handling students' affairs, attending meetings, and conducting extra lessons for the students. Besides, School B also raises the point that they want all the teachers to hear and exchange the views and experience of other staff. They find that staff meetings are a

very appropriate opportunity to gather all the teachers together and share professional concerns and ideas. Thus, this aspect of scheduling such meetings is really dependent on the nature of the school and the perceptions of the organizers.

Different schools will have different practices in designing their staff development programmes. Apart from the normal and usual activities, School B has a staff development camp while School C has a teaching conference. This is mainly a continuation to the traditional practices of the schools. The Principal of School B initiated this programme when the school was newly established in 1996, and it became the usual practice in this school. Teachers are required to join the programme before the academic year and the theme is specially designed to meet the needs of the teachers and the development of the school. School C also has a teaching conference for their teachers. This is quite unique when compare to other schools. If the schools adopt these kinds of programmes, they have to allocate the necessary resources. Therefore, the availability of resources and the attitude of the Principals and the organizers will certainly affect the professional development programmes.

Recently, there is an increasing need for the staff development committee to keep teachers aware of the development of the educational reform, to grasp the educational changes, to appreciate new teaching skills and techniques. Therefore, information and messages should be conveyed to the teachers on an ongoing basis. The three target schools

have put demonstrable effort in setting up this element within their programmes. The schools purchase reference books for general improvement of teachers' professional skills, select and post newspaper cuttings so as to interest teachers' in the current educational news and issues, invite teachers to contribute some enlightening articles for the purpose of development, and acquaint teachers with recent educational developments by asking teachers to report back the information received through attending seminars held by external educational bodies, etc. The minor differences among the three schools are dependent on the practices of the organizers and the preference of the schools.

Last but not least, the special needs of the schools generate special programmes. School B has an initiative to identify the performance attributes of the school. Therefore, the Principal and the senior staff try to conduct an evaluation by themselves. They invite a university to help them assess their strengths and weaknesses. Therefore, they need to introduce the concept of School self-evaluation and self-enhancement to other teachers so as to obtain a valid evaluation result. Due to this particular situation, the staff development programmes in this school are somewhat different from the others.

Programmes	School A	School B	School C
Organizing a staff development camp		x	
Organizing Teaching Conference			x
Arranging new teachers' orientation and induction programmes	x	x	x
Organizing three staff development days	x	x	x
Collecting information about the needs or the intention of the teachers		x	x
Enhancing teachers' professional attitude		x	
Helping teachers to know the concept of School Self-evaluation and Self-enhancement		x	
Sharing during the staff meetings		x	
Sharing experience, frustration, or job satisfaction through short monthly sharing sessions	x		x
Equipping and updating teachers' technological skills and technique		x	x
Providing information and conveying messages about training courses, workshops or seminars organized by outside agencies and encouraging teachers to attend	x	x	x
Recording all the development activities at different levels		x	x
Purchasing reference books for general improvement of teachers' professional skills	x	x	
Posting newspaper cuttings so as to increase teachers' interest in current educational news and issues	x	x	
Inviting teachers to contribute some enlightening articles for the purpose of development			x
Acquainting teachers with the recent educational development by asking teachers to report back the information after attending seminars held by external educational bodies	x		
Arranging a resource corner so as to facilitate teachers in getting information and references	x	x	x

Table 6.3: Staff Development Programmes in the Three Target Schools

d. Timing :

Hewton (1988) states clearly that it is necessary for policies to make clear not only what is intended but also when the various activities will take place. Timing can also help the organizers to set the priorities of the activities. As in the study, the three target schools do have an appropriate arrangement for their staff development activities. The major criterion for setting the time of the activities is the avoidance of affecting the normal teaching and learning. All the schools firmly assert that students' learning should have the priority. It is because they all understand that the major ends of staff development is to benefit the students. Therefore, they all have the same point of view in this respect. As a result, it is a common practice for the schools to arrange their staff development activities during the holidays, to make use of the students' examination periods, and to share among themselves when the teachers do not have any lessons. Moreover, the teachers also have a common understanding that they will take part in the seminars or workshops after school and during the weekends or on Sundays.

In addition, it is quite important to highlight that all the schools in the study have clearly stated their staff development days in their school calendars. This helps the teachers know the planning of their respective schools and they can plan and contribute through their participation. Beyond this, the incorporation of the development activities in the school calendar can have two other good effects: first of all, planning has to be conveyed to achieve a systematic arrangement of the staff development activities; and, then, the formalization of the staff

development within the calendar will let the teachers appreciate the level of importance allocated by the school in developing their teachers.

Another characteristic is that the schools normally scatter their development activities throughout the academic year. For School A, three whole days have been assigned for staff development in a year, one in November, the other in March and the last one in June. For School B, the first one is in mid November, the other one is in mid January and the last one is in early June. For School C, the staff development days are scheduled in November, March, and June. All are held adjacent to the periods scheduled for the students' examination.

As for the new teachers' induction programmes, schools in the study normally make use of the beginning of the year such as late August or early September. This can help the new teachers become familiar with the practices of the school before the academic year commences in September. This demonstrates that some of the staff development activities are clearly related to the specific needs of the teachers both at the group and the individual levels.

Last but not least, if the schools try to arrange educational tours, it is quite common for them to make use of the long holiday. For example, the educational tour of School B to Guangzhou is in March. It is scheduled during the Easter Holiday because teachers and students in China do not have a holiday in this period. This highlights that the schools must consider the external factors if they want to organize some special staff

development activities for their teachers that interface with outside educational institutes or other agencies.

e. Costs :

- As review in the study, there is diversity in the costing of staff development in these schools. It shows that neither the Education Department nor the school authority fix an annual amount for staff development. The amount is dependent upon the budgeting of the head of staff development. Before the beginning of the academic year, the head of staff development will assess the needs of the teachers and make a plan in which the financial amounts will be proposed. This is reasonable because this helps meet the fiscal needs of the school. The practice is quite different from the past because there was a standardized budget for all the schools before the implementation of the School-based Management. The School-based Management allows schools in Hong Kong to adjust and allocate their resource according to their needs.

Apart from the above situation, the study shows that the Education Department makes a contribution in staff development. There is a grant of 1200 dollars for the school to conduct the staff development activities and a grant of 500 dollars for each teacher to buy reference books. Although it is just a minimal amount, it demonstrates the encouragement and consideration of the Education department with respect to developing the teachers.

The study also indicates that there are differences in the aspect of

resource allocation. The teacher-in-charge of School B made a budget of 12950 dollars for the whole year. Around 10000 dollars were spent on the staff development camp. The remaining amount was left for the staff development days. However, the total amount was not enough and the Principal agreed to increase the total sum by granting 30000 dollars to sponsor teachers going on the educational tour to Guangzhou and 8000 dollars to invite speaker for the staff development day. This shows that resource allocation in staff development is rather flexible and thus it really depends on the unique needs of the school. The willingness of the schools to support staff development makes the schools bear a greater amount in comparison with the role of the Education Department. This development is a great step forward and demonstrates the schools understand that the advancement and quality of teachers is very important to the organizational well being.

f. Evaluation :

As stated by Hewton (1988), if the policy becomes an end in itself rather than a means of achieving effective staff development, it will be a waste of energy and resources. In order to avoid this, it is better to have a regular review and evaluation process. In the study, it is quite useful to note that the target schools have put much effort into the aspect of evaluation. This is an improvement comparing with the past historical experience as discussed in chapter two.

As stated by the interviewees and illustrated by the documents, systematic methods of evaluation can be identified in these three schools.

School A has three measures to conduct the evaluation: evaluation forms or feedback forms that are distributed after each seminar and sharing session; questionnaires that are distributed to collect views from teachers at the end of the school year; and formal evaluation of the teachers' participation in seminars and workshops. School B has made use of the consultative, quantitative and qualitative evaluation methods to assess the appropriateness and effectiveness of their programmes and activities. Finally, School C has developed two sources to assess their programmes and activities. These evaluative efforts demonstrate that the schools are very serious in assessing and improving the effectiveness of their staff development activities and programmes. Consideration in the feedback and evaluation of staff development can generate the valid perception of meeting the needs of the teachers. This is a very important improvement in staff development because in the early 1990s most of the schools organized their school-based programmes by means of trial by error. As a result, without valid participant feedback history, the practices of school-based staff development usually gave people the impression of being a fragmented, haphazard and somewhat *ad hoc* in nature. The developmental activities at that time did not have a means to receive the feedback of the teachers. They seemed to be just a reactionary response to the educational policy and an image building exercise for the schools. As this study now reflects, evaluation is currently considered as seriously requisite in the target schools: it, as such demonstrates school-based staff development in these schools has achieved a significant and positive stage of maturity. Particular in School B, the person-in-charge makes use of the meetings to grasp the feeling and

perception of the administrative members of the school. This can help planners delineate the scope and direction of the staff development as well as set the policy and programmes for the teachers. To a further extent, feedback is not just concern about the number of activities that have been organized or attended - that is the quantitative aspect - but planners also care about the effectiveness and quality of the programmes – the qualitative aspect.

Although the three target schools have paid attention to the aspect of evaluation, School B seems to be the most typical and systematic one. This is because School B not only has a systematic and thorough mechanism of evaluation in the school, but the attitude of the Principal and the middle managers also plays a vital role. They point out that evaluation is one of the essential parts in the process of policy formulation. School B normally takes the opinion of the teachers into consideration. Furthermore, during the process of evaluation, the Staff Development Committee can assess the strengths and weaknesses of the teachers, the appropriateness of their policies, the effectiveness of their programmes, and the development and needs of the school. This case can help to illustrate how some of the schools in Hong Kong not only have paid attention to the importance of evaluation in the process of teacher development, but can provide a reference and example for other schools to follow. As a result, if more and more schools in Hong Kong adopt a serious effort to implement a process of evaluation, staff development will enhance its function even further to meet the needs of teachers, students, and schools.

### 3. Concluding Remarks

The above discussion demonstrates that there is an explicit process of policy formulation for staff development. The process can reflect the typical nature and daily function of the schools. Further, the six policy dimensions also show the maturity and the holistic nature of comprehensive staff development. As mentioned by Bell and Day (1991, p.21):

the policy-based model of professional development that is now emerging offers an opportunity for practitioners to extend their control over their explicit development, albeit within a framework of provision and resourcing that is closely related to the needs of the school and to the development plan that formulates and expresses those needs.

Furthermore, the study also reflects some of the areas of considerations which have been illustrated in the Fife document (1995). In Chapter three, Table 3.1 and Table 3.2 show the checklists and the practical considerations during the process of policy formulation. It is significant to note that the practices of the three target schools have incorporated some of the areas of considerations of the Fife document in this study such as the aims and purposes; roles, responsibilities and rights; school organization and arrangements; matching priorities to opportunities; as well as the induction of new staff.

The analysis of the policy formulation provides a clear picture that some of the schools in Hong Kong have shown real concern regarding the importance of staff development. In the early 1990s, some scholars asserted that "it is the responsibility of the school to see that there is a school policy for

staff development, which should help the school to fulfill its aims and is concerned with the development of all staff; that there is a staff development programme which includes everyone; and that there is a planned development opportunity for all involved” (Dean, 1991, p.15). This study helps to demonstrate that certain schools in Hong Kong have already worked in this direction over the previous ten years.

The existence of staff development policy in the three target schools will really benefit the teachers and the schools. The practices in these schools help to achieve the advantages that Oldroyd, Smith and Lee (1984, p.73) stated as “the existence of a staff development policy in a school will give clarity of purpose concerning staff development, help newcomers to the school to know what is available, encourage managers to think in terms of staff development, and link up with job descriptions”.

## **D. Implementation of Staff Development**

### **1. Forms of Staff Development**

As seen in Table 6.4, the forms of staff development activities in the three target schools are divided into four levels. Although they have similar activities, differences can still be detected from the table below.

Chapter two illustrates the school-based staff development activities in Hong Kong in the early 1990s. At that time, the objectives for most of the schools to organize school-based staff development activities were usually related to the well being of the teachers and the schools. This is still applicable

to the findings from this study. In 1992, Pang (1992) identifies six common scopes of objectives for implementing staff development in his study. They include the following items: updating knowledge and skills; enhancing motivation and attitude; enhancing reflection-in-action; enhancing initiatives to analyze, share, and improve practices; enhancing willingness to overcome problems and constraints; implementing initiatives in introducing and leading changes; and widening concern for others and widening contributions towards the school, the educational circle and society. All these can still be reflected in the activities organized by the three target schools. As to the methods suggested by Pang, most of them are adopted by the three schools except job rotation, organizing school-based curriculum development activities, and conducting action research. This may be due to the fact that these require teachers to spend a lot of time on accommodating those activities. Besides, the above three activities are still at the stage of initiation and they are not formalized; therefore, they have not been treated as formal staff development activities and are only conducted by individual teachers as a kind of trial activity.

It is quite exciting to acknowledge there is a systematic and formal organization of the staff development activities in these schools. Staff development activities are organized in different levels according to the nature and background of the school, the degree of involvement, the needs of the teachers, and the development of the school. This is a significant improvement when compared to the situation in the 1990s. As in the case of School B, the study shows that the staff development activities are grouped under four categories. Even the sponsoring body of the organization also arranges a

symposium to develop its teachers. This demonstrates the importance of staff development in the field of education.

Staff Development Activities	School A	School B	School C
1. Staff development at organizational level			
a. Staff development symposium		x	
2. Staff development at school level			
a. Staff development days	x	x	x
b. New teachers' orientation and induction	x	x	x
c. Mentoring system	x	x	
d. Staff appraisal system	x	x	x
e. School visits	x	x	x
f. Sharing during the staff meetings	x	x	x
g. Educational tours		x	
h. Staff development workshops		x	
i. Staff development camps		x	
j. Teaching conferences			x
k. Staff development bulletin			x
3. Staff development at departmental or subject-based level			
a. Lesson observation	x	x	x
b. Sharing during the subject meetings	x	x	x
c. Circulating the circulars and information	x	x	x
d. Inviting experts to give advice		x	
e. Collective lesson preparation			x
f. Subject-based workshop			x
4. Staff development at individual level			
a. Taking part in the seminars and workshops	x	x	x
b. Taking formal courses	x	x	x

Table 6.4: Forms of Staff Development Activities in the Three Target Schools

In summarizing staff development at the school level, it is a common practice for the schools to have three staff development days. This is not unique to the selected schools as it is a basic requirement for all schools in Hong Kong to carry as a requirement of the policy of School-based Management. The point that needs to be considered is the themes of those development days. They can either reflect the needs and deficiencies of the teachers or the future developmental needs and concerns of the schools. As in the case of School B, two days have been assigned to deal with the issue of school self-evaluation and self-enhancement. This demonstrates School B tries to incorporate the concept of self-assessment during the process of school improvement.

Another typical feature is the adoption of staff meetings and staff appraisal in the process of staff development. This shows that the three schools are quite advanced in making use of different means for furthering teacher development. Staff meeting is a very appropriate opportunity to develop the teachers because all the teachers are grouped together. Messages, experience, mission and vision can all be shared during such meeting. On the other hand, the staff appraisal is not just as a means for the purpose of summative assessment, but is also a positive aspect of formative development of the teachers.

To a further extent, attention to the needs of the new teachers and the arrangement of inter-school visits can all be found in the staff development activities of these three schools. This may be a common practice among the schools in Hong Kong. These kinds of activities are supported by the school

authorities because they understand helping the new teachers adapt to a new working environment and helping teachers learn from the experience of other schools can contribute to the well being of the students and the schools. Therefore, all these activities are considered and supported at the school level.

In reviewing the aspect of helping the new teachers, School A and School B have a mentoring system to assist the new staff members. It is the responsibility of the department heads and subject panel heads to assist the new teachers in School A. In School B, new teachers are paired up with experienced teachers. This can help the new teachers have an identified source from which to seek support when the need arises. Mentoring systems can be implemented in these schools because the policies in these schools see the need of having such a system. Such systems must have the support of the experienced teachers who are willing to spend their time to take care of their junior partners.

As seen from the annual reports of the staff development committees, different activities are organized among these three schools such as educational tours, staff development workshops, staff development camps, teaching conferences and staff development bulletins, etc. Use of these strategies is directly affected by the preferences and decision of the organizers who delineate the needs of the teachers, the effectiveness of different activities, and the desires of the teachers. Most important of all, one of the major factors which affect the forms of the staff development activities is the availability of resources. Organizing an educational tour or a staff development camp requires much more resources in comparison to arranging a workshop.

At the departmental or subject-based level, three kinds of activities are common in these three schools. They include sharing during the subject meetings, lesson observation, and circulating the information. It seems that these are the major means for the teachers of the same subject to develop professionally among themselves. It is quite helpful to discover teachers are rather open at the present time. They are more willing to accept other teachers observe their lessons. This, too, is a great improvement when compared with the past. Moreover, teachers also know how to make good use of their meetings. After their team members have attended some of the seminars or workshops, the heads will normally invite them to share with other members of the staff. Sometimes, the heads will make copies of the information received by the attendees and distribute them to their team members, too.

For staff development at the individual level, individual teachers are encouraged to take part in the seminars and workshops which are organized by the outside educational bodies and institutions. They often make use of the Saturdays, Sundays and holidays. Sometimes, they will attend those activities after the regular classroom lessons in the afternoon. If they need to attend seminars in the afternoon, swapping of lessons with another teacher is sometimes possible.

Some teachers are taking the formal courses which are organized by the College of Education and the universities in Hong Kong. Some are taking the Postgraduate Certificate in Education, some are upgrading themselves to the degree level, while some are taking a higher degree. These kinds of staff development activities are very common in the target schools.

## 2. Roles and Responsibilities of Significant Persons

Hewton (1988) indicates that the structure, as set out in a policy, defines roles and responsibilities in connection with the identification of staff development needs; as well as in connection with the implementation of programme and evaluation of its outcomes. The three target schools in the study have already set up their own Staff Development Committee in which the roles of the heads and the members are clearly defined. Moreover, as the heads of the schools, the principals also play significant roles in staff development programmes. The study finds that the roles and responsibilities of the principals, the departmental heads and the members of the staff development committees are quite similar. This is mainly due to the organizational structure of the schools in Hong Kong and the mutual understanding of the duties of different posts. Most important is the implementation of the Policy of School-based Management by which the roles and responsibilities of different posts are clearly defined and delineated. Therefore, in this aspect of staff development, there is no significant exception: roles are defined and those who are involved will normally follow the defined practices.

### a. Roles of the principal

The Principal is the decision maker because he or she is the one who has the sole authority to approve or disapprove the overall planning of the staff development. With the School-based Management, all the department heads and subject panel heads have to submit their plans for approval. Although the Principal delegates the duties of staff development to the teacher-in-charge, he or she still acts one of the participants in the decision making and setting of

the themes and aims related to staff development. Thus the Principal can also be treated as one of the policy makers of staff development in the school.

Besides, he or she is also a major consultant or adviser in setting the direction, aims, programmes, and activities of staff development. The teacher-in-charge takes into serious consideration the principal's opinion before making any major decisions.

Moreover, the Principal is also a monitor of staff development. The teacher-in-charge has to submit reports for approval. In the aspect of resource support, the Principal plays a very important role in getting and assigning resources for staff development. The principal always checks the quality and effectiveness of the staff development programmes and activities. Not only does he or she get an immediate feedback of the teachers, but the principal also asks for evaluation reports after every staff development activity.

It is quite common for the Principal to encourage teachers to take part in different kinds of staff development activities such as seminars and workshops. Therefore, the Principal is also a facilitator of staff development.

Finally, the Principal is also one of the participants in the staff development activities. He or she also joins the three staff development days and takes part in the seminars and workshops, if needed.

#### **b. Roles of the teacher-in-charge**

An analysis of the information provided by the interviewees, the

teacher-in-charge of staff development has a number of roles. The teacher-in-charge is the policy maker of staff development in the school. The teacher-in-charge has to set the objectives and aims of staff development and is responsible for designing staff development in the school. When designing the staff development activities, this person must delineate the purposes of each activity, to arrange the programmes, and to coordinate the teachers.

The teacher-in-charge is an assessor of needs because before deciding the aims and objectives, as well as during planning the staff development programmes and activities, he has to assess the strengths, the weaknesses, the problems, and the varied needs of the teachers.

The teacher-in-charge is an organizer of the programmes and activities. In the process of organizing the activities, this person takes on the role of a diplomat. This is because he has to contact the outside organizations and bodies to arrange activities for the teachers, and he or she also periodically invites speakers for the staff development activities.

Furthermore, the teacher-in-charge is the administrator of staff development. He or she has to do the planning, organizing, implementing and controlling of staff development within the school. At the beginning of the academic year, the teacher-in-charge has to write the annual plan of staff development, and, then, must consider evaluation and obtain feedback from the teachers. And finally, the role requires the writing of a report for the Principal.

The teacher-in-charge is a transmitter of information who must convey all the messages of staff development to the teachers concerned. There is a need for him or her to make known to all the teachers all the details of the educational messages including the information concerning seminars, workshops, courses and educational programmes.

Most often, this person also needs to coordinate with the department heads and subject heads to arrange having teachers take part in seminars and workshops. Therefore, the role is also one of a coordinator of staff development in the school.

When there are inter-schools activities or developmental tour, he or she coordinates all related activities. It is quite common for the role to include being a liaison person who needs to make arrangement and contacts on behalf of the teachers.

The teacher-in-charge must keep a record of what have been happening in all aspects of staff development.

Finally, the teacher-in-charge is a helper in the eyes of the new teachers. If the new teachers have any difficulties, they will often approach the teacher-in-charge for assistance.

#### **c. Roles of the members of the Staff Development Committee**

The members of the Staff Development Committee are the assistants of the teacher-in-charge. They contribute in setting the themes

and aims of staff development in the school, and, thus, they can also be treated as contributors in the planning process.

When there are staff development activities, they have to help the teacher-in-charge to organize, conduct, and implement the activities. They also need to be very sensitive to the needs of the teachers because they have to help the committee collect the opinions of the teachers. Since they are required to obtain information about the needs of the teachers, they are often responsible to conduct surveys in order to solicit the views and opinions of the staff.

The committee members have to keep all the staff development materials and resource in order. If posters or pamphlets are received, they have to post them on the notice board and let the teachers know. This helps to make teachers aware of the new educational messages received by circulating the notices and information concerning staff development.

### 3. Implementation Strategies

In order to have a smooth implementation of the staff development activities, the target schools adopt various kinds of strategies. Some of them are quite similar while other differences can also be detected. First of all, it is very important in the three target schools to have a formal structure to take charge of the activities. The Staff Development Committee is established to coordinate staff development. The major functions of this unit are setting the objectives and aims of staff

development, organizing the staff development activities, evaluating the effectiveness of staff development, delineating the needs of the teachers, and planning staff development for the school. Therefore, during the process of implementation, the committee should be reviewing the relevance, appropriateness, and effectiveness of the activities.

Strategies Adopted to Cope with Staff Development Policies	School A	School B	School C
Considering the needs and opinions of the teachers	x	x	x
Creating ownership among the teachers	x		x
Encouraging teachers to participate in the activities	x	x	
Promoting the staff development activities	x		
Planning in a systematic way	x	x	x
Planning in a flexible way	x		
Coordinating the activities by an explicit committee	x	x	x
Generating a mutual understanding of the areas of concerns		x	
Allocating time for staff development		x	
Utilizing resources in a flexible way		x	x
Conveying educational messages to motivate the concerns of the teachers		x	x
Conducting evaluation		x	
Monitoring by experienced leaders			x
Setting a principle to guide the staff development			x

Table 6.5: Strategies of Implementation of Staff Development Activities in the Three Target Schools

An organized and systematic implementation of staff development requires a comprehensive planning. Under the policy of the School-based Management, the three target schools *have a formal procedure to plan, implement, and evaluate their programmes.* Before the start of the academic year, it is quite common for the Coordinator of Staff Development to delineate the scope of staff development. Then the Staff Development Committee will plan the programmes and activities for the whole year. The tentative plan will be discussed in the School Administration Committee. This approach helps to generate a systematic procedure of implementation.

If the staff development activities essentially meet the true needs of the teachers, they will be more welcomed and accepted by the teachers. This in turn will generate the greatest benefit for the teachers. The three schools in the study understand the importance of the attitude of the teachers; therefore, they all take considerable time and effort to hearing the needs and opinions of the teachers. The most common means to do this is by conducting surveys to check the needs and perceived problems of the teachers.

As since in Table, 6.5, there are various ways to motivate the teachers to take part in the staff development activities. By generating a feeling of ownership, teachers in School A are willing to take an active role in the staff development activities. In order to give teachers a feeling of ownership, the teacher-in-charge arranges for the teachers to share their knowledge and experience. Not only can this help the teachers have a

feeling of being respected, but it can also create a 'team' atmosphere. School B tries to nurture a mutual understanding of the key concerns of the school among the teachers. This helps all the teachers have a common perspective of the direction of the school which in turn can motivate the teachers to acknowledge the importance and relevance of the staff development activities.

Apart from intrinsic motivation, three target schools also have different methods of extrinsic encouragement. In School A, the explicit appreciation of the Principal can motivate the teachers to take part in seminars and workshops. And at the same time, the members of the Staff Development Committee often post the related circulars, posters, materials and information on the notice board so as to help teachers keep in touch with those issues. In School B, if the Principal finds some of activities are worthwhile and beneficial, the Principal normally assigns relevant panel heads or teachers to attend. Similarly, members of the Staff Development Committee also convey the educational messages to the teachers. This can help teachers pay more attention to the recently received information and changes in the field of education.

In relation to other administrative concerns, different measures have been adopted in the three target schools. First of all, flexibility in the allocation of resource can help to adjust the monetary support when there is a need during the implementation of the activities. Setting a principle can help to guide the arrangement of the staff development activities. Monitoring by experienced leaders is also a means to check the

effectiveness of the staff development activities. Finally, as it is quite difficult to arrange time in such a tight working schedule of the teachers, the schools also try to allocate the time for staff development activities. Consideration for all these administrative concerns facilitates a systematic and smooth implementation of staff development activities in these schools.

#### 4. Achievement and Hindrance.

##### a. Achievement of staff development

In chapter three, the definitions of staff development emphasize the output of staff development should not be confined only to the development of the staff. To a great extent, it is also necessary to enhance the school's overall improvement. Bolam (1994) stresses the importance of a school to have its own staff development programme. This is because school-focused INSET is seen as a means of meeting school needs while balancing these with individual needs of the teachers. To a further extent, staff development can benefit the whole educational system (ACSET, 1989). Dean (1991) confirms that there will be beneficial relationship between the staff and the organization. She states that the individual teacher is most likely to develop professionally when the school is supportive, and correspondingly, the school is most likely to develop in return as staff progress. Mutual support is an essential element in the development process. The study demonstrated that mutual benefit between the teachers and the schools was a consequence of staff development in the three target schools.

The interviewees expressed their positive opinions about the staff development in their schools. They stated that staff development really plays an important role in their schools and does have certain achievements. Table 6.6 lists the items that have been achieved in these three schools.

Concerning the teachers, changes can generate pressure and anxiety with the staff of any school, particularly the Curriculum Reform and the Education Reform. In the study, teachers felt that the staff development activities could help them update knowledge and skills to meet the needs of the educational changes. They state that the seminars and workshops let them know of the underlying factors and reasons for the educational changes. Moreover, they also know what is happening beyond the school, particular the recent innovations in the education system and the curriculum reform. To a further extent, the staff development activities also provided opportunity for the teachers to prepare themselves to face the ongoing changes. In their experience of School B, the Chinese Language teachers find that the Guangzhou educational tours can help them prepare a thematic approach in teaching Chinese. Some of the teachers even try to incorporate the upcoming components of changes into their daily teaching.

Achievement	School A	School B	School C
Helping new teachers adapt to the new working environment	x	x	x
Enhancing the teachers' morale and team spirit		x	
Equipping teachers with skills of handling students' problems	x	x	x
Familiarizing teachers with the practices' of the school	x	x	x
Enhancing the positive attitude of the teachers	x		
Equipping teachers with useful new teaching skills and techniques	x	x	x
Generating a sense of belonging towards the school	x		x
Equipping teachers with the skills of using Information Technology	x	x	x
Promoting the views of the teachers			x
Sharing experience and workload among each other			x
Acquainting teachers with the information of ongoing educational changes / Education Reform	x	x	x
Generating a mutual understanding among the teachers			x
Providing opportunity for teachers to have reflection			x
Helping teachers to be more professional	x		x
Contribution to the school development	x		
Facilitating the change process	x		
Facing the changes in syllabus and curriculum		x	
Stimulating teachers to try the new attempts		x	
Building the mission and vision among the teachers		x	
Generating a learning culture		x	

Table 6.6: Achievements of Staff Development in the Three Target Schools

Some of the staff development activities are organized to help teachers acquire new teaching skills and techniques. Teachers in the three target schools appear to be keeping pace with the new trend of teaching. Recently, there is an increasing demand for the teachers to incorporate Information Technology into their teaching and lessons. Most of the teachers state that they currently have considerable confidence in adopting the Information Technology into their daily teaching. Many teachers have started making use of the PowerPoint software in their teaching, presenting information, and communicating with the students. Moreover, there is a trend for the teachers to facilitate students exploring the knowledge by using the project learning approach. This initiative is also new to most of the teachers. And teachers find that staff development can play a role in helping them adjust to it. With the staff development programmes and activities, some of the teachers are trying to incorporate the new teaching modes by asking the students to do projects.

Staff development can help teachers meet the needs of the students. Students needs and problems are various and diversified, particular for those students with learning difficulties. Staff development can help teachers know more about the causes and effects of those problems. Teachers in School B find that some of the students' problems are often quite serious. They mentioned that the seminars and workshops can train them with appropriate methods and procedures to accommodate and mitigate such problems.

Furthermore, the teachers also claim that staff development activities create excellent opportunities for them to share experiences with other teachers. Teachers in School C emphasize that they like the arrangement of the collective lesson preparation periods because that arrangement helps them hear the ideas of the experienced teachers. Moreover, they can also minimize their workload because they often take turns to create the supplementary worksheets and exercises.

By means of professional sharing, school visits, development seminars and workshops, teachers have opportunities to broaden their views and appreciate the professional practices of others. For example, School C often arranges school visits for the teachers to have a look of the teaching practices of other schools. This affords the teachers a chance to share their own experience with those teachers of other schools and to incorporate ideas from other schools. As a result, teachers are stimulated to try new approaches and techniques. With the educational tours to Guangzhou, teachers of School B were stimulated to have 'group lesson preparation' in the coming year. They found that it was very successful for the teachers to share their idea on how to conduct lessons. Besides, they can also help each other in preparing materials for the students. This 'team' approach really can enhance their cooperation as well as improve their teaching and learning process.

With respect to new teachers, staff development can also help the inexperienced staff members to adapt to their new working environment. The new teachers' orientation programmes can help them familiarize the

practice of the school and have a preliminary understanding of the background of the students. Furthermore, they are also informed about the administrative requirements and usual procedures of handling students' problems. They feel more comfortable and increasingly confidence before entering the classrooms. Moreover, not only can they find information from the teachers' handbook, but they are also provided with different sources of assistance. Therefore, the new teachers' orientation activities and the mentoring system really help meet the needs of this group.

One of the most important functions of staff development activities is to provide opportunity for teachers to engage in reflection. Providing useful information, grasping the ideas of professionals, sharing experiences and exchanging opinions may help teachers adopt new perspectives. The staff development activities provide chances for them to gather more information and generate new insights. All these possibilities can help teachers become more positive in their professional outlook than ever before. Teachers change their attitudes as they reflect on concepts and approaches experienced through the activities.

Some of the staff development activities can also increase the morale and team spirit among teachers. For example, teachers in School B have a chance to cooperate in conducting lessons in Guangzhou. The teachers of Chinese Language, History, and Mathematics have an opportunity to devote themselves as a group in preparing for the lessons. This experience makes them feel that team teaching can, in fact, really raise their morale and team spirit.

All the above achievements are not confined to enhancing the skills and techniques during the process of teaching and learning, but they can also positively affect the values and attitudes of teachers. If the achievements can be sustained and continued over time, there will be an improvement in the teachers' professionalism. Teachers today do have more confidence in the adoption of new teaching methodology, the manipulation of different skills and techniques, the adjustment to the continual educational changes, and the readiness to achieve personal growth. This is why some of the teachers in School C felt that through staff development they were becoming more professional in outlook and approach than before.

Apart from the benefits to the teachers, staff development also contributes to the development of the school. Since staff development can build up the shared mission and vision among the teachers, it is to be expected that they will develop the same values and goals in striving for the excellence. Having a shared vision and mission, teachers are more willing to put all their effort and time into teaching and helping the students. This is evident by how many teachers work very late into the evening, particularly in School B.

The staff development activities can help teachers gain a mutual understanding among them and more fully understand the unique situations of their schools. This can foster a sense of true belonging towards the school. The Teaching Conference in School C and the Staff Development Camp and workshops in School B perform the function of

promoting unity. The Teaching Conference provides a chance for teachers to obtain information from other departments. This helps them generate a better understanding and minimize the conflict within the staff. By means of seminars and workshops, the Chinese University of Hong Kong helps the teachers to appreciate the concept of school self-evaluation. Through evaluating their achievements and deficiency, teachers in these schools now know more about their schools, and, as a result, avoid obstacles hampering constructive school policies.

The advancement of the teachers is almost a prerequisite for the school to develop. When the teachers are more mature in both outlook and technique, they can handle problems more easily. This, across a large percentage of the staff, helps the functioning of the school to be more efficient and more effective.

Staff development activities can facilitate the change process in the schools. With the acquisition of more information, improved skills and useful techniques, teachers become more enthusiastic and confidence. As teachers become more confident and understand the needs of the educational initiatives, resistance to the changes is minimized.

Finally, the activities of staff development can generate a culture of learning in the schools: most of the teachers in School B, for example, are very enthusiastic about professional development. They attend, collectively, a significant number of courses, workshops and seminars. During the whole year, there were more than 230 seminars and workshops

attended. Not only do these teachers make use of their free time to attend courses, but the department and subject heads also implement programmes to enhance teacher effectiveness and competence.

**b. Hindrance of staff development**

When the three target schools are implementing their staff development activities, they all have to face a number of difficulties. Difficulties faced by the three target schools are listed in Table 6.7.

Hindrance	School A	School B	School C
Overload of the teachers	x	x	x
Attitude of the teachers	x	x	x
Difficulties in delineating the scope for development	x	x	x
Insufficient experience of the teacher-in-charge and organizers	x		
Quality of the speakers	x	x	
Frequent changes in the field of education	x	x	x
Quality of some of the seminars and workshops cannot be guaranteed		x	x
High cost of organizing the staff development activities		x	x
Needs of teachers are heterogeneous			x
Coordination with other schools			x

Table 6.7: Hindrance of Staff Development in the Three Target Schools

The major problem is the heavy workload placed on teachers. Most of the teachers commented that they are very busy and have hardly enough time to take part in the staff development activities. In addition to the daily

teaching, the education reform and the curriculum changes together have placed an increasing burden on the teachers. Handling the students' problems, writing proposals and reports, conducting evaluation, organizing different kinds of activities, attending meetings, and meeting the parents have already used up their virtually all of their time. Thus taking part in the staff development activities requires them to compress their schedules and reallocate their time. Some teachers even complain that some of their colleagues are so tired that they often suffer from illness brought on by exhaustion.

A second hindrance to staff development is the delineation of a manageable scope for the planned development. One of the reasons for this is the frequent and significant changes in the field of education. This makes planners and teachers experience difficult in choosing the themes or options for development. The problem is compounded as scope is also related to the various stages of teacher development. Different teachers have correspondingly different needs and problems. The teachers are in different stages of their careers and they subsequently encounter different problems. Therefore, it is quite difficult to arrange the staff development day with a manageable topic which can meet the needs of all the teachers or staff.

Consider, furthermore, that the quality of the staff development activities is very hard to guarantee. It is rather difficult to invite the most appropriate and suitable speakers, and teachers sometimes feel that some of the speakers do not understand the needs and backgrounds of the

teachers in attendance. Other speakers may not have effective communicative or interpersonal skills to convey their messages or to make the speeches interesting. In addition, the course content may be too superficial resulting in little new information being presented to the teachers. All these problems may make the teachers feel they may be wasting their time.

The expense of the staff development is a problem. The cost of programme opportunities may be so significant that some of the activities cannot be implemented in certain schools. If the schools try to arrange educational tours or staff development camps, they have to allocate quite a large amount for those purposes. In addition, the cost of inviting speakers is much higher than was previously the case. Therefore, schools have to consider their resource and budgeting capability, if they hope to invite significant speakers for their development activities.

A recent problem that the organizers have encountered is the coordination of programmes with other schools. There is a trend for teachers to attend inter-school visits. Staff development planners have to make detailed of arrangements because they have to compromise with the schedules of the teachers from other schools. It is quite common to find that teachers of other schools still have to conduct lessons when visiting teachers are in their schools. It is not worthwhile just having a look of the school's campus without experiencing any sharing of professional experiences with the counterpart teachers.

The most difficult problem that remains is related to the attitudes of the teachers. Some teachers still possess a negative attitude towards staff development. They feel that staff development cannot help them significantly. Some of the teachers complain the speeches are very academic and not terribly practical. The teachers-in-charge feel that it is quite difficult to change the attitudes of a percentage of the teachers, particular in promoting the vision and mission of the programme. Some of the teachers think that they are not in the position to have that kind of responsibility. They believe their duty is just teaching the students. Therefore, there is little incentive for them to care about the educational changes. Some may even think that they are incompetent or powerless to significantly change anything. This negative perspective will really hinder the development of the teachers, and the degree of teacher professionalism will surely be adversely affected.

## **E. Link of Policy Formulation and Implementation among the Three Target Schools**

The practices and processes of staff development policy formulation as well as the implementation among these three secondary schools are very similar. It may be due to the fact that there are lots of seminars, workshops and sharing in the past several years. This paves the way for the teachers and educators to share their practices and experience easily and conveniently in such a small region. As usual, most of the schools in Hong Kong usually like to collate the practices of other educational systems and adopt the ones that best suit the specific educational nature of Hong Kong. Apart from this, the implementation of the School-based Management since 2000 also sets a framework for the schools in Hong Kong to have similar practices. As a result, the following model of policy formulation and implementation of staff development, common to these three schools, is provided.

The model is divided into three parts: the factors affecting the policy formulation, the process of policy formulation, and the implementation of staff development activities.

### **1. Factors Affecting the Policy Formulation**

#### **a. Specific environment**

External factors always play a vital role in the organizational management; however, some factors will have a significant impact while others only cause a minimal influence. According to Hall (1991), the specific environment is the external institutions and issues which have a direct and significant impact upon the organization.

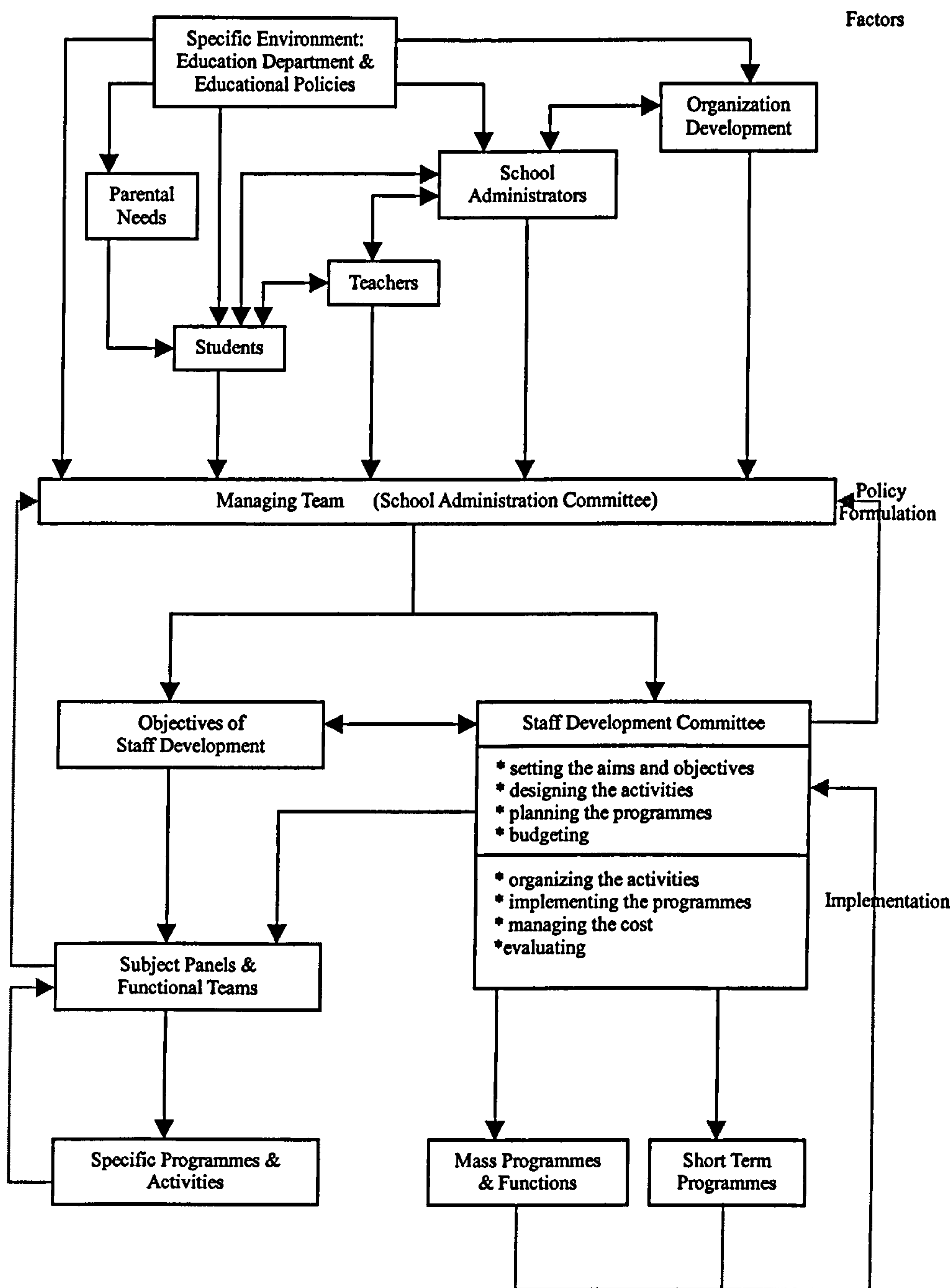


Diagram 6.3: Model of Policy Formulation and Implementation of Staff Development

There is no denying that the Education Department and the educational policies normally pose an immediate impact upon the functioning of the school. The Education Department subsidizes the schools with 1200 dollars to initiate staff development activities.

Although this is just a minimal sum, it demonstrates the consideration and support of the Education Department in the aspect of staff development. Besides, the implementation of the School-based Management also allows schools in Hong Kong to allocate their own resources to develop the teachers in a flexible way. This can be demonstrated by the differences in resources allocation among the three schools. School B allocated more resources than the other two schools in developing their teachers. It was because School B not only allocated resources to organize the staff development camp, but it also subsidized the teachers to participate in the educational tour to Guangzhou. The Principal of School B allocated 12950 dollars for the purpose of staff development in a year and later she even agreed to increase the total sum by granting 30000 dollars to sponsor teachers going on the educational tour to Guangzhou. While on the other hand, as seen in Table 6.4, School A comparatively allocated the least resources as it did not organize large-scale development activities such as workshops, camps and conferences. The above information show that schools in Hong Kong can have flexibility in allocating their own resources for the purpose of staff development.

To a further extent, the educational policies and the Education Reform have directly affected the decisions of principals and coordinators of staff development. For example, the curriculum innovations have generated a need for the schools to take measures in the development of their teachers so as to meet the needs of these changes.

b. Organization development

The needs of a school will be different in relation to its stages of development. This can be exhibited in Table 6.8 in which the needs of the three schools had been changed since their newly establishment. After several years of development, the school may have to change its structure, practice, and organizational direction. As stated by Lawrence and Lorch (1969), a basic premise of organizational development is that structural and technological processes cannot be changed effectively without a concomitant change in attitudes by which the attitudes of a specific group can only be changed by the group's members themselves. As a result, the teachers must be periodically revitalized, otherwise, there will be little advancement as a result of everything remaining so routine.

The three schools in the study require the contribution of their staff in the process of school development. As listed in Table 6.8, the needs of the three schools are related to helping teachers to have vision and a renewed sense of mission, and equipping teachers with new teaching skills and methodologies to face the Education Reform and the Curriculum Reform. The participation in School-based Management and other educational initiatives make the schools adjust and alter their daily practices. Therefore, organizational development not only will affect the practice of the leaders, but also will influence the functioning of the whole school. As a result, consideration should be paid to organizational development when formulating the staff development policy.

Needs	School A		School B		School C	
	PN	RN	PN	RN	PN	RN
help young teachers adapt to the school environment	x		x		x	
build up the team spirit and mutual understanding among the teachers	x				x	
help teachers familiarize and identify with other teachers	x					
release the pressure and alleviate the burden of the teachers	x					
trained teachers with the skills and techniques to handle students problems	x		x		x	
share ideas and techniques among teachers	x		x			
develop their classroom management skills	x		x		x	
teachers should have positive attitude		x		x		x
responsible for the well being of the students		x				
pay attention to the educational changes		x				x
professionalization of the teachers		x		x		x
understand the nature and the rationale of the School-based Management		x		x		x
cope with educational initiatives		x				
acquire the skills and techniques in conducting project learning		x		x		
helping teachers to have vision and a renewed sense of mission		x		x		x
help teachers face the Education Reform and the Curriculum Reform		x		x		x
meeting the needs of the new syllabus				x		
incorporate the leading edge skills of Information Technology				x		
help the teachers achieve a consensus and minimize any dissension						x
keep in touch with the outside world						x

Table 6.8: Changing Needs of the Three Target Schools in Relation to their Stages of Development

\*PN: Previous Needs

RN: Recent Needs

c. School administrators

The leaders, particular the principals and the vice principals, often possess a certain degree of authority and power. They can participate in most of the meetings. All the proposals and measures should have their approval before they are taken into action. This has been demonstrated in the roles of the principals of the three schools in Chapter 5. The leaders can express their ideas, and these are usually significant in the decision making process. In an extreme case, these programme leaders can enforce a direct instruction or plan without considering other opinions.

The study shows that the experience, professional training, academic knowledge, and personal character of the leaders will affect their practices and perception towards the school. On the one hand, they can directly initiate the direction for staff development, arrange for teachers to take part in different kinds of developmental activities, and influence the organizational development. On the other hand, the leaders are also constrained by the instruction of the Education Department, the achievement of the organizational change, the capability of the teachers, and the performance of the students. As a result, all these factors have a multi-directional impact upon each other by which the policy formulation of the staff development will undoubtedly be affected. All those factors that affected the policy formulation have been illustrated either in Chapter 5 or in Diagram 6.4 in this chapter.

d. Teachers

Basically, staff development equips the teachers with the needed skills and techniques, cultivates the teachers to nurture a devoted and enthusiastic attitude, and familiarizes the teachers with their own specific school environment. Therefore, if the teachers have certain problems and deficiencies, it will be important for the school to take appropriate staff development measures in order to support the teachers. The measures taken by the leaders as well as the behaviour and performance of the students will affect the daily teaching of the teachers. In turn, the teachers can also influence the practice of the leaders and the growth of the students. The complex relationship will affect the school's learning environment and even the school general outlook and culture. Clearly, the needs of the teachers may be diverse and this certainly affects the staff development decisions.

e. Parental needs

In the study, some teachers raised the issue of increasing parental consideration in the field of education. In Chapter 5, the teacher-in-charge of the staff development in School B put a strong emphasis on the involvement of the parents after the implementation of the School-based Management. There is an increase in the need for the parents to play a considerable role in the school activities. After the implementation of the School-based Management, cooperation between the home and the school becomes a basic criterion in order to improve the quality of the teaching and learning. Therefore, teachers are required to cooperate with the parents in nurturing the children. As a result, the

specific needs of the parents create an associated need for the teachers to develop themselves. Basically, this need is for the teachers to know how to more effectively communicate with the parents. Teachers have to know how to address the increasing demands of the parents. Furthermore, teachers are sometimes required to help or even teach the parents how to nurture their children as parents may lack the requisite knowledge or skills. As a result, staff development can take a role in developing the teachers to cope with the aspect of teacher-parent interaction.

f. Students

Staff development is intended to achieve an effective teaching and learning environment. The behavioural performance and academic achievements of the students usually has a close relationship with the skills and attitude of the teachers. Staff development, as a result, can pay a great contribution in these aspects. In the study, the interviewees demonstrate that there is a corresponding consideration and adjustment in the direction and the related activities of the staff development in an effort to meet changing needs of the students. As seen in Chapter 5, the interviewees stated that they needed to pay attention to the disciplinary issues and the personal growth of the students in the past; however, their major concerns had been shifted to meeting the needs of the academic learning of the students.

## **2. Relationship Between Policy Formulation and Implementation**

In this study, the three target schools have a similar practice in the policy formulation and implementation of staff development. This may be due to the fact that these three schools have similar organizational structure and administrative procedures. Another reason may be that the implementation of the School-based Management advises schools in Hong Kong to have similar structure and approach. The initiative also universally delineates the roles and responsibilities of the principal, the vice principals, the department heads and the teachers, etc.

In order to understand the relationship between policy formulation and implementation of staff development in these three schools, it is better to trace the significant sectors which are involved in that procedure. In general, three major sectors play a vital role in the policy formulation and implementation. They include the School Administrative Committee, the Staff Development Committee, and the Subject Panels and the respective Functional Teams.

### **a. School Administration Committee**

The School Administration Committee is the decision making body in the school. It examines all the policies and plans submitted by the department heads. Composed of the leaders and the department heads of the school, the members will discuss the needs of the school as well as the teachers. All the department heads can express their respective opinions before setting the direction and approving the policies for future staff development.

In these schools, all the department heads are required to submit yearly

plans and working proposals, before the academic year. This kind of practice is a requirement of the School-based Management because the initiative states that all schools should have their yearly plans (Advisory Committee on School-based Management, 2000). These three schools are no exception. They all follow the instruction and this can be found in the statements of the interviewees in Chapter 5. This helps the committee to assess the appropriateness and relevance of the objectives as well as the plausibility and practicality of those activities. Furthermore, the committee also provides a chance for the departments to coordinate their activities so as to minimize the workload of the teachers.

As stated in the document of the School-based Management, the School Administrative Committee is responsible to review and examine the planning of the whole school (Advisory Committee on School-based Management 2000). Since the major function of the committee is to examine all the policies and direction of the school, all the department heads must take the opportunity during a planning meeting to know the aims and objectives of the staff development activities. Not only can this help them to propose other alternatives, but they can also make use of the meeting to cooperate in designing the activities for the whole school. Therefore, as the aspect of staff development, a most important function of this committee can be performed: to generate a supportive and common understanding among the departments.

#### **b. Staff Development Committee**

The Staff Development committee not only has to formulate the policies, but it is also responsible to implement the activities. The head of the Staff

Development Committee is normally a person of seniority in the school. As coordinator of staff development, he or she usually has a seat in the School Administration Committee. In formulating the staff development policies, the coordinator often has a considerable voice on the School Administration Committee. After the direction of staff development has been set, the committee has to design some activities to implement the plan. Moreover, the members also need to arrange the related programmes, invite the appropriate speakers and estimate the budgets for all the activities.

Apart from the above duties, the Staff Development Committee sometimes has to convey the programme mission with other departments and subject panels. If either side identifies a certain need of the teachers, they will approach each other and discuss suitable measures to develop the teachers accordingly. The committee is also required to collect the opinion and feedback of the teachers for future planning purposes. This helps the committee obtain a balanced perspective of the school. Therefore, the development of the school is, to a certain extent, dependent on the effective functioning of the Staff Development Committee.

Considering implementation, the Staff Development Committee normally has to meet the diverse needs of both new and experienced teachers. Therefore, the activities are sometimes regarded as somewhat general in nature. The usual aims are to enhance the enthusiastic attitude of the teachers, generate professional morale, cultivate a sense of belonging within the school, and motivate a professional commitment towards education. Therefore, most of the activities are related to the mission of the school, the specifically

changing pedagogical information, and the relevant and associated management new skills and techniques.

In general, the Staff Development Committee has to organize the staff development activities, implement the programmes, manage the cost, and conduct the evaluation. The functions of the Staff Development Committees in these three schools are clearly illustrated in Table 6.9. It is interesting to find that their functions are similar. This may be due to the fact that Hong Kong is a small region and it is very easy for schools in Hong Kong to share ideas and practices of each other. Under the scope of the School-based Management and with the frequent school sharing, it is not strange to find that the Staff Development Committees among the three schools are the same.

Function of Staff Development Committee	School A	School B	School C
Formulating the staff development policies	x	x	x
Assessing the needs of the teavhers	x	x	x
Setting the aims of staff development	x	x	x
Delineating the scope of staff development	x	x	x
Planning the staff development programmes	x	x	x
Implementing the staff development activities	x	x	x
Collecting the opinion and feedback of the teachers	x	x	x
Meeting the diverse needs of both new and experienced teachers	x	x	x
Generating professionalism among teachers	x	x	x
Conveying educational information to teachers	x	x	x
Managing the cost	x	x	x
Conducting the evaluation	x	x	x

Table 6.9: Functions of Staff Development Committee in Three Target Schools

### c. Subject panels and functional teams

The subject panels and the functional teams also have a role in the policy formulation and implementation of staff development in the school. The subject panels and other functional teams have to fulfill the policies which are set by the Staff Development committee. In addition, they also need to set their own particular staff development objectives in relation to their respective disciplines. This is well documented in the yearly plans of various subjects and departments. Not only do the subject panel chairpersons or the departmental heads require to develop their members, they also have the responsibility to consider the needs of the others if the contents are related to their discipline. For example, the Panel of the Information Technology has to incorporate the issue of staff development training in relation to the Information Technology, and as a result, the head of Information Technology has to plan and implement the staff development activities in this aspect. However, they will often advise and cooperate with the Staff Development Committee. As a result, their expertise and professional knowledge not only can help to supplement the particular needs of the teachers, but can also help the school to foster a culture of mutual cooperation across broad aspects of staff development.

With respect to implementation, the activities that are organized by the subject panels or functional teams tend to be more specific. Many of the activities are technological in nature or are curriculum related. The activities mainly equip the teachers with particular skills and new techniques as well as supplement the teachers' subject knowledge.

Programmes and activities organized by various subjects and departments	School A	School B	School C
Lesson observation among teachers	x	x	x
Sharing session	x		
Making use of subject meetings to share among teachers	x	x	x
Inviting an expert from Mainland China to observe their lessons		x	
Assessing their teaching approach		x	
Organizing a series of workshops for all the teachers by the Information Technology Committee	x	x	x
Collective lesson preparation			x

Table 6.10: Programmes and Activities Organized by Various Subjects and Departments

Though these activities are mainly organized for a particular group of teachers, the subject panel heads also open these activities to others. The contribution of the subject panels and the functional teams can help the schools to have a comprehensive development programme for their teachers. As seen in Table 6.10, various subjects and departments have planned and implemented different kinds of staff development activities for their members and other teachers can really supplement the needs of staff development in these three schools.

## **F. Trends of Staff Development**

One of the major purposes of this study is to find out the trend of staff development in the three target schools. The three target schools are very similar in this aspect. As a result, it is quite appropriate to synthesize the respective information and develop a general model for these three schools. In order to have a clear and comprehensive viewpoint, some of the significant questions, though, have to be answered. The main focus at this point is the direction and trend of staff development in these schools. This raises a key question: what are the reasons for such a change? Furthermore, what kinds of strategies will be adopted to cope with the new trend of staff development? Investigating the changing factors of having staff development will help to understand the underlying reasons of the new trends of staff development. Then, a description and analysis of the present scope of staff development is required. Finally, the measures that are taken by the three target schools will be illustrated. This has been summarized in a diagrammatic form in Diagram 6.4.

### **1. Reasons of Alteration**

There were four main reasons for the three schools to start implementing their staff development activities. They were the needs of the teachers, the problems of the students, the initiative of the Principal, and the implementation of the School Management Initiative.

When the schools were newly established, most of the teachers were quite young. It was quite difficult for them to have an efficient and effective teaching capability without further development beyond the

instruction received at the teaching institutes. Besides, there was a need to help those teachers adapt to the school environment, and it was necessary to build up the team spirit and common understanding among the staff. Staff development became a means to help teachers become familiar with other teachers. At that time, the problems of the students were also viewed as very serious. Staff development not only trained teachers with the skills and techniques to mitigate such problems, but it also provided an opportunity for the teachers to share information among themselves. For the new teachers, staff development could also be used to develop their classroom management skills, and this in turn, could help to generate and maintain a better learning environment.

When these three schools were newly established, limited staff development was a normal practice implemented by the schools to develop their new teachers. Since the implementation of the School Management Initiative in 1991, all secondary schools in Hong Kong have been assigned the responsibility to significantly develop their teachers. Having staff development programmes not only demonstrates a school's endeavor to develop the staff both as individuals and as a group, but it would also help the school present a professional and progressive image. As a result, the principals in many schools, and in these three schools particularly, were very eager to initiate ongoing in-service staff development in their schools.

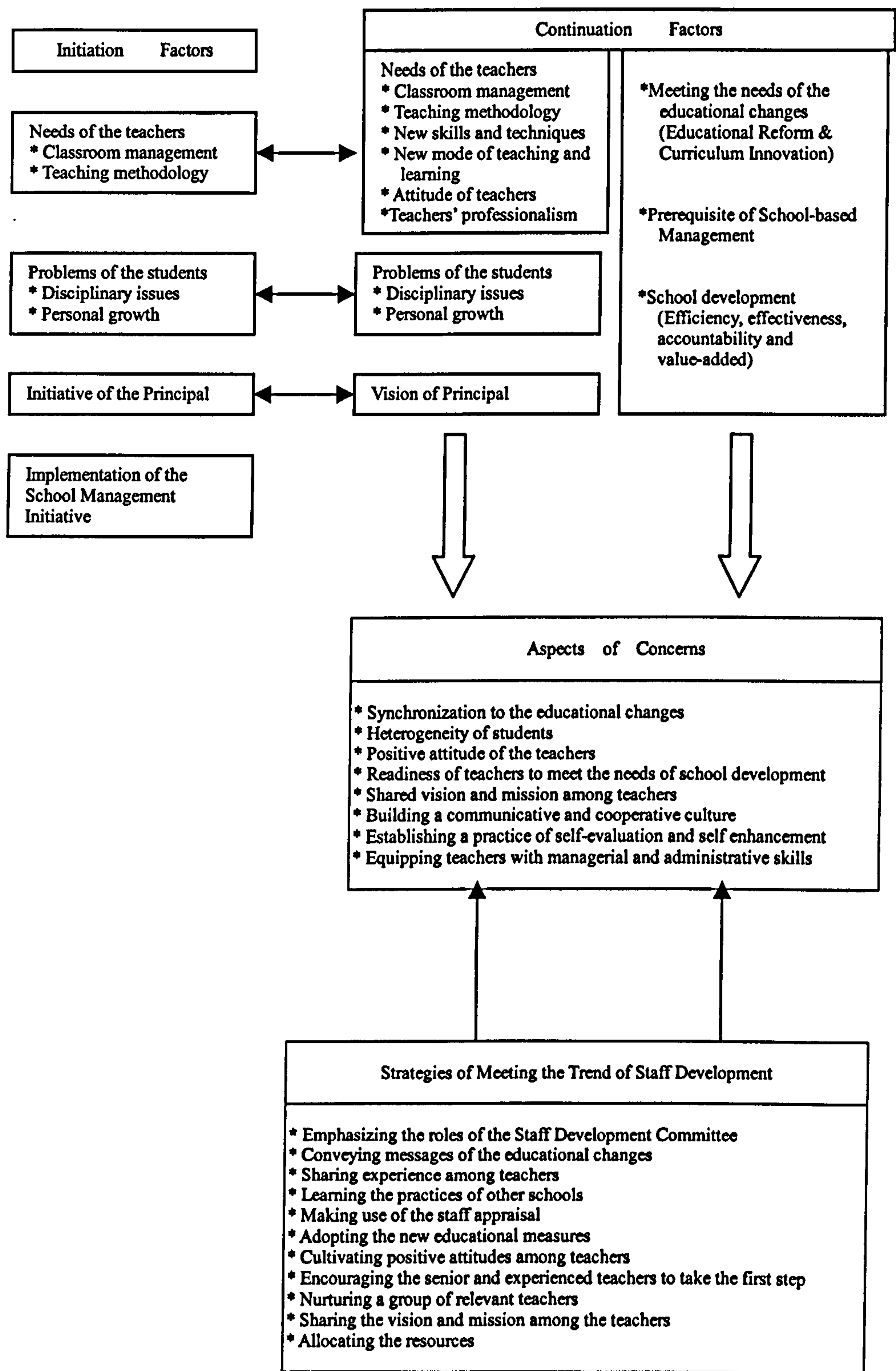


Diagram 6.4: Model of the Trend of Staff Development: its Reasons of Alteration, Aspects of Concern, and Strategies of Adjustment

Over time, the factors for continuing staff development have changed. The factors concerning the varied needs of the teachers, the diverse problems of the students, and the influential attitudes of the principals still persist; however, there is an increasing shift in focus towards fulfilling the needs of the teachers. There is a growing concern to nurture the teachers and foster a positive attitude regarding professional development. Helping teachers to have vision and a strong sense of mission seems to be a recent and crucial trend that will benefit the students as well as the concurrently support development of the school. Clearly, there is a need to help teachers acquire new skills and techniques, as in the case of learning and applying the new technological methods. This new mode of proactive teaching and learning also requires the teachers to adopt the inquiry and exploratory approach in helping their students learn. To a further extent, teachers also need to equip both themselves and their students with the respective skills of project learning, as this is a new trend in teaching and learning. Finally, there is a widespread and increasing perspective in education urging teachers to be more professional in both competency and personal development. All these factors generate a need for staff development to be directed through in-service development to the support and promote the professionalization of the teachers.

Principals intend to make use of staff development to develop a shared mission among the teachers for the good of both students and the school. This common mission can help the teachers maintain a positive attitude to enhance their daily teaching. Furthermore, the Principal also wants the teachers can have a common vision so as to generate increased

mutual understanding and interdependency among the staff.

There are significant factors which affect the trend of staff development. The most influential of these is the need to develop teachers on response to the ongoing educational changes. In recent years, there have been many changes in the field of education. In order to help teachers implement the Education Reform and the Curriculum Innovation initiatives, staff development must be given a priority. The schools must make use of staff development to convey the ongoing messages of the reforms. Staff development will help to equip the teachers with the necessary skills, familiarize them with the new syllabus, prepare them for the changes, gather their opinions, and alleviate their worries regarding the educational changes.

An interesting and obligatory factor that compels the schools to have staff development is the prerequisite of such policy deemed mandatory by School-based Management. Since 2000, all schools in Hong Kong have followed the regulation of the Education Department to join the initiative of School-based Management. This generates a vital influence upon the schools: teachers are now increasingly accountable for the well being of the schools. Efficiency, effectiveness, accountability and value-added are upheld as the new standard and, therefore, there is a need for staff development to meet the standard and concurrently promote school development. Staff development will increase the sense of belonging among the teachers. Through staff development, teachers can know more about the policies and developmental direction of the school.

This can help teachers achieve a consensus and minimize dissension. Staff development can improve the atmosphere of the school and help construct a positive and optimistic relationship among teachers. This will greatly facilitate school development. Through the many alterations in the field of education, the scope and concerns of staff development will then be extended and this should be viewed from a positive perspective.

## 2. Aspects of Concern

The staff development committees of the target schools acknowledge the influence of the above factors. They understand there is a need to adjust and design their staff development towards the following direction: synchronizing staff to meet the educational changes, meeting the need of the heterogeneity of students, cultivating a positive attitude among the teachers, preparing the teachers to meet the needs of school development, generating a shared vision and mission among teachers, building a communicative and cooperative culture, establishing a practice of self-evaluation and self enhancement, and equipping teachers with managerial and administrative skills.

As there are continuous changes and innovations in the field of education, there is an increasing need for the staff development activities to synchronize with the educational changes. This can promote the Education Reform and the Curriculum Reform to the teachers. It will also help the teachers adjust to such changes. In the past few years, the staff development committees of the three schools made use of the staff development activities to help teachers learn how to incorporate

multi-media and Information Technology into the process of classroom teaching. Moreover, the recent trend of life-long learning, life skills inclusive learning, and project-based learning require teachers to have many new skills and progressive techniques. Thus it is foreseeable and predictable that staff development be increasingly relevant and that it will follow and support these trends into the near future.

One of the innovations of the Education Reform is to minimize the banding of the students from 5 groups to 3 groups. This will result in the blending together of students with diverse abilities. Further, there is a policy to integrate physical handicapped students into normal classes. The heterogeneity in each classroom will increase and may become a serious challenge to classroom management and teaching. Staff development can be a means to help teachers become acquainted with the teaching and classroom management skills and techniques needed to mitigate potential problems.

The pervasive attitude of the teachers is one of the significant factors affecting the success of the school and the corresponding benefits to the students. Staff development should put increasing emphasis on improving the values and attitudes of the teachers. When teachers possess a positive attitude, they are more willing to accept changes and innovations. Equipping teachers with some new concepts and ideas is very important in the effort to improve the quality of the teachers and cultivate a positive atmosphere within the staff.

A school cannot be developed solely by the Principal and the senior staff. There is a need to win the support and contribution of all the teachers. In order to shift the teachers towards having the same view, staff development must help teachers understand the situation and condition of the school. School development has to be concordant to the needs of the students, the parents, the society at large, and the many education changes. Consequently, staff development should be viewed by the Principal and the teacher-in-charge as a means for both teacher and school development.

In order to help the teachers move in the desired direction, the Principal and the teacher-in-charge must share the view that changes alone in the skills and techniques will not bring about a successful result. They must, therefore, pay close attention to the attitudes of the teachers and their readiness and acceptance of change. Staff development can act as a means for their teachers to share and to reflect so as to build up a shared vision and mission among the teachers. This was evident in the three selected schools.

Today, teachers are very busy and always engaged with many tasks. There is a need for staff development to facilitate good communications and cooperation among teachers. Efficient and effective communications can assist teachers to face the tremendous changes and challenges through constructive cooperation. When teachers cooperate among themselves, they build good professional relationships, and they can also minimize their workload.

There is a need to assess and assure the quality of education in the schools. Most recently, the concept of control has been emphasized in the field of education. Not only do schools in Hong Kong have to face Quality Assurance Inspection, but it is clearly also better for the school to have their own evaluation and assessment process. If staff development can help teachers understand the concept of self-evaluation and self-enhancement, benefits will accrue for the students and the positive development of the school as a whole will be assured.

Last, but not least, there is a trend for staff development to equip teachers with the skills and techniques in school management. Most of the teachers are only trained in their own academic disciplines; however, in and beyond the year 2000, all government and subsidized schools in Hong Kong must join the Scheme of School-based Management. Teachers are required to handle a significant amount of extra administrative work. Therefore, it is very appropriate at this time for staff development to focus on helping teachers in the planning, writing of reports, and conducting evaluation.

### 3. Strategies of Adjustment

The three target schools have adopted some strategies in facing the new trends of staff development. These include emphasizing the roles of the Staff Development Committee, conveying messages of the educational changes, sharing experience among teachers, learning the practices of other schools, making use of the staff appraisal, adopting the new

educational measures, cultivating positive attitudes among teachers, encouraging the senior and experienced teachers to take the first step, sharing a common vision and mission among the teachers, and allocating the necessary resources.

With the frequent and extensive changes in the field of education, there is a need to delineate the roles of the staff development committee clearly. The staff development committee has to balance the professional development needs of the inexperienced and the experienced teachers and, assist the teachers to adapt to changes, help the teachers to innovate, and encourage teachers to adopt new measures

In addition to the above functions, conveying the related messages of the Education Reform is a basic strategy and function of the staff development committee. The committee must make full use of the teachers' notice board to post all the circulars and posters about the educational news. If the issues are significant, it is necessary to make sure all teachers personally receive the information.

In order to build up a shared vision and mission, to assure open dialogue and positive communications, and to generate a cooperative environment, the sharing of professional experiences seems to be a crucial. There is a trend for the teachers to learn through the experience of other schools. Teachers of different schools paying visits to each other and sharing information are now quite common. Learning through the experiences of other schools can assist teachers in how others cope with

the changes. This may minimize their mistakes and save limited resource. Consequently, paying visits to other schools and going on educational tours will likely become a trend of future staff development.

Making use of the staff appraisal to develop the teachers can help teachers adjust to changes. The staff appraisal process provides a chance for the teachers to reflect on personal performance, and the appraisal interview can be a means to push the teachers to further develop themselves. Should there be a need for the teachers to meet specific criteria of the Education Reform or the Curriculum reform, the Principal or the Panel Heads can suggest the teachers during staff appraisals that they take some action of personal development.

There is an intension for the panel heads and the department heads to personally try out some of the teaching measures that can help their school adjust to educational changes. In the views of the principals, the panel heads have the responsibility to incorporate periodic changes in day-to-day teaching of curriculum. After trying the new educational measures themselves, they may then more confidently introduce the changes to other teachers.

Staff development can help to nurture an increasing core body of up-to-date teachers. This can help facilitate a gradual and progressive adjustment towards change instead of one abrupt sweeping change in the school. Changes could start from the lower forms and then proceed to the upper forms. As a result, staff development will first put much emphasis

on the teachers who are involving the lower forms and progressively include the higher forms over time. Staff development must try to prepare the teachers to adopt changes in their daily teaching.

In order to face the educational changes, to provide the best for the students, and to meet keen competition in the education field, the staff development committee has a duty to promote a shared mission and a common vision among the teachers that change can be positive and constructive.

Organizing staff development activities, as mandated, require much more resources than before. There are at least three staff development days, and, it seems that staff development camps, conferences and workshops are becoming increasingly common. Finally, the cost of inviting guest speakers is also very high. Therefore, there is a perceived need for the schools to allocate more resources for the purpose of staff development in response to the mandated requirements.

The trend of staff development can best be traced and elicited by the model. By studying the factors and reasons of alteration, the needs of the students, teachers and schools can be identified. This paves the way to focus on the aspects of concerns. In order to tackle with the areas of concerns, strategies must be adopted by the Staff Development Committee. As a result, this helps to delineate the trend of staff development.

## **G. Concluding Remarks and Generalization for the Study**

As stated in the beginning of this chapter, there is a practice for the three schools to have their policy formulation before they implement their staff development activities. Throughout the analysis, there are lots of similarities in the policy formulation, the implementation and the trend of staff development among the three target schools.

First of all, the school administrative committees, the staff development committees and the subject panels of the three target schools are the three major bodies that are responsible for the policy formulation and implementation. When they formulate the policies, as usual, they normally consider the needs of the students, the teachers and the parents; as well as the factors of the organization development and the specific environment. As seen in Table 6.8, there is a commonality in the shift of the consideration of the needs among the three schools. They pay more attention to the education issues and the change dimension rather than the personal skills and techniques of the teachers.

In the discussion of the policy formulation, this study is significant for it notes that the three target schools have developed similar procedures for formulating staff development policy which has been illustrated in Diagram 6.2. As there was no formal procedure in formulating the staff development policy in the secondary schools prior to the implementation of the School Management Initiative, the study confirms that this situation has changed. Furthermore, the three schools in the study also have similar characteristics and practices in the six policy dimensions. Not only do they have similar

supporting aims of staff development, but they also have the same practice to present their policies. They make use of their annual plans to state their aims of staff development. Moreover, the structures of the Staff Development Committees in these three schools are nearly the same and they all appoint a senior and experienced teacher to take charge of the committees. When considering commonalities, all three schools carry out similar programmes except some that are purposefully arranged to meet the specific needs of the schools. Among all the programmes, the three staff development days are a common requirement of the Policy of School-based Management. As a result, all schools in Hong Kong are similarly granted three days to develop their teachers.

When considering the timing of the staff development, they all have an appropriate arrangement for their staff development activities. The major criterion for setting the time of the activities is not to affect the normal teaching and learning. All the schools firmly assert that students' learning should have the priority. Besides, they have clearly stated their staff development days in their school calendars. However, there is a great difference among the schools in the costing of staff development. This is greatly dependent upon the budgeting of the head of staff development. In the study, it is quite significant to note that the target schools also pay much attention to the importance of evaluation. This is an improvement comparing with the past historical practices.

As to the aspect of implementation, the three target schools have already set up their Staff Development Committee. The functions of the Staff

Development Committees in these three schools have been illustrated in Table 6.9. Interestingly, it clearly shows that they all have the same functions. This finding once again confirms that the practices of staff development in these schools do have the same pattern. Besides, the implementation of staff development also provides evidence to demonstrate similarities among the three target schools. As to the staff development activities, Table 6.4 illustrates most of the activities are quite similar except some that are organized according to the specific nature of the schools. The study finds that the roles and responsibilities of the principals, the departmental heads and the members of the staff development committees are quite similar, too.

Finally, as to the discussion on the trend of staff development, the study finds that the three target schools are very similar in this aspect. Therefore, the information of the findings has been synthesized and a model of the trend of staff development has been illustrated in Diagram 6.4.

It is quite difficult to make use of the findings of only three schools to state that staff development in Hong Kong is generally to be like that, however, the discussion and analysis seem to demonstrate that generalization is not impossible. It is because not only the practices and processes of staff development policy formulation and implementation among these three secondary schools are very similar, but they also have the same trend of staff development. This can give much confidence for the researcher to make a generalization for the study because the findings and analysis support the personal experience and impression of the researcher. Although the researcher does not conduct a large-scale survey of the practices of staff development in

Hong Kong schools, he still has much experience and knowledge about the present practices among the schools in Hong Kong. Up to the present moment, all schools in Hong Kong should have had their own staff development though not all of them are in full swing practice. They have already adopted some of the practices in their schools and most of the activities are quite similar. Apart from the experience and impression of the researcher, the following objective and actual facts also help to explain why generalization is possible.

There is no denying that the Education Department and the educational policies normally pose an immediate impact upon the functioning of the school. In Chapter two, discussion focused on the School Management Initiative and the Education Commission Report identified that they played an important role in the development of school-based staff development. The historical context of the staff development in Hong Kong shows that there was no formal procedure in formulating the staff development policy in the secondary schools prior to the implementation of the School Management Initiative. In this study, it is quite important to note that this situation has changed. The three target schools demonstrate that they have developed similar procedures for formulating staff development policy. This phenomenon is also applicable to all the schools in Hong Kong under such an education policy. The Education Department enacts the Policy of School-based Management is the major reason that formalizes the practice of staff development in Hong Kong schools.

Another reason is mainly due to the organizational structure of the schools in Hong Kong and the mutual understanding of the duties of different

posts. In this study, the three target schools have a similar practice in the policy formulation and implementation of staff development. This may be due to the fact that these three schools have similar organizational structure and administrative procedures. As nearly most of the schools in Hong Kong do have such similar structure, it is not difficult to find that they all have the same practice. Besides, the implementation of the School-based Management also universally delineates the roles and responsibilities of the principal, the vice principals, the department heads and the teachers, etc. Therefore, in the aspect of staff development, there is no significant exception: roles are defined and those who are involved will normally follow the defined practices.

Actually, Hong Kong is a small region and it is very easy for schools in Hong Kong to share ideas and practices of each other. Under the scope of the School-based Management and with the frequent school sharing, it is not strange to find that the Staff Development Committees among the three schools are the same. This also applies to all the schools in Hong Kong, too. Therefore, most of the schools in Hong Kong usually like to collate the practices of other educational systems and adopt the staff development practices that best suit the specific educational nature of Hong Kong.

As mentioned in chapter 4, there are four criteria for the three target schools being selected. They are: all are subsidized grammar secondary schools; all have set up their Staff Development Committee; all have taken an active role in the staff development programmes and activities; and all have joined the Scheme of School-based Management in the year 2000. Since there are altogether more than 400 subsidized grammar secondary schools out of

501 secondary schools in Hong Kong, these criteria also apply to most Hong Kong secondary schools. Although there are few privately and governmentally run secondary schools in Hong Kong, their staff development practices also, to a great extent, follow the pattern of the subsidized ones.

Apart from the above objective and actual facts, the researcher's personal experience and perception also can help to confirm the generalized pattern of staff development in Hong Kong schools. It is usual to identify similar policy formulation and implementation of school-based staff development in most of the schools in Hong Kong. Even to a further extent, the models that are constructed in this study are also applicable to a great proportion of the Hong Kong schools, too.

## **Chapter 7**

### **Conclusions and Recommendations**

#### **A. Introduction**

In this chapter, apart from the findings are summarized in relation to the research questions, there is also an elicitation and explanation of the models that emerge from the study. The constructed models are typical practices of different dimensions in staff development, of which can be adopted to explain the practices and phenomenon in most of the schools in Hong Kong. On the one hand, they perform the practical guidelines for those who would like to implement school-based staff development in their schools. While on the other hand, they can also be taken as references for further theoretical investigation.

Conclusions regarding the results of the study will be made stating relationships between the policy formulation and implementation among the three target schools, the scopes of staff development policy, and the related issues of the implementation of staff development, as well as the trend of staff development.

Conclusions concerning the method adopted will comprise an evaluation of the use of the qualitative method in this study, the use of case study method, the study structure, and the techniques employed in this research.

Finally, there will be a concluding commentary on the validity and reliability of the research, the significance and the limitation of the study, and the recommendation for further studies.

## **B. Models of Staff Development**

### **1. Model of Policy Formulation and Implementation of Staff Development**

The first model is the one which can best portray the present practice of the policy formulation and implementation of staff development in most of the secondary schools in Hong Kong. This model, has already been illustrated in Diagram 6.3, explains the process of staff development derived from the findings. It shows the relationship between policy formulation and implementation. Besides, it also demonstrates how different bodies within a school are related in the aspect of staff development. The practice of this kind is quite typical in the secondary schools in Hong Kong. A detailed explanation of the model has already been elicited in chapter 6.

Ever since the implementation of the School-based Management, schools in Hong Kong should have their own School Administration Committee and it acts as the central body for decision making and policy formulation. All the departments, including the Staff Development Committee, have to submit their policies and plans to the School Administration Committee for approval. As a result, the policy and the plan of staff development is a product of the collaboration of both the School Administration Committee and the Staff Development Committee. This provides a way for all the significant administrators of the schools to grasp the plan of the Staff Development Committee. This facilitates a mutual understanding and support among the departments. Therefore, not only the schedule and activities within the schools can be coordinated, but it can also help to direct the work of the Staff

Development Committee to meet the needs of the teachers.

The model also elicits the factors that affect the policy formulation of staff development. Those factors include the needs of the students, parents and teachers; as well as the influences of the specific environment and the organization development. Of course, those factors are usually assessed by the managing team of the school. This, as a result, will form as the basic consideration for the Staff Development Committee when setting the policy and the plan.

It is quite common for the Staff Development Committee to address to the following tasks in the aspect of implementation. They are: setting the aims and objectives, designing the activities, planning the programmes, budgeting, organizing the activities, implementing the programmes, managing the cost, as well as evaluating. In Hong Kong secondary schools, both the mass programmes and the short term programmes are launched by the committee.

Since the work of the Staff Development Committee is usually targeted for all the teachers, the specific need of different departments is dependent on their own planning. Therefore, different subjects and functional teams will have their own plans and policies. Of course, the Staff Development Committee will give support and provide assistance to those subject panels and functional teams.

As seen in the model, staff development is a common

consideration of all the school administrators and teachers. There is a triangular collaboration and cooperation among the three bodies --- the School Administration Committee, the Staff Development Committee, as well as the subject panels and the functional teams. It is in such practice that they make staff development fruitful and successful.

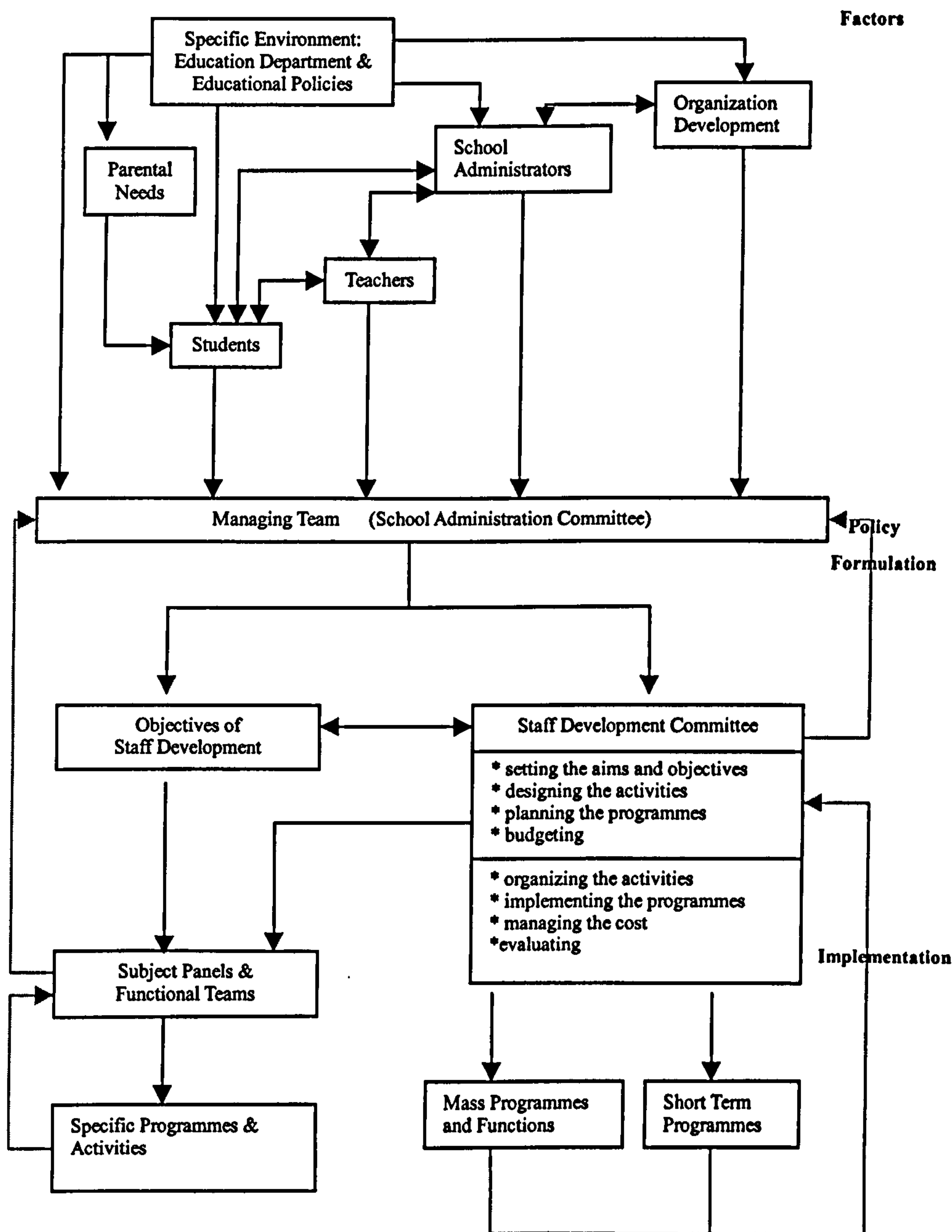


Diagram 6.3: Model of Policy Formulation and Implementation of Staff Development  
(This diagram is a recapitulation of the model already presented on p.288 in Chapter 6)

## 2. Model of the Trend of Staff Development

In constructing a model to elicit the trend of staff development, first of all, there is a need to trace the factors that affect staff development and the current practices that have been adhered to the school. Moreover, an investigation and identification of the aspects of concerns of the school is necessary because all those concerns will have implications for the skills and attitude of the teachers. Finally, incorporating the strategies that are adopted to meet and fulfill the concerns will help to examine the trend of staff development. Diagram 6.4 is the model of the trend of staff development which is generated from the synthesis of the findings of the three schools. A detailed explanation of the model is stated in chapter 6.

The first part of the model is an illustration of the factors, including the initiation factors and the continuation factors, of which they affect the focus of staff development. This can help to understand and trace the shift of the emphasis of the school ever since its first implementation of staff development.

Education is dynamic. There are always changes in the education system and the education policy. Besides, the problems of the students and the needs of the teachers are not always the same. And in the long run, the school also must have its innovation and development. All these will have impact on the capability and attitude of the teachers. Since it is impossible for a school to pay attention to all the issues, therefore, there

is a need for the school to prioritize its area of concerns. Thus, this will affect the focus and direction of staff development. As seen in Diagram 6.4, the aspects of concerns indicate the scopes that may be addressed by the Staff development Committee.

In order to grasp the trend of staff development, it is crucial to know the strategies that the Staff development Committee will adopt. In the diagram, there are altogether eleven strategies listed. They are: emphasizing the roles of the Staff Development Committee, adopting the new educational measures, conveying messages of the educational changes, sharing experience among teachers, learning the practices of other schools, making use of the staff appraisal, cultivating positive attitudes among teachers, encouraging the senior and experienced teachers to take the first step, sharing the vision and mission among the teachers, allocating the resources, and nurturing a group of relevant teachers. Most of the above items are related to the attitude and the value of the teachers. Therefore, it is explicit to find that the trend of staff development is closely associated with the nurture of the teachers with a shared value and positive attitude.

The model incorporates all the past and present influential factors that generate the needs of the teachers. And at the same time, these factors help to identify the recent aspects of concerns. In order to respond all those concerns, staff development strategies must be adopted. This helps to trace and deduce the trend of staff development.

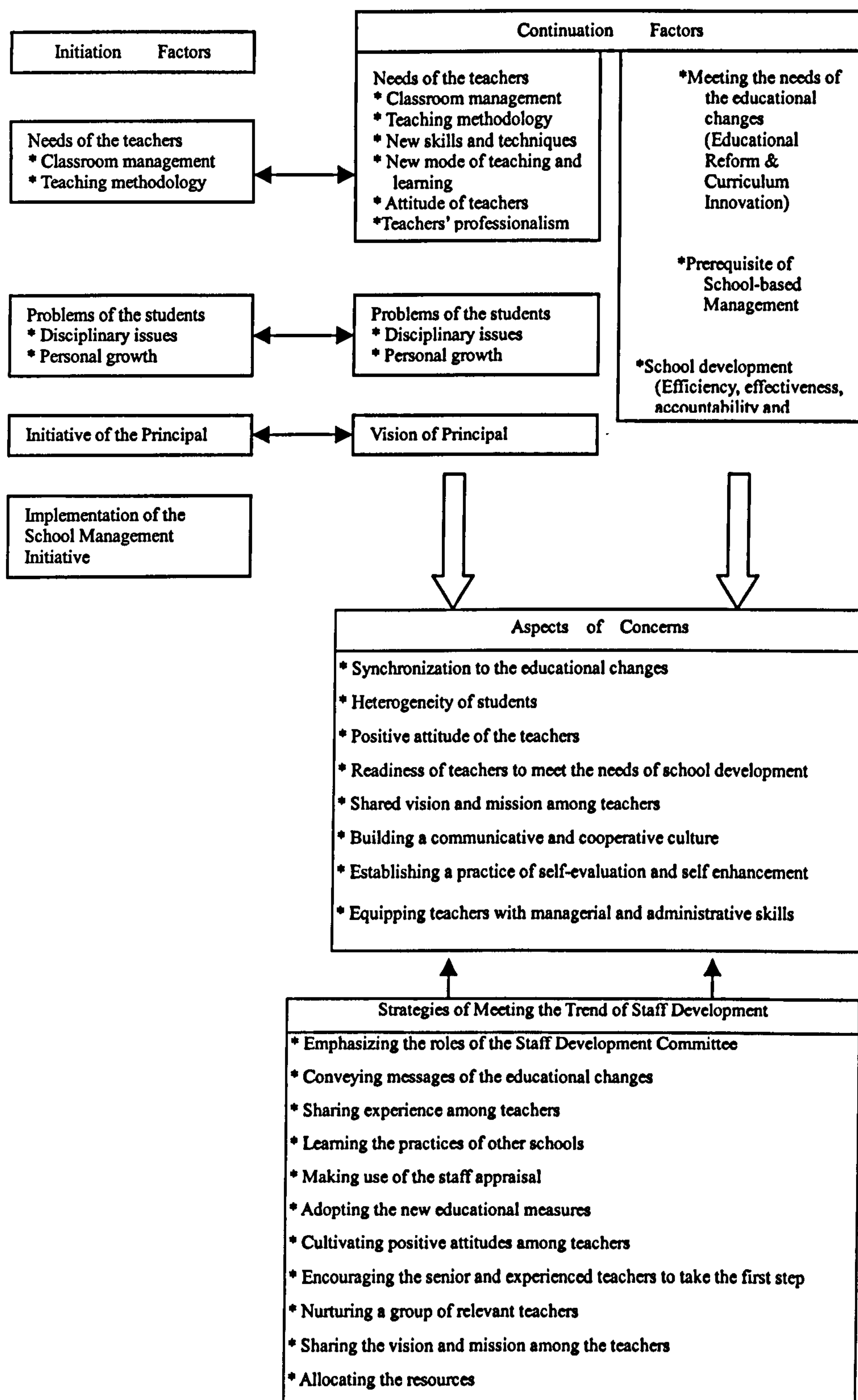


Diagram 6.4: Model of the Trend of Staff Development: its Reasons of Alteration, Aspects of Concern, and Strategies of Adjustment

(This diagram is a recapitulation of the model already presented on p.303 in Chapter 6)

### 3. Model of the Emergence of Explicit Staff Development Policy

It is worthwhile for schools to formulate their own staff development policies and implement their own specific staff development activities in order to promote educational quality. As concluded by Bell & Day (1991, p.21):

the policy-based model of professional development that is now emerging offers an opportunity for practitioners to extend their control over their own development, albeit within a framework of provision and resourcing that is closely related to the needs of the school and to the development plan that formulates and expresses those needs.

Bradley (1987) also advocates that schools should have staff development policies to help teachers become professional. In addition, according to Oldroyd, Smith and Lee (1984, p.73), "the existence of a staff development policy in a school will: give clarity of purpose concerning staff development, help newcomers to the school to know what is available, encourage managers to think in terms of staff development, and link up with job descriptions". However, in the past, staff development was haphazard in nature and no particular planning mechanism existed within the school. Although a few schools did have their staff development policies, it was common to discover that they only had the informal and unwritten ones. McMullen (1991, p.166) cites that:

it is possible for a school to have an explicit staff development policy which has evolved over a period of time and has never been formally thought out, discussed, or written down. In Great

Britain, schools set up their formal and written staff development policies in the late 70s. The transition to a formal policy in Great Britain illustrates that the formulation of staff development policy has to undergo a process from the unwritten one to the written one.

As to the case of this study, the three target schools have their written and explicit staff development policies. Up to the present moment, not only these three schools have their explicit staff development policies, all the schools in Hong Kong do have their own staff development policies. Therefore, there is an evolution from the implicit situation to the explicit one. This phenomenon can best be illustrated by the following model which explains how an explicit policy emerges from an implicit one.

As to the case of Hong Kong, it was not a usual practice for schools in Hong Kong to have their written staff development policy in the past. Diagram 7.1 shows that there was no particular planning mechanism existed in the aspect of staff development. Staff development activities were organized haphazardly. After a period of implementation, some schools in Hong Kong tried to improve the effectiveness of staff development. They tried to make it more systematic and organized. Therefore, there were practices of trying-out the policy formulation in some of the secondary schools. This kind of practice was shared and borrowed by some other schools in Hong Kong. Although these schools experienced the benefits and merits of having a policy in staff development, many other schools still did not incorporate the practice.

The significant factor which makes the schools have such obligation is the implementation of the School-based Management. This acts as an external force that facilitates all the schools in Hong Kong to have explicit written staff development policies for their own. The emergence of the explicit staff development is very critical and influential because developing the teachers is the core for education quality. As mentioned by Dean (1991, p.15), “it is the responsibility of the school to see that: there is a school policy for staff development which should help the school to fulfill its aims and is concerned with the development of all staff; and there is a planned development for all”.

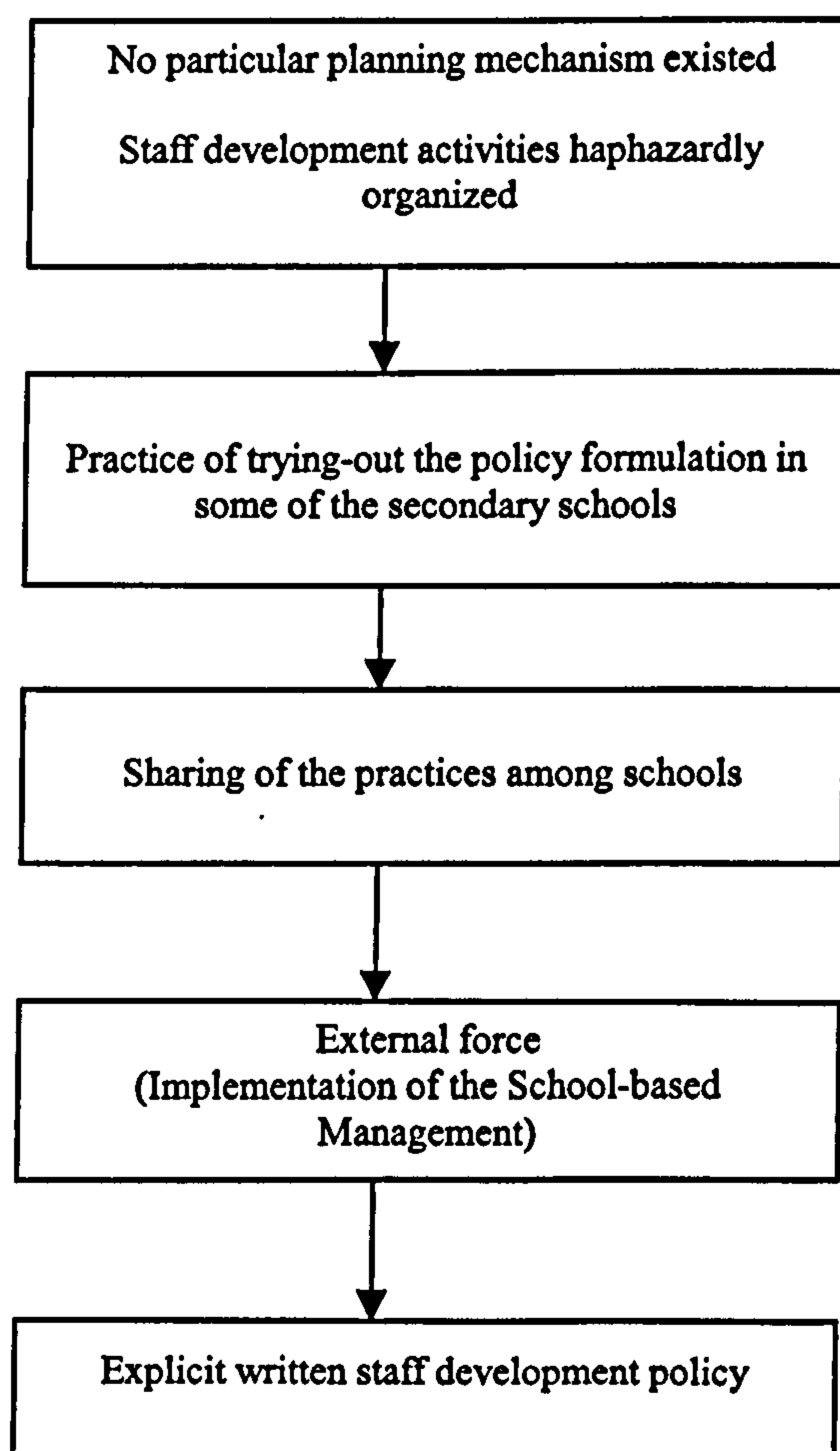


Diagram 7.1: Model of the Emergence of the Explicit Staff Development Policy

## **C. Results of the Study**

1. It is clear that there has been an evolution in the practices of staff development. The principals and the teacher-in-charge of staff development, aware of the contribution of staff development to the well-being of their schools, have already put much effort to implement systematic staff development in their schools. They have considered the changing factors before delineate the objectives and scopes of staff development. The study shows that some schools in Hong Kong have already implemented a systematic, well-planned, and organized form of staff development.
2. There are several factors which affect the policy formulation and the planning of staff development activities in these three schools:
  - a. the specific environment (the Education Department, Education Reform, Curriculum Innovation, other educational policies and educational issues),
  - b. the parental influence,
  - c. the organizational development,
  - d. the school administrators,
  - e. the teachers, and
  - f. the students.
3. There is a clear link between policy formulation and programme implementation. The directive of the School-based Management mandates schools in Hong Kong to have similar structure and delineate the roles and responsibilities of the people in the schools. In general, three major sectors within the school play a vital role in policy formulation and implementation. They include the School Administrative Committee, the

Staff Development Committee, and the Subject Panels and the Functional Teams.

4. Prior to School-based Management, there existed formal procedures in formulating the staff development policy in the three secondary schools selected for study. The study demonstrates that they have similar procedures in formulating policy. Furthermore, the study reflects the four conditions that Hewton (1988) regards as important in managing the policy formulating process: preparation, presentation, participation, and planning. And at the same time, the process of policy formulation, in general, consists of inter-related stages and this is quite concordant to the proposed procedure for the planning of a staff development policy as stated by Oldroyd, Smith, and Lee (1984).
5. The three target schools can be identified as having a written staff development policy by which the following attributes can be detected in their schools:
  - a. the aims and objectives of staff development,
  - b. a formal structure to take charge of the issue of staff development in the schools,
  - c. the programmes which include the planned activities, the incurred costs and the scheduled related activities, and
  - d. a formal and systematic evaluation of the efficiency and effectiveness of the activities.

6. Concerning implementation, staff development activities are organized in different levels according to the nature and background of the school, the degree of involvement, the needs of the teachers, and the development of the school. Different scales of staff development activities can be identified:
  - a. large scale staff development activities, which are mainly for all teaching staff, will be organized by the staff development committee,
  - b. those academic related activities which are more specific in nature will be the responsibility of the subject panels themselves.
7. Staff development activities can be classified into four different categories:
  - a. the organizational level: activities organized by the sponsoring body,
  - b. the school level: activities organized by the staff development committee,
  - c. the departmental or subject level: activities organized by the subject panels or the departments,
  - d. the individual level: individual teachers take part in the seminars, workshops and courses which are organized by the outside educational bodies and institutions.
8. There are various kinds of staff development activities: staff development days, staff development symposiums, new teachers' orientation and induction, professional mentoring, formative staff appraisals, school visits, sharing experience and views during the staff meetings, educational tours, staff development workshops, staff development camps, teaching conferences, staff development bulletin, lesson observation, sharing during the subject meetings, circulating circulars and other information, inviting

experts to give advice, collective lesson preparation, subject-based workshops, and teachers taking part in seminars, workshops, and formal courses.

9. The study identifies the roles of the principal and the teacher-in-charge of the staff development committee during the process of staff development.

a. The roles of the principal include those of policy maker, decision maker, consultant, monitor of staff development, facilitator, and participant.

b. The roles of the teacher-in-charge include policy maker, assessor, programme and activity organizer, administrator, evaluator, transmitter of staff development messages, coordinator, recorder, and mentor of new teachers.

10. The study illustrates the achievement and maturity of staff development in these three schools. This helps to demonstrate the advantages of having staff development in the schools; however, it also identifies the obstacles that need to be considered.

11. In order to know the trend of staff development, an investigation of the changing factors and the underlying causes was initiated. Then this was followed by a delineation of the scope of concerns in the area of staff development. The trend of staff development lies in the following scope of concerns.

a. synchronization to the educational changes,

b. heterogeneity of students,

c. positive attitude of the teachers,

d. readiness of teachers to meet the needs of school development,

- e. shared vision and mission among teachers,
- f. building a communicative and cooperative culture,
- g. establishment a practice of self-evaluation and self enhancement,
- h. equipping teachers with managerial and administrative skills.

12. The strategies that can be adopted to face the recent trend of staff development include:

- a. emphasizing the roles of the staff development committee,
- b. conveying messages of the educational changes,
- c. sharing professional experiences among teachers,
- d. learning the practices of other schools,
- e. making use of the staff appraisal,
- f. adopting the new educational measures,
- g. cultivating positive attitude among teachers,
- h. encouraging the senior and experienced teachers to take the first step,
- i. nurturing a body of relevant and up-to-date teachers,
- j. sharing the vision and mission among the teachers,
- k. reallocation of the resources.

#### **D. Methods Used in the Study**

##### **1. Use of Qualitative Method**

The reasons for adopting the qualitative method have been explained in chapter four. Through the conduction of this research, the method is validated as suitable for the extraction of the underlying and relevant qualitative information in relation to this study. At the very beginning of this study, the major objectives of this research were to

investigate the staff development policies in some of the secondary schools in Hong Kong; to examine the implementation strategies; to identify the staff development activities; and to explore the trend of staff development. During the process of the data collection, however, new insights appear because other relevant information was provided by the informants. At the end of the research, the factors which affected the policy formulation have been identified. This can help to broaden the scope of understanding of staff development in those schools. The researcher can trace the factors that lead to the changes in the focus of staff development over different periods of time. Due to the nature of the qualitative research, the researcher can follow the responses of the informants and delve deep into the issues. Thus the researcher can determine the link between the policy formulation and the implementation of staff development in the target schools. Their importance to staff development is the reason why they are included in the final discussion and analyses of the report. As a result of these considerations, qualitative method clearly assists to attain a full view of the situation being studied.

Although it is clear that this method can help to comprehensively investigate issues and can help to reach the objectives of this study, the analysis is very time consuming and demanding. This is because the collection of the data is followed by the difficult tasks of data display and data reduction. In order to perform these tasks more efficiently, it is better to transcribe the conversation during all the interviews, and this process is really very tedious and demanding.

## 2. Case Study Approach

It is appropriate to adopt the method of case study to investigate this topic. First of all, school-based staff development can be regarded as a recent issue within the educational field in Hong Kong, with about ten years of significant development. Not many schools had systematic, well-planned and formal school-based staff development.

Moreover, it is somewhat difficult to identify the schools which have embraced staff development enthusiastically and have reached a certain degree of observable achievement. Furthermore, the three target schools are similar cases because the three principals stressed the importance of staff development, and they have already put much effort in it.

Finally, the factors of accessibility and convenience are also influential criteria. Cases can be more or less accessible to a researcher. In this case it was more convenient for the researcher to contact these three schools rather than a large number of schools in Hong Kong.

## 3. Techniques Employed in this Study

Three types of techniques are employed in this study. They include the semi-structured interviews, the observation and the documentaries. Interviews are the major sources to collect the data. The Principals, the teacher-in-charge and the member of the staff development committee of these three schools are the key informants of this study; the other teachers are mainly for the purpose of triangulation.

Apart from the other informants, the validation is conducted by means of the observation and the study of the documentaries.

It is a worthwhile experience for the researcher to participate in the staff development days of these three schools. This can help the researcher to gain a sense of staff development within these three schools as well as, to a certain degree, validate the information which has been collected.

Another useful source of data is the study of the annual plans, the minutes and the reports. Due to the implementation of the School-based Management, these three schools have maintained their staff development records. This is very useful as the researcher can trace the evolution of their staff development through the detailed information. This further contributes to the validation of the study.

Considering that the interviews much of the information and data, it is necessary to pay attention to the following points. The study questions should be thoughtfully prepared and carefully administered. It is best if the sequence and the target of the questions are recorded adjacent to the needed data as this can help during the process of analysis. Moreover, it is necessary for the researcher to pay close attention to the answers and responses of the informants so as to sense any underlying information or bias. Finally, the researcher should prepare for the periodic unpredicted incident, such as the interviewee has to attend a meeting and discontinues in the middle of the interview.

## **E. Validity and Reliability of the Study**

### **1. Validity**

In this study, a multiple sources of evidence is observed. The observation of the staff development days of these three target schools help the researcher to validate the stated perceptions and feelings of the interviewees towards staff development. The observations can also help to establish the atmosphere of staff development within these schools.

Studying the documents and records helps the researcher check there is concordant information to that provided by the interviewees. It is very useful to physically review the annual plan, the programmes, and the evaluation report. All these documents comprise concrete evidence of what the schools have planned and implemented.

The interviewees are divided into the key informants and the supportive informants. The key informants are the Principal, the teacher-in-charge and the member of the Staff Development Committee. All the other teachers are the supportive informants. It is valuable to make use of the information provided by the supportive informants to cross-check the data of the key informants. The results of the triangulation show there is no significant difference among the multiple sources of evidence.

### **2. Reliability**

In this study, a case study protocol is developed in Chapter 4. Details of the procedure can be observed in Exhibit 4.3. It shows the

operational framework of the research project which includes the research design, the data collection, and the discussion and analysis. This information is provided for those who would be interested in repeating the research: other researchers may trace back the protocol as a specific reference.

In order to help the other investigators to review the information, the scripts of the informants are screened and added in Chapter 5. Those are the dialogues of the interviewees and this can be used as a contextual reference, if needed. Furthermore, some of the copies of documents and records are retained for future retrieval. All these create a rich data base for the study.

## **F. Significance of the Study**

Most of the schools in Hong Kong have already implemented school-based staff development programmes. As seen in the numerous staff development days that have been organized for the teaching staff, there are various types of activities with different themes and topics. It is presently very common for teachers to attend seminars, workshops or conferences. Moreover, inter-school visits are also quite common and they exemplify another type of staff development activity. However, it is quite difficult to acknowledge whether there exists comprehensive staff development policy or any long-term staff development objectives across many schools. The British experience reveals that staff development policy is the foundation of all the staff development activities. It acts as the guideline and the target for all the

activities. In the past, it was quite rare for schools in Hong Kong to have an in-depth consideration of staff development policy. Consequently, staff development activities were mostly organized and arranged by convenience. It seems there is little or no previous study showing the recent systematic arrangement of staff development in Hong Kong. As a result, this research is significant in its indicating an abrupt advancement of staff development in some of the secondary schools in Hong Kong.

At the same time, recent research in Hong Kong reveals people's increasing attention to the issue of staff development. Despite this, the study of a comprehensive view of staff development in Hong Kong secondary schools seems lacking. Most of the research deals with teachers' in-service training needs (Too, 1987 ; Kan, 1988 ; Lee, 1993a), the issue of staff appraisal for the purpose of staff development (Lau, 1985; Lam,1992; Tung, 1993; Chan, 1994; Lo, 1998), views and evaluation of SB-INSET (Wong, 1990 ; Ku, 1993), perception of staff development in relation to certain staff development activity (Hong, 1987 ; Lee, 1993b; Ip, 1998), and the issue of induction practices (Tam, 1987; Wong, 1996). The conduction of the present research not only contributes to the understanding of policy and implementation of staff development in some of the secondary schools in Hong Kong, but it also investigates the trend of staff development under associated and significant educational change.

To a further extent, as the Government starts to shift educational objectives from quantity and supply to quality and improvement, teachers become a vital element in the process. Through several educational reports,

the government has demonstrated the intention and its encouragement in organizing staff development activities so as to enhance the teachers' competence and to generate a positive attitude among the teachers. In order to achieve a meaningful and effective staff development programme, the activities must be well-planned and possess long term objectives. Not only should the activities meet the needs of the teachers and the school, but they should also directly benefit the students. It is, therefore, necessary for the principals and the organizers to have an understanding of the current practices and the direction of staff development before they plan for their future. This research can act as a reference for schools in Hong Kong when dealing with staff development in the schools. The study can provide much information in this regard including the delineation of aims and objectives, the structure of the staff development committee, the design of the programmes, the methods of evaluation, the issue of costing and timing, the variety of the staff development activities, the roles of the organizer and the significant others, the existing obstacles, the strategies used to cope with different issues, and the future trend of staff development. All these are very constructive for other schools to reference as they plan their future staff development activities.

Last but not least, this study highlights many similarities in the three target schools. The link of policy formulation and implementation is quite typical. This provides a foundation for other people to initiate further study. It would be very interesting and meaningful to know whether there are any objective factors leading to such a relationship. It would be also useful and worthwhile to investigate further the broader situation in Hong Kong. Therefore, this research helps stimulate future study.

• To conclude this research has typical significance in the following aspects:

- a. it is unique, as there is no such prior research in Hong Kong,
- b. it provides a comprehensive picture of the issue of staff development in some of the secondary schools in Hong Kong,
- c. it stimulates the person-in-charge of staff development to pay attention to the policy issue and the planning of staff development,
- d. it offers an abundance of information for other schools to consider as a reference and context when arranging and organizing their staff development in their schools,
- e. it traces the factors that affect staff development in the schools and how the schools respond to such changes,
- f. it helps to formulate the direction of staff development during such a complicated era of educational change,
- g. it contributes to the implementation of staff development under the scheme of School-based Management,
- h. it enriches the researcher's knowledge of staff development and this contributes toward the culmination of the researcher's work as he is the teacher-in-charge of staff development in one of the secondary

schools and is also a part-time lecturer who helps to run the teachers' training courses in several universities in Hong Kong.

## **G. Limitations**

There are some limitations in this study. First of all, it is very difficult to find similar research in Hong Kong. The researcher fails to find any study that can help for comparison purposes and or as a foundation of reference.

Furthermore, some informants have difficulties in answering the questions, particular those questions related to the future trend of staff development. This is because they have to guess and predict the future needs of the teachers. In addition, the frequent educational changes cause the informants to feel overwhelmed their daily work. Therefore, it seems that the responses are quite dependent on the personal perception of the informants.

Drawing the conclusions is dependent upon the analyses of the raw data in which the researcher may fail to extract all the needed information. There may also be some bias or error interjected through the translation of the Chinese version to the English version. The interviews are conducted in Chinese while the transcription for reporting purposes is in English. There may be some wordings which cannot precisely reflect the original intention and meaning of the informants.

## **H. Recommendations for Further Study**

The research seems to be the first investigation of the overall view of staff development in some of the secondary schools in Hong Kong. It studies the policy formulation and implementation of staff development, the factors that lead to the alteration and the future trend of staff development. It is believable that future revision and amendment will be needed. Future studies in this area are worthwhile because the issue of staff development in the educational field in Hong Kong continues to receive increasing attention. The success and demonstrable achievements of staff development precipitate improvement in the quality of the teachers. This is the most important factor that affects the success of education for the ultimate benefit of the students. It is meaningful and worthwhile, therefore to consider the following recommendations.

1. The three target schools in the study display many similarities. It would be very useful to know whether this is the general case across Hong Kong. Is this similarity indicative of a general practice for the secondary schools in Hong Kong? Do they organize their staff development by those similar means and measures? Further study through quantitative research, based in part the findings of this study, would provide an overall and important view of the staff development in Hong Kong that would be of significance and importance to professionals within education.
2. The three target schools indicate their significant alteration in staff development programming over the previous years because of the

changing and varied needs of the teachers and the changes in their specific environment. This demonstrates that staff development is not static but, rather, continues to evolve to accommodate change. Therefore, it is worthwhile to conduct a longitudinal study to trace the issue of staff development in these three target schools, particular in such an environment with so many educational changes recently. This can clarify how schools in Hong Kong are adjusting to the changes and needs within education by means of ongoing in-service staff development.

3. To broaden the educational horizon, documentary studies can be carried out to compare the situation of Hong Kong with the experience of other countries such as the United Kingdom. The British and the Hong Kong schools started with a haphazard and unsystematic staff development process. However, as time goes by, it may be that schools of both locals will pay attention to policy formulation and implementation of the staff development. It would be interesting to identify and discuss similarities and differences in methodology and progressive expression. And this kind of study would benefit the schools both academical study as well as through practical applications in the field.
4. Schools in Hong Kong have to follow the educational policies and directives of the Education Department such as the School-based Management, and this makes a very large proportion of the schools have similar administrative and managerial practices. Besides, schools in Hong Kong are clustered in such a small place and this will help administrators and principals share their experience. Therefore, policies

and practices of staff development among all the schools in Hong Kong may have lots of similarities which have been demonstrated in this study. It would be really worthwhile to have a survey to check whether the phenomena of the three schools can be applied to most of the schools in Hong Kong. And this will provide a whole picture of staff development in Hong Kong.

## **APPENDIX**

### **Questions related to different kinds of interviewees:**

#### **1. The Principal**

- a. What kinds of staff development activities have been implemented in your school?
- b. Are those activities scheduled in the school year plan?
- c. Does your school have any staff development policies?
- d. How does your school formulate those policies?
- e. Why does your school formulate those policies?
- f. What kinds of strategies have been adopted to cope with the policies?
- g. What kinds of activities have been organized to cope with those policies?
- h. How does your school implement your staff development activities?
- i. What are the difficulties in organizing the staff development activities in your school?
- j. What kinds of achievement have been got in the aspect of staff development in your school?
- k. What is the trend of staff development in your school in response to the Education Reforms?
- l. Do you have any idea or plan to cope with staff development in facing the Education Reforms?

#### **2. The Teacher-in-charge of the Staff Development Committee**

- a. What kinds of staff development activities have been implemented in your school?
- b. Are those activities scheduled in the school year plan?
- c. Does your school have any staff development policies?
- d. How does your school formulate those policies?
- e. Why does your school formulate those policies?
- f. What kinds of strategies have been adopted to cope with the policies?
- g. What kinds of activities have been organized to cope with those policies?
- h. How does your school implement your staff development activities?
- i. What are the difficulties in organizing the staff development activities in your school?
- j. What kinds of achievement have been got in the aspect of staff development in your school?
- k. What is the trend of staff development in your school in response to the Education Reforms?
- l. Do you have any idea or plan to cope with staff development in facing the Education Reforms?
- m. What is the role of the Principal in the aspect of staff development?
- n. What is your role in the aspect of staff development?
- o. How does the Staff Development Committee work in developing the teaching staff in your school?

3. One of the Committee member of the Staff Development Committee
  - a. What kinds of staff development activities have been implemented in your school?
  - b. Are those activities scheduled in the school year plan?
  - c. Does your school have any staff development policies?
  - d. How does your school formulate those policies?
  - e. Why does your school formulate those policies?
  - f. What kinds of strategies have been adopted to cope with the policies?
  - g. What kinds of activities have been organized to cope with those policies?
  - h. How does your school implement your staff development activities?
  - i. What are the difficulties in organizing the staff development activities in your school?
  - j. What kinds of achievement have been got in the aspect of staff development in your school?
  - k. Has the Staff Development Committee thought about the trend of staff development in your school in response to the Education Reforms?
  - l. Does your Staff Development Committee have any idea or plan to cope with staff development in facing the Education Reforms?
  - m. What is the role of the Principal in the aspect of staff development?
  - n. What is the role of the Teacher-in-charge of the Staff Development Committee in the aspect of staff development?
  - o. How does the Staff Development Committee work in developing the teaching staff in your school?
  
4. Four Teachers (If possible, four different types of teachers will be approached. They are:
  - a. one Graduate Master with at least 5-year teaching experience in that school;
  - b. one Graduate Master with less than 5-year teaching experience in that school;
  - c. one Certificate Master with at least 5-year teaching experience in that school;
  - d. one Certificate Master with less than 5-year teaching experience in that school;
  - a. What kinds of staff development activities have been implemented in your school?
  - b. Are those activities scheduled in the school year plan?
  - c. Do you know whether your school has any staff development policies? What are they? (If they know, ask question d and e, if they don't ask question f)
  - d. How does your school formulate those policies?
  - e. Why does your school formulate those policies?
  - f. Do you know whether there are any strategies have been adopted to develop the teaching staff in your school? What are they?
  - g. How does your school implement your staff development activities?
  - h. What are the difficulties in organizing the staff development activities in your school?
  - i. What kinds of achievement have been got in the aspect of staff development in your school?
  - j. How does the Staff Development Committee work in developing the teaching staff in your school?
  - k. Do you think staff development in your school meets your needs? How? Why?
  - l. What do you think is the trend of staff development in your school in response to the Education Reforms?

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