

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All Full-time Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Teachers and Teaching in Context
Course Code	: EDA 4149
Department	: Curriculum and Instruction
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In essence, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (summarized as "PEER & I"):

- 1. Professional Excellence;**
- 2. Ethical Responsibility; &**
- 3. Innovation.**

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The primary objective of this course is to equip students with a solid understanding of teacher professionalism and its practical application within their teaching endeavors, focusing on teacher behavior and ethics in alignment with the Education Bureau’s professional development framework and the Guidelines on Teachers’ Professional Conduct. This course prepares students with the attitudes and competencies needed to be a professional teacher, specifically in the Hong Kong context. Its core mission is to instill a sense of professionalism during their careers, furnishing them with the knowledge and skills indispensable for operating as dedicated and ethically-driven teaching professionals. Through practical application, the course aids students in shaping their conceptual understanding of teacher professionalism, enabling them to effectively analyze different facets of the teacher's professional milieu and delve into current guidelines on professional ethics and conduct. Furthermore, this course encourages students to engage in in-depth reflection of their field experience, examine pertinent issues impacting professional practice and engage with the evolving landscape of educational reform and related developments both in Hong Kong and on a global scale.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO ₁	Examine teacher professionalism and its implications on professional teaching practice.
CILO ₂	Apply the knowledge, skills, and professional values necessary to excel as a teacher by embodying teacher professionalism, adhering to professional ethics and conduct, and safeguarding professionalism.
CILO ₃	Demonstrate an in-depth reflection of the Guidelines on Teachers’ Professional Conduct as reflective practitioners and dedicated professionals.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<p>Introduction to Teacher Professionalism: Characteristics and definition of teacher professionalism, the teaching profession, and teacher professionalism in local and international contexts.</p> <ul style="list-style-type: none"> • Theoretical Framework: Theoretical perspectives on teacher professionalism, 	CILO _{1,2}	<ol style="list-style-type: none"> 1. Lectures 2. Case studies 3. Group discussions 4. Online activities

<p>including concepts of professionalization, professional ethics and teacher identity.</p> <ul style="list-style-type: none"> • Teacher Preparation: Overview of the preparation process for educators, focusing on teacher education, professional development, and training to equip teachers with the necessary skills and knowledge for their roles. • Roles of Teachers: The multifaceted roles of teachers within the educational system, including the understanding and analysis of professional standards such as: <ul style="list-style-type: none"> ○ Teacher Competencies Framework (TCF), which encompasses six teacher professional values ○ Professional standards – Guidelines on Teachers’ Professional Conduct and COTAP T-Standard⁺ ○ The Professional Ladder for Teachers 		
<p>Professionalism in Teaching: Transitioning from theory to practice by focusing on teachers’ professional ethics, conduct and values, emphasizing commitment to professional growth, and the career and professional development of teachers' lives, especially during the early career teaching phase.</p> <ul style="list-style-type: none"> • Commitment and Responsibility: Being committed and responsible when navigating the evolving landscape of school operation, teaching, and learning, while also considering the career and professional development of teachers. • Teacher Responsibilities: <ul style="list-style-type: none"> ○ Teachers' responsibilities beyond teaching, including administrative duties and event organization. ○ Novice teachers’ contributions in professional learning communities, which are crucial during the early career teaching phase. ○ Collaboration among teachers, including across-subject collaboration in schools. 	<p>CILO_{1,2}</p>	<ol style="list-style-type: none"> 1. Lectures 2. Students’ field experience portfolios 3. Reflective / Interactive workshops 4. Technology Integration Activities 5. Simulations/Role-play

<ul style="list-style-type: none"> ○ Engaging with parents and community partners. ● Understanding Education Laws: <ul style="list-style-type: none"> ○ Grasping education-related laws, including accurately interpreting the Education Ordinance, and the National Security Law. ○ Comprehending national affairs impacting the education sector. ● Child Protection and Welfare: Identifying and reporting suspected cases of child maltreatment and domestic violence to ensure the well-being of students. 		
<p>Attributes of a Professional Teacher: Emphasizing the role as a reflective practitioner, nurturing educator, inspirational collaborator, and committed role model.</p> <ul style="list-style-type: none"> ● Upholding professionalism: <ul style="list-style-type: none"> ○ Protecting students’ well-being. ○ Safeguarding the education profession. ○ Whole person development. ○ Education equality and equity. ● Empowering teachers as change agents: <ul style="list-style-type: none"> ○ Leading educational reforms to address local and global challenges. ○ Advocating for the rule of law and adapting to evolving socio-political landscapes. ● Maintaining professional standards and positive image: <ul style="list-style-type: none"> ○ Upholding the integrity and reputation of the teaching profession. ○ Demonstrating excellence in teaching practices and professional conduct. ● Integrating professionalism and personal virtues: <ul style="list-style-type: none"> ○ Highlighting the importance of ethical behavior and values in teaching. ○ Fostering a culture of integrity and moral development among students. 	<p>CILO_{1,2,3}</p>	<ol style="list-style-type: none"> 1. Lectures 2. Reflection 3. Group Discussions 4. Cross-disciplinary Collaborations 5. Problem-Based Learning Activities

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>Participation</p> <p>Students are required to participate in a number of online and face-to-face tasks.</p>	10	CILO _{1, 2}
<p>Group presentation</p> <p>Students are required to form groups of 5-6 individuals and engage with the scenarios provided in the training package on “Teachers' Professional Values and Conduct” for Schools, or “Protecting Children from Maltreatment Procedural Guide”. In their presentations, students are encouraged to employ diverse formats, including role-playing, debates, video storytelling, gamification, and other suitable methods, with a duration of 10-20 minutes. The aim is for each group to articulate their comprehension of the essence of teacher professionalism, and provide a critical analysis aligned with the eight codes of professional conduct and behavior for teachers. This analysis should be grounded in a synthesis of relevant literature on the subject.</p>	30	CILO _{1, 2}
<p>Individual assessment</p> <p>Students are required to develop their own scenarios based on their experiences in field placements or working in schools, demonstrating the application of teacher professionalism in real world practice . They will identify relevant elements of teacher professionalism within their chosen scenario—whether aspects they have already observed or areas that could enhance professional practice. Additionally, students are encouraged to be mindful of contextual resources, as well as school norms and rules, which may sometimes be perceived as constraints rather than support mechanisms. Through analysis and discussions, students can explore how school contextual resources impact their teacher professionalism.</p>	60	CILO _{1, 2, 3}

<p>Students may utilize the “Professional Standards for Teachers of Hong Kong (PST)” or “Guidelines on Teachers’ Professional Conduct” as a tool to align their observations with the T-Standards⁺. This exercise is designed to foster deeper critical analysis and self-reflection on specific aspects of professional practice while enhancing their conceptual understanding of teacher professionalism.</p> <p>Students are expected to integrate their comprehension of teacher professionalism by leveraging insights from their readings, teaching encounters, and personal introspection. The analysis should encompass the delineation of pertinent strategies essential for embodying the role of a professional educator effectively. (1,800 words)</p>		
--	--	--

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

- Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.
- Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

NIL

7. Recommended Readings

Addi-Racah, A., & Grinshtain, Y. (2022). Teachers’ professionalism and relations with parents: teachers’ and parents’ views. *Research Papers in Education*, 37(6), 1142–1164. <https://doi.org/10.1080/02671522.2021.1931949>

Bautista, A., Ho, Y. L., Fan, T., Yeung, J., & Bryant, D. (2022). Teacher professional development in Hong Kong: Describing the current infrastructure. *The International Journal for Research in Education*, 46(2), 202–260. <https://doi.org/10.36771/ijre.46.2.22-pp202-260>

Boylan, M., Adams, G., Perry, E., & Booth, J. (2023). Re-imagining transformative professional learning for critical teacher professionalism: a conceptual review. *Professional Development in Education*, 49(4), 651–669. <https://doi.org/10.1080/19415257.2022.2162566>

- Day, C. W., Simpson, A., Li, Q., Bi, Y., & He, F. (2023). Teacher professionalism: Chinese teachers' perspectives. *Journal of Professional Capital and Community*, 8(2), 65–89. <https://doi.org/10.1108/JPCC-01-2022-0004>
- Education Bureau. (2022). *Guidelines on teachers' professional conduct*. The Government of Hong Kong Special Administrative Region of People's Republic of China. https://www.edb.gov.hk/en/teacher/guidelines_tpc/index.html
- Goodwin, A. L. (2021). Teaching standards, globalisation, and conceptions of teacher professionalism. *European Journal of Teacher Education*, 44(1), 5–19. <https://doi.org/10.1080/02619768.2020.1833855>
- Hargreaves, A. (2000a). Four ages of professionalism and professional learning. *Teachers and Teaching: History and Practice*, 6(2), 151-182. <https://doi.org/10.1080/713698714>
- Hargreaves, A. (2000b). Professionals and parents: Personal adversaries or public allies? *Prospects*, 30(2), 201-213. <https://doi.org/10.1007/BF02754066>
- Keshmiri, F., Jambarsang, S., & Mehrparvar, A. H. (2023). Effective components of teachers' professionalism in viewpoints of various stakeholders. *Journal of Education and Health Promotion*, 12(1), 24. https://doi.org/10.4103/jehp.jehp_1565_21
- Lee, J. C.-K., & Yin, H.-b. (2011). Teachers' emotions and professional identity in curriculum reform: A Chinese perspective. *Journal of Educational Change*, 12(1), 25–46. <https://doi.org/10.1007/s10833-010-9149-3>
- Liu, L. B., Conner, J. M., & Li, Q. (2023). Cultivating teacher professionalism in Chinese and U.S. settings: contexts, standards, and personhood. *Education Inquiry*, 14(1), 22–39. <https://doi.org/10.1080/20004508.2021.1950274>
- Lopes, A., Folque, A., Marta, M., & de Sousa, R. T. (2024). Teacher professionalism towards transformative education: insights from a literature review. *Professional Development in Education*, 50(5), 832-846. <https://doi.org/10.1080/19415257.2023.2235572>
- Ma, L., Feng, X., Wang, C., & Yao, H. (2024). Can high-involvement management enhance teacher professionalism in China? A structural equation modeling analysis. *Educational Management, Administration & Leadership*. <https://doi.org/10.1177/17411432241300276>
- Ma, L., Yao, H., & Sun, M. (2024). Distributed leadership mirrors teacher professionalism via collaborative learning and relational trust: evidence from China. *Journal of Professional Capital and Community*, 9(4), 340–362. <https://doi.org/10.1108/JPCC-11-2023-0076>
- McGregor, D., & Cartwright, L. (Eds.). (2011). *Developing reflective practice: A guide for beginning teachers*. Berkshire: Open University Press.

- Sachs, J. (2016). Teacher professionalism: Why are we still talking about it? *Teachers and Teaching: Theory and Practice*, 22(4), 413-425.
<https://doi.org/10.1080/13540602.2015.1082732>
- Shapira-Lishchinsky, O. (2011). Teachers' critical incidents: Ethical dilemmas in teaching practice. *Teaching and Teacher Education*, 27(3), 648-656.
<https://doi.org/10.1016/j.tate.2010.11.003>
- Swift, D., Clowes, G., Gilbert, S., & Lambert, A. (2024). Sustaining professionalism: Teachers as co-enquirers in curriculum design. *Curriculum Journal (London, England)*, 35(4), 622–636. <https://doi.org/10.1002/curj.267>
- Tang, S. Y. F., Wong, A. K. Y., Li, D. D. Y., & Cheng, M. M. H. (2021). Re-conceptualising professional competence development of student teachers in initial teacher education. *Research Papers in Education*, 32(2), 152-175.
<https://doi.org/10.1080/02671522.2019.1633563>
- Tang, S. Y.F., Wong, A. K.Y., Li, D. D.Y., & Cheng, M. M.H. (2024). Teacher buoyancy: harnessing personal and contextual resources in the face of everyday challenges in early career teachers' work. *European Journal of Teacher Education*, 47(3), 430-448.
<https://doi.org/10.1080/02619768.2022.2097064>
- Wong, J. M. S. (2022). “Are we becoming professionals?” Pre-service early childhood teachers' perceptions of the professionalism of early childhood teachers in Hong Kong. *Early Years (London, England)*, 42(1), 23–38.
<https://doi.org/10.1080/09575146.2021.1954604>
- Yang, C. (2023). Towards “good” teaching —a narrative inquiry of a Chinese EFL veteran teacher's trajectory of professionalism. *Teaching and Teacher Education*, 134, 104315-.
<https://doi.org/10.1016/j.tate.2023.104315>
- 鄒秉恩 (2024a) 《活出教師專業精神與專業倫理的「教育家精神」》(見灼見名家網頁，18.11.2024) <https://www.master-insight.com/article/42209>
- 鄒秉恩 (2024b) 《由個別失德教師違規事件看未來教師專業操守的出路》(見灼見名家網頁，19.6.2024) <https://www.master-insight.com/article/32042>

8. Related Web Resources

- 1) Bills Committee on Mandatory Reporting of Child Abuse Bill
<https://www.legco.gov.hk/yr2023/english/bc/bc54/agenda/bc5420230725.htm>
- 2) COTAP website – videos [in Chinese, with English subtitles] showing the three professional roles stated in T-Standard⁺
<https://www.cotap.hk/index.php/tc/t-standard/t-standard-pst>
- 3) Education Bureau. (2010). *Role of teachers*. The Government of Hong Kong Special Administrative Region of People's Republic of China.

- <https://www.edb.gov.hk/en/student-parents/ncs-students/support-to-teacher/role-of-teachers.html>
- 4) Education Bureau. (2023). *Circular No. 9/2023 National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens*. The Government of Hong Kong Special Administrative Region of People’s Republic of China.
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC23009E.pdf>
 - 5) Education Bureau. (2023). *National security: Specific measures for schools* (Enhanced version). The Government of the Hong Kong Special Administrative Region of People’s Republic of China.
<https://www.edb.gov.hk/attachment/en/sch-admin/national-security/specific-measures.pdf>
 - 6) Education Bureau. (2024). *Legislative Council Panel on Education: The Chief Executive's 2024 Policy Address – Education Bureau’s Policy Initiatives*. The Government of the Hong Kong Special Administrative Region of People’s Republic of China.
https://www.edb.gov.hk/en/about-edb/legco/policy-address/2024_Panel_on_Education_Eng.pdf
 - 7) Education Bureau. (2024). *Whole School Approach*. SENSE.
<https://sense.edb.gov.hk/en/integrated-education/principles/whole-school-approach.html>
 - 8) Education Bureau. (n.d.). *Continuing Professional Development of Teachers*.
<https://www.edb.gov.hk/en/teacher/qualification-training-development/development/cpd-teachers/index.html>
 - 9) Legislative Council Panel on Education Teachers’ Professional Conduct and Professional Development, prepared by EDB, 2 February 2024
<https://www.legco.gov.hk/yr2024/english/panels/ed/papers/ed20240202cb4-123-2-e.pdf>
 - 10) Legislative Council Panel on Education agenda item “Upholding teachers’ professional conduct”, 7 February 2025
<https://www.legco.gov.hk/yr2025/english/panels/ed/papers/ed20250207cb3-127-2-e.pdf>
 - 11) Reporting Mechanism for Absentees in Kindergartens
<https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/kindergarten-reporting-absentees/index.html>
 - 12) Social Welfare Department. (2020). *Protecting children from maltreatment—Procedural guide for multi-disciplinary co-operation (Revised 2020)*. The Government of the Hong Kong Special Administrative Region.
[https://www.swd.gov.hk/storage/asset/section/652/en/Procedural_Guide_Core_Procedures_\(Revised_2020\)_Eng_2Nov2021.pdf](https://www.swd.gov.hk/storage/asset/section/652/en/Procedural_Guide_Core_Procedures_(Revised_2020)_Eng_2Nov2021.pdf)
 - 13) The Hong Kong Committee on Children’s Rights
<http://www.childrenrights.org.hk/>
 - 14) T-standard⁺ School-based Professional Development Activities
<https://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/cpd-teachers/information-sheet/index.html>
 - 15) Training Package on “Teachers’ Professional Values and Conduct” for Schools
<https://www.edb.gov.hk/en/teacher/qualification-training-development/development/cpd-teachers/resources-package/resources-package.html#>

- 16) 「香港優秀師德師風獎評選」 A series of videos from Tai Kung Po 《好老師故事》 專題系列
<https://www.tkww.hk/spec/teach/>
- 17) 中共中央 國務院印發《教育強國建設規劃綱要（2024—2035年）》
https://www.beijing.gov.cn/gate/big5/www.beijing.gov.cn/zhengce/zhengcefagui/202501/t20250120_3992622.html
- 18) Background information: HKSAR Government Press Release 特區政府舉辦《教育強國建設規劃綱要（2024-2035年）》宣講會
<https://www.info.gov.hk/gia/general/202502/12/P2025021200361.htm?fontSize=1>
- 19) HKSAR Government holds seminar on 2024-2035 master plan on building China into a leading country in education
<https://www.info.gov.hk/gia/general/202502/12/P2025021200399.htm?fontSize=1>

9. Related Journals

- 1) Professional Development in Education
- 2) Teacher Development
- 3) Teachers and Teaching: Theory and Practice
- 4) Teaching and Teacher Education

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

11. Others

- This Education Studies course is a required course to fulfil the Exit Requirements for Teachers' Professional Conduct and Ethics.
- Context-specific situations (e.g., public vs. private provision, age group by level of education, pedagogic practices) can have important implications for teacher professionalism. Different aspects of the course provision (e.g., relevant references, materials, discussions, issues) will be adapted to these context-specific situations of the three identified sectors, i.e. early childhood, primary and secondary education.