The Hong Kong Association of the Heads of Secondary Schools

香港政策研究所
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HOW TO PROMOTE

HONG KONG SECONDARY SCHOOL TEACHERS' PROFESSIONAL STATUS AND SOCIAL RECOGNITION

Centre for Education Research and Development
Hong Kong Policy Research Institute

Research commissioned by
The Hong Kong Association of the Heads of Secondary Schools

June 2021

How to Promote Hong Kong Secondary School Teachers' Professional Status and Social Recognition

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Executive Summary

Research Background

In view of the fast changing social environment and the ever-increasing expectation on the teaching profession and school education, the Hong Kong Association of the Heads of Secondary Schools (HKAHSS) has been making strenuous effort to promote secondary school teachers' professional status and social recognition. Furthering the insights and findings gained from HKAHSS's self-initiated pilot study amongst Native English Teachers (NET) in Hong Kong to explore the professional status of educators and their social recognition in other parts of the world in 2017, HKAHSS has commissioned the current research project to Hong Kong Policy Research Institute (HKPRI). The four research objectives are as follows:

(1) To promote the professional status of secondary school teachers in Hong Kong;
(2) To promote the social recognition of the professional status of the secondary school teachers in Hong Kong;
(3) To explore the expectations of prospective secondary school teachers on the social recognition of the professional status of the secondary school teachers in Hong Kong; and
(4) To explore how HKAHSS can assist to enhance secondary school teachers' professional status and its social recognition.

Methodology

Upon examination of several international and local frameworks on teachers' professional status and social recognition, a conceptual framework that captures the interrelatedness of the concepts of "professional status" and "social recognition" for the purpose of this research was designed. The concept of "professional status" consists of teachers' professional competencies and professional values and conducts. The Advisory Committee on Teacher Education and Qualifications' framework of teachers' professional competencies (2003) was chosen for its comprehensiveness and measurable descriptions. The four domains of professional competencies are: Teaching and Learning (TLD), Student Development (STD), School Development (SDD), and Professional Relationships and Services (PRS). Hoyle's (2001) perception-based notion of "social recognition" was adopted for research design.

Mixed research methods were designed and used in this research to assess the different facets of teachers' professional status and social recognition with different target subjects. They include surveys distributed to principals, serving teachers, parents, and prospective teachers; focus group interviews with principals, teachers, professionals, and parents; media count, and documentary search, such as policy data and publications. Triangulation of data was carried out to ensure reliability and validity of the research findings.

Major Research Findings

This section summarises the major findings on "professional status" and "social recognition" with reference to our conceptual framework.

Professional status

1. Over 80% of secondary school principal and teacher respondents saw their fellow colleagues as professional across the four domains of professional competencies.
2. Parent and professional respondents generally had confidence and trust in teachers' competencies and advice in the domain of Teaching and Learning.
3. In the survey distributed to principals, serving teachers and parents, the teaching profession and parents showed similarities in their views on statements related to teachers' Professional Values and Conducts.
4. Close to 40% of principal and teacher respondents saw that there was still room for them to further strengthen their professional competencies in the domains of School Development and Professional Relationships and Services. The qualitative responses from teacher and professional focus groups reflected that more space and time were needed for teachers to reach out to other sectors or the community.
5. Over 70% of the parent respondents of the survey showed confidence in teachers' professional competencies in the domain of Student Development, including the provision of whole-person development support and career planning support. Enriching teachers' exposure, knowledge and understanding of different occupations would further enhance their professional support on career planning for students.

Social recognition

6. It was noted that over 70% of the parent and professional respondents had high regard for and placed trust in Hong Kong secondary school teachers.
7. At the same time, most professional focus group interviewees observed that unlike other sectors, the qualitative aspects of teacher-student relationship and long-term impacts could not be easily quantified.
8. Most of the professional focus group interviewees commented that despite Hong Kong secondary school teachers' rather attractive salary package, the occupation's attractiveness to graduates was seen to be affected by teachers' rather heavy workload and difficulty in securing a stable teaching position. In the survey for prospective teachers, respondents who would consider other careers stated that they were concerned mostly with teachers' great working pressure and difficulty in getting a teaching post after graduation, which was similar to the views held by professional focus group interviewees.
9. All parent and professional focus group interviewees agreed that teachers were one of the key stakeholders in education policy discussion. Yet, teacher focus group interviewees remarked that teachers' participation in education policy discussion was often limited by their heavy workload, largely school-focused job nature, and their worries over the potential reputation risks their free expression may incur on their serving schools and sponsoring bodies.
10. The social recognition of secondary school teachers was undermined by the lack of their voices in public discussions on education policies.

Recommendations

Research objective (1): To promote professional status of Hong Kong secondary school teachers

1. Teachers' training regime can be further strengthened, on top of the existing Continuing Professional Development (CPD) training, to reinforce holistic promotion of professional competencies. This may entail refinement of the existing model of sabbatical leave, and extension of the support for and infrastructure of Professional Learning Circles scheme to encourage teachers' creative initiatives.
2. More opportunities and engagement in broader school policy discussions and reforms could be created to engage all teachers to promote competencies of School Development domain. Initiatives include carrying out studies of recent education-related topics and impacts of trends on school's development planning, and revamping junior teachers' training and overall school succession ladder with restructured mentorship programme.
3. Structured encouragement and sufficient space for engagement in external activities in the Professional Relationships and Services domain should be created, such as more external seminars and exchanges with the community while balancing teachers' workload.
4. A wider range of collaborative efforts should be designed to commend teachers' innovative initiatives and facilitate interdisciplinary engagements to promote teachers' career advice and support of Student Development domain. One possible way is to refine the secondment system to allow teachers to collaborate with more stakeholders, such as non-profit organisations, universities and non-education sectors.

Research objective (2): To promote social recognition of the professional status of Hong Kong secondary school teachers

5. Greater community engagement with education stakeholders is needed to facilitate public's thorough understanding of the teaching profession's job nature and its technicalities beyond teaching and learning. This may take the form of wider publicity campaigns by the Education Bureau (EDB) and greater media coverage of more successful or positive teacher-student stories. Teachers are also encouraged to open up and present their teaching initiatives and achievements in the public arena.
6. Greater respect and empowerment of professional bodies would greatly promote the teaching profession's social recognition, such as more frequent exchange between the EDB and the education sector to understand stakeholders' needs.
7. As one of the key stakeholders in education policy, secondary school teachers' authority in education policy discussion could be buttressed by greater advocacy by the teaching profession.
8. The setting up of a statutory self-governing professional body for the teaching profession could significantly promote social recognition of secondary school teachers, as reflected by a majority of principal and teacher focus group interviewees. Over 80% of parent respondents in the survey and the majority of professional focus group interviewees concurred with this recommendation.
9. Alternatively, the EDB may grant the Council on Professional Conduct in Education (CPC) with statutory power to become a self-regulatory body to maintain the professional standard and practices of the teaching profession.

Research objective (3): To explore the expectations of prospective secondary school teachers on the social recognition of the professional status of the secondary school teachers in Hong Kong

10. The distribution of survey to prospective teachers was severely affected by the serious situation of COVID-19 with a less than ideal sample size. The validity of the findings from prospective teachers' survey should be read against such restraints. It is thus strongly recommended that though the data cited in this research may be treated as a reference, future research on prospective teachers should be carried out.
11. One area for further research is on prospective teachers' career choice. Close to 70% of respondents chose to become a teacher because of their passion for education, and teacher's occupational stability and high-income level. Those who consider other careers stated that they were concerned mostly with teachers' great working pressure and difficulty in getting a teaching post after graduation, which was similar to the views held by professional focus group interviewees.
12. Prospective teachers' views on key competencies of teachers may also be further explored. More prospective teachers rated subjects relating to teaching and learning as very important than on subjects of broader education policies. Such perception could explain why half of the teacher focus group interviewees observed that some of their colleagues were hesitant to comment on education policy.

Research objective (4): How HKAHSS can assist to enhance secondary school teachers' professional status and its social recognition

13. While it may not be entirely realistic at this stage for HKAHSS to list any future plans, the Executive Committee has already embarked on the journey towards the direction highlighted by the research and throughout the deliberation process. They have also made a bold attempt to share their thinking aloud in Chapter 6 of this report to solicit comments and alternative thoughts. With these inputs, the Executive Committee will have further discussion to map out short, medium and long term plans to put thoughts into action.
14. In spite of recent social and political atmosphere, HKAHSS would remain steadfast and persist in their efforts in promoting good and quality education, such as continuing their previous attempts of organising education colloquia and professional gatherings for professional dialogues.
15. HKAHSS could play a proactive role in the enhancement of CPD regime to broaden members' horizon on the global trend and development in education. HKAHSS's potential arrangement of cross-sector collaboration would undoubtedly improve the quality and depth of CPD programmes for principals and teachers alike.
16. To facilitate greater enhancement in teachers' professional status and social recognition, HKAHSS would continue its role as the government's longtime critical friend and work partner to urge the EDB to take the lead to collaborate with various institutions and professions. This may take the form of promotion of teachers' good practices and life changing stories to the public on top of existing recognition campaigns and structured plans to free up teachers' space to engage in professional development.
17. If it is not possible for the CPC to become a statuary body to fulfil the function of enhancing professionalism of the teaching profession, HKAHSS believes that the establishment of a General Teaching Council (GTC) or a similar self-governing professional body would maintain the profession's integrity and enhance teachers' professional development, which is also consistent with the recommendation made in the Education Commission Report No. 7 back in 1999. HKAHSS would advocate strongly for such proposal, as the setting up of a statutory, self-governing professional body could better enhance the professional status of educators in Hong Kong.

行政摘要

研究背景

現今社會環境瞬息萬變，大眾對教師專業和學校教育的期望與日俱增。香港中學校長會（HKAHSS）一直致力提升香港中學教師的專業地位及社會認同，並於2017年曾自發進行一項先導研究，以在港服務的外籍英語教師（Native English Teachers, NET）為研究對象，探討外籍教師在他們成長國家的教師專業地位和社會認受性。是次先導研究的經驗，為我們接下來以香港教師為對象的研究，提供了不少參考資料。

為了對教師專業地位及社會認同作更深入分析，香港中學校長會委託香港政策研究所展開「如何提升香港中學教師的專業地位及社會認同」的本地研究。研究有以下四個目標，分別為：

(1) 促進香港中學教師的專業地位；
(2) 促進香港社會對中學教師的認同；
(3) 探討準教師對香港中學教師專業地位及社會認同的期望；
(4) 探討香港中學校長會可如何協助提升中學教師的專業地位及社會認同。

研究方法

研究團隊參考過去不少國際及本地有關教師專業地位及社會認同的研究，並為研究制定出一個可同時體現「專業地位」及「認同程度」兩者關係的概念框架。本研究對教師「專業地位」的概念評估，主要包括教師的專業能力，以及其專業價值與操守。研究團隊參考了師訓及師資諮詢委員會（ACTEQ，2013年改名為教師及校長專業發展委員會）於2003年發布的「教師專業能力理念架構」，當中教師的專業能力可分為四大範疇，包括：教與學（Teaching and Learning, TLD）、學生發展（Student Development, STD）、學校發展（School Development, SDD）、專業群體關係及服務（Professional Relationships and Services, PRS）。同時，本研究亦採用了學者 Hoyle 於2001年提出以觀感為主的「教師社會認同」概念，當中包括由職業聲望、職業自尊、職業狀況三方面。研究方法採用混合方式，通過量化及質化數據互相印證，以確保結果的信度和效度，當中包括：派發問卷予中學校長、現職教師、家長及準教師；訪問由中學校長、教師、專業人士及家長組成的焦點小組，及審視媒體資料和相關文獻（政策數據和刊物）。

主要研究結果

此部分按本研究的概念框架，總結了香港中學教師「專業地位」及「社會認同」的主要研究結果。

專業地位

1. 超過八成受訪中學校長和教師認為同校同儕在專業能力的四大範疇中均表現專業。
2. 受訪家長和專業人士普遍對中學教師的專業能力及其在教與學（TLD）方面提出的建議抱有信心。
3. 在中學校長、現職教師和家長的問卷調查中發現，他們均對教師專業價值與操守相關的陳述，普遍持相似看法。
4. 接近四成受訪中學校長和教師認為他們在學校發展（SDD）、專業群體關係及服務（PRS）兩方面的專業能力仍有進步空間。受訪教師及專業人士在焦點小組亦反映，中學教師需投放更多空間及時間接觸其他界別及社區。
5. 問卷調查結果顯示超過七成受訪家長對中學教師在學生發展（STD）範疇，如學生全人發展、生涯規劃等方面的表現抱有信心。中學教師若能增進對不同行業的知識和理解，相信可進一步加強他們對學生生涯規劃的專業支援。

社會認同

6. 超過七成受訪家長和專業人士高度重視及信任香港中學教師。
7. 不少受訪專業人士在焦點小組指出，教育界有別於其他界別，師生關係和教師對學生成長的深遠影響無法輕易量化。
8. 大部分受訪的專業人士在焦點小組指出，儘管香港中學教師的薪酬待遇頗具吸引力，但教師較繁重的工作量和不穩定的教席，影響對教師一職的吸引力。而在準教師的問卷調查中，有部分準教師表達有考慮其他職業，原因是擔心教師的工作壓力、畢業後較難獲得教席，這與受訪的專業人士想法接近。
9. 所有焦點小組受訪的家長和專業人士均同意，教師是教育政策討論的其中一個主要持分者。然而，受訪教師焦點小組受訪者指出，中學教師在參與政策討論時普遍受限於繁重的工作量、以學校為主的工作性質，以及擔憂會影響現職學校和辦學團體的聲譽。
10. 由於在教育政策的公眾討論中較欠中學教師的聲音，他們受社會認同的程度亦因而被削弱。

建議

研究目標 (1)：促進香港中學教師的專業地位

1. 除了現行的教師持續專業發展（CPD）培訓外，建議教育界加強教師培訓制度，以全面提升教師的專業能力。教育當局應增加教師進修機會、完善進修假期制度，並擴大對「專業學習社群」計劃的支持和配套，以鼓勵教師創新。
2. 老師應該有更多機會參與學校政策的討論及改革，以促進中學教師在學校發展（SDD）範疇的專業能力。可行方法包括：進行與教育相關最新議題、和學校發展趨勢及影響的研究，並通過師友計劃以優化新晉教師培訓、學校的繼任計劃、升遷制度等。
3. 在專業群體關係及服務（PRS）範疇方面，應設立具體和長遠的鼓勵措施及提供足夠空間讓教師參與外界活動。在平衡教師工作量的同時，讓老師擁有更多機會參與校外研討會，並與社區交流。
4. 教育界應推動跨界別合作及交流，共同努力表揚教師的創新精神，加強教師在學生發展（STD）範疇的專業能力及協助學生的生涯規劃。建議可改善借調制度，讓教師能與更多持分者合作，包括非牟利組織、大學，甚至非教育界別等。

*研究目標 (2)：促進香港社會對中學教師的認*同

5. 為了讓大眾充分了解教師專業的工作性質和教學以外的專業技能，教育局宜加強推廣，與媒體合作廣泛報道更多正面、勵志感人的師生故事。同時，亦可鼓勵教師以在公開場合介紹並展示他們的教學成果。
6. 加強對教師專業團體的尊重和授權，以提升教師的社會認受性，例如：教育局與教育界人士有更多的交流，以了解持分者的需要。
7. 中學教師作為教育政策其中一群主要持分者，他們應積極參與公眾討論，爭取更多社會人士的支持，增加其威信。
8. 在焦點小組中，受訪的中學校長和教師表示，設立一個自治的專業機構，能有效提升中學教師的社會認同。不約而同地，問卷調查中有超過80%的家長同意此建議，大多數焦點小組的專業人士亦在訪問中提出了類似看法。
9. 一個可行的方法是教育局授予教育人員專業操守議會（CPC）法定權力，讓它成為一個專業組織，以確保及維持教師的專業水平。

研究目標 (3)：探討準教師對香港中學教師專業地位及社會認同的期望

10. 受新冠肺炎（COVID-19）疫情影響，收集所得的準教師問卷調查樣本數量並未足夠確保調查結果的信度與效度。有見及此，儘管此部分所得的數據可視為參考，但我們建議未來應對準教師進行進一步的研究。
11. 其中一個研究方向為準教師的職業選擇。接近七成受訪準教師選擇成為老師，是因為其對教育的熱誠、教師職業穩定性和高收入。而部分準教師表示，他們主要關注教師龐大的工作壓力及畢業後難以覓得教席，故有考慮選擇其他職業，這些看法與受訪專業人士焦點小組的觀點相近。
12. 另一個研究方向為準教師對教師關鍵能力的看法。有部分準教師認為與教與學相關的主題，較教育政策重要，這可解釋為何半數教師焦點小組受訪者反映他們部分同儕不願評論教育政策。

研究目標 (4)：探討香港中學校長會可如何協助提升中學教師的專業地位及社會認同

13. 雖然在現階段談香港中學校長會就研究結果所得的具體跟進計劃，言之尚早，但執委會在審議研究結果的過程中，已開展如何跟進的討論。他們在這報告大膽提出一些想法，期望收到各方意見，以便集思廣益，作進一步討論，以制定短、中、長期計劃。
14. 面對近年社會和政治氣氛，香港中學校長會仍會堅定不移，並繼續努力促進優質教育，例如繼續組織教育研討會和專業交流。
15. 在持續專業發展（CPD）方面，香港中學校長會可扮演主動角色，協助會員擴闊對全球教育趨勢和發展的視野。透過跨界別合作，香港中學校長會可提高校長和教師持續專業發展的質素。
16. 為了進一步提高教師專業地位和社會認同，香港中學校長會繼續擔當政府的諍友和合作夥伴，積極推動教育局領頭與不同機構和專業界別合作。政府可以在現有的基礎上，多推動良好範例的分享、向公眾推廣教師的優秀表現和改變孩子人生的勵志故事、為老師創造空間作專業發展等。
17. 若政府未能授予教育人員專業操守議會（CPC）法定權力，香港中學校長會認同教育統籌委員會於1999年發表的《第七號報告書》中提倡建立教師公會（General Teaching Council, GTC）或類似的專業機構的建議，以維持及加強教師的專業發展。香港中學校長會認為成立具法定地位的專業自治機構，能更有效提升香港教育工作者的專業地位。

Preamble

Established in 1964, the Hong Kong Association of the Heads of Secondary Schools (HKAHSS) aims at enhancing professional development and promoting understanding of education in Hong Kong especially in secondary schools.

All along the years, HKAHSS has particular interests in studying new ideas and development in education, promoting the exchange of views on educational theories and practices. It has also been keeping very close contact with the education authorities of the government, other educational bodies and similar associations. Besides conferences and seminars on educational matters, it also organises Happy Hour forums and professional development programmes for members regularly to enhance professional and informal exchanges.

At present, HKAHSS has over 450 members who are serving principals and vice-principals of secondary schools as well as former principals.

In the recent years, HKAHSS has initiated very meaningful cross-sector professional discussion on educational issues through the organization of two Education Colloquium – "Vision 2047: A Distinguished Gathering for Educators" in 2018 and "Curriculum for the Future" in September and October 2019. Besides, it issues papers on professional discussion on educational issues from time to time and submits inputs on education issues to the Chief Executive's annual Policy Address. Readers are welcome to assess more details at its website http://www.hkahss.edu.hk.

Ever since the education reform initiatives in the past two decades, the teaching force has taken very conscientious and proactive measures to implement the reform to fulfil its goals and spirits. Without teachers' dedication and commitment, the reform efforts would not have been making such a good progress. Yet, in view of the fast changing social environment and the ever-increasing expectation on the teaching profession and school education, HKAHSS feels that more can be done to further enhance the professional status and social recognition of teachers in Hong Kong.

HKAHSS started its endeavour in this in 2017 resulting in a pilot study amongst Native English Teachers (NET) in Hong Kong through which it tried to explore the professional status of educators and their social recognition in other parts of the world. Building on the insight and findings gained, a research proposal was formulated and the Hong Kong Policy Research Institute (HKPRI) was being commissioned to conduct this research in early 2019.

It is much hoped that the findings and recommendations of this research will shed light on HKAHSS's planning for future action to enhance the professional status and social recognition of teachers. Besides, it would also like to promote government and public engagement on this issue, which is believed to be so fundamental to the quality and betterment of education in Hong Kong. This is particularly important and timely for all to think further how professionalism, professional standing and social recognition can help foster social reconciliation and confidence which is much needed in Hong Kong in this particular juncture of its history.

Background

Teachers indisputably play a significant role in the nurturing and upbringing of children during their formative years in myriads of ways, such as instructing knowledge and competencies necessary for solving future problems and offering guidance and advice to students. However, as the twenty-first century sees unprecedented changes in all dimensions of the world, especially the drastic shift in the knowledge structure and core competencies, the demand for enhancing teachers' professionalism to meet the teaching needs has been on the rise. Just like any other teaching profession in the rest of the world, teachers in Hong Kong also face the same challenges under the globalised world.

To promote the professional status and the social recognition of Hong Kong's teaching profession, HKAHSS has commissioned this research project to the HKPRI, with four research objectives as follows:

(1) To promote the professional status of secondary school teachers in Hong Kong;
(2) To promote the social recognition of the professional status of the secondary school teachers in Hong Kong;
(3) To explore the expectations of prospective secondary school teachers on the social recognition of the professional status of the secondary school teachers in Hong Kong; and
(4) To explore how HKAHSS can assist to enhance secondary school teachers' professional status and its social recognition.

This research report first explores the discussion of the relationship among professional status, social recognition, and teacher professionalism with reference to various frameworks in the context of the teaching profession. It then introduces the framework of professionalism and research methodology adopted in this project. Corresponding to the conceptual framework of professional status and social recognition, recommendations are given based on findings and analysis.

Chapter 1: What constitutes professional status and social recognition

1.1. Scholars have discovered that devaluation of the professional status of teachers has become a serious issue in recent years: teachers' professional status is found to have declined from the 1980s to the 2010s (Hall & Langton 2006; Ochs, 2011). Organization for Economic Co-operation and Development ("OECD") (2012) even discovered that teachers did not feel that their competencies and innovative teaching were recognised sufficiently by society and schools.

1.2. The scope of our research objectives, namely "professional status" and "social recognition", need to be carefully defined. While "status" may be understood as an official and absolute classification that denotes legal rights and responsibilities, such as legal status, it refers to the relative position or standing of a profession in this research. It is both relative in nature (i.e. in relation to other professions) and heavily dependent on how others perceive this profession. As this research aims to explore ways to promote secondary school teachers' professional status, the terms "professional status" and "social recognition" would be further broken down into concepts that are practical.

1.3. Though the everyday usage of "professional" seems to be commonsensical, the word bears different connotation in academic research and debates. As Andy Hargreaves explains, "being professional" and "being a professional" are two different concepts: the former refers to the "quality of what they do; and the conduct, demeanour and standards which guide it" (*professionalism*); while the latter refers to their "status, standing, regard, and levels of professional reward" (*professionalization*) (2000, p.152). Professionalism aims at "improving quality and standards of practice", whereas professionalization strives towards "improving status and standing" (2000, p.152). The concepts of "professionalism" and "professionalization" are therefore fundamental to this research as they offer guidance and framework for the promotion of professional status.

1.4. It has been posited that for the teaching profession, professionalism and professionalization do not always coincide, and may even at times be at odds with each other. In other words, "in teaching, stronger professionalization does not always mean greater professionalism" (2000, p.152). To adopt Hargreaves's plain terms, teachers are therefore often required "to be highly professional" in their conducts and quality, yet they are not always taken to be "a professional" in terms of their social recognition and standing.

1.5. Despite the ostensible conflict between the two concepts, the two concepts are interrelated, and cannot be singled out when discussing promotion of professional status and social recognition. Most of the time, improvement in the professional standards will lead to improvement in professional status as the two concepts are complementary (Abbott, 1988; Freidson, 2001). Scholars in sociological research on professionalism and professionalization have emphasised the fundamental interrelatedness of the two concepts (Abbott, 1991; Davies, 1995; Dingwall & Lewis, 1983). An instance is the element of practitioner trust by clients and employers, which hinges both upon the professional conduct and standard of the profession itself, as well as an external perceived trust by the outsiders (Evetts, 2013).

1.6. Another key objective of the promotion of "social recognition" can be defined as "acknowledging and honouring the status of the other" in its broadest sense (Margalit, 2001). Placing this explanation in the context of education, recognition means that one is to be respected, acknowledged and appreciated by other people (Heikkinen, 2004). It is also "an essential element in the formation of a person's identity." Andrews (2006) proposes that "recognition programmes should be developed for all educational institutions as a way of recognizing excellence, motivating individuals, and attracting talent" (p.15). Heikkinen (2004) agrees that recognition is an important element of social interaction. However, previous researches have shown that teachers neither received high prestige nor attracted as much deference as other professionals (Biddle, 1995; Hoyle, 1995).

1.7. Various conceptual frameworks have been designed to capture the components of, and the interrelatedness and relationship among professionalism, professionalization, and social standing of the teaching profession. These frameworks employ different modes of classification or categorization of the professional competencies, values and social facet of occupational standing, which largely correspond to our research objectives of "professional status" and "social recognition".

1.8. As early as in 1966, the International Labour Organization (ILO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) issued the *ILO/UNESCO Recommendation Concerning the Status of Teachers (1966)*, where the word "teacher" covers all those persons in schools who are responsible for the education of pupils; and the expression "status" refers to both the standing or regard accorded them, as evidenced by the level of appreciation of the importance of their function and of their competency in performing it, and the working conditions, remuneration and other material benefits accorded them relative to other professional groups (ILO, 2008).

1.9. More recently, the OECD formulated five pillars of teaching professionalism in the Teaching and Learning International Survey 2018 (OECD, 2020): "1) knowledge and skills base; 2) career opportunities and working regulations applying to teaching; 3) peer regulation and collaborative culture; 4) responsibility and autonomy; and 5) the prestige and standing of the profession". Similarly, the Department of Education and Training of Western Australia (2004) proposed a complex competency framework for teachers that outline three core elements of teachers' professionalism, namely attributes, knowledge, and practice.

1.10. Regarding Hong Kong's own professional framework, in 2003, the then Advisory Committee on Teacher Education and Qualifications (ACTEQ, later restructured to Committee on Professional Development of Teachers and Principals, COTAP in 2013) introduced a "Generic Teacher Competencies Framework", consisting of four major domains: (1) Teaching and Learning Domain; (2) Student Development Domain; (3) School Development Domain, and (4) Professional Relationships and Services Domain. Building upon the professional standards set out in the previous framework, COTAP (2018) introduced the "T-standard+", a set of professional standards for teachers and principals of Hong Kong that helps "to reflect on their professional roles and as a tool for their professional development planning". Similar to the frameworks adopted by other institutions, the latest professional standards appear to also focus on the knowledge, professional attributes and ethical values of the teaching profession.

1.11. While the aforementioned frameworks mostly focus on the subdivision of teachers' professional competencies that help shapes teachers' professional status, Hoyle (2001) offers a methodological way to specifically investigate teachers' social recognition. He categorises the perceptions of three groups that, when combined together, may contribute to the social recognition of the teaching profession: the members from the education sector (*occupational esteem*), the public (*occupational prestige*), and other professionals (*occupational status*). Figure 1 below shows the formation of social recognition according to Hoyle:

Figure 1: Schematic illustration of Hoyle's formation of teaching profession's social recognition

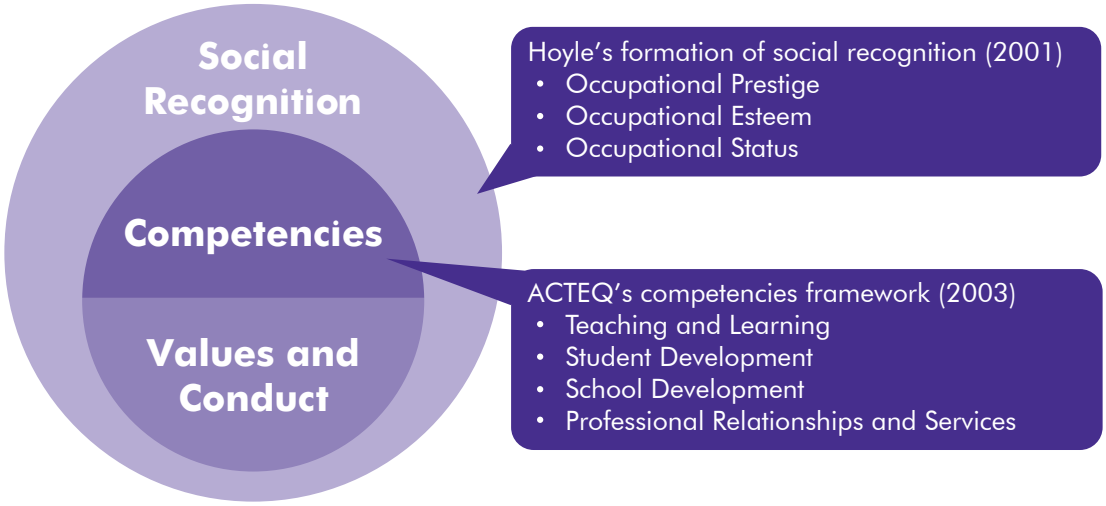
1.12. The frameworks discussed above show that "professional status" and "social recognition" are two inseparable concepts which can be further subdivided into different components. To contextualise a conceptual framework for the purpose of this research on Hong Kong's secondary school teachers, ACTEQ's more concrete and descriptive professional competencies framework (2003) is adopted to describe the necessary competencies required for teachers' professional status.

1.13. "Professional values and conduct" is framed as another key component of "professional status", as it is seen as particularly important in Hong Kong society, given the longstanding Chinese tradition that views teachers as role model and emphasises the moral aspect of the teaching activities. Hong Kong's teaching profession is monitored by a well-recognised (albeit non-statutory) professional body of the Council on Professional Conduct in Education (CPC). The CPC hears cases of alleged teacher misconducts within the ambit of "Code for the Education Profession of Hong Kong" (CPC, 2020).

1.14. External to the teaching profession's own professionalism is the social recognition, where Hoyle's three dimensions of social recognition help point to our possible research participants of teachers, public, and other professions.

1.15. The conceptual framework of the composition of and relationship between professional status and social recognition is thus illustrated in Figure 2 below:

Figure 2: Conceptual framework of the composition of teachers' professional status and its social recognition



Chapter 2: Research methodology

2.1. Mixed research methods were used in the research to assess the different facets of professional status and social recognition of teachers with different target subjects: survey[1] distributed to principals, serving teachers, parents, and prospective teachers[2]; focus group interviews with principals, teachers, professionals, and parents[3]; media count[4],and documentary search, such as policy data, statistics obtained from public institutions.

2.2. While holding a public opinion survey might have been more effective, it would require a much larger sample size to reach a satisfactory level of confidence interval. Mixed research methods, despite their limitations, could better ensure that the perceptions and opinions reflected by multiple subjects would be more balanced, with the benefit of triangulation of findings.

2.3. Survey (principals and serving teachers)

2.3.1. The data collected were generated via a territory-wide perception survey in which all secondary schools in Hong Kong were invited to participate, with a total of 550 responses from 120 schools at a response rate of 26%. The sample comprised 107 principals (19.5%), 261 senior teachers (47.5%)[5], and 182 junior teachers (33%).[6]

2.3.2. This method reflects members' perception (i.e. occupational esteem). The survey was designed to gain an overview of secondary school principals' and serving teachers' opinions and understanding of Hong Kong secondary school teachers' professional status and social recognition. Section I concerns the behavioural pattern[7] of participation in professional activities in the four domains of professional competencies. Sections II and III are about teachers' opinions on professional conducts and values. It should be cautioned that the perception survey does not provide any benchmark or judgment on respondents' behavioural pattern.

1 Samples of the surveys are attached in Appendices 5-8, and participants demographics are attached in Appendix 3.

2 Defined as students studying full-time undergraduate education degrees and full-time PGDE. Part-time PGDE students are excluded as most of them would have had teaching experience already.

3 Sample of the focus group questions are attached in Appendices 9-11, and participants demographics are attached in Appendix 4.

4 Detailed findings of the media count are attached in Appendix 2.

5 Senior teachers are defined as teachers who are newly promoted to SGM ranks at the time of distribution of survey.

6 Junior teachers are defined as teachers who are newly appointed to the school within two years.

7 To gain a sense of the teaching profession's behavioural pattern of their participation in professional activities, respondents were asked to choose from the four reference time points given ("within 3 months", "within half a year", "within a year", and never") to report their general participation rate in those activities.

2.4. Survey (parents)

2.4.1. Parents are the biggest group of public members who have the opportunity and occasion to interact with and observe the teaching profession closely other than students. Apart from being a major stakeholder in school affairs, their perception of secondary school teachers may also shed light on teachers' social recognition, which corresponds to Hoyle's subcategory of "occupational prestige". Therefore, the public's perception of the teaching profession's professional status and social recognition is discerned through the data of parents' quantitative and qualitative responses.

2.4.2. The data collected were generated via a territory-wide perception survey in which parents of secondary school students in Hong Kong were invited to participate, with a total of 2030 responses. The survey was designed to gain an understanding of the public, in particular, parents' perception of the professional status and social recognition of the teaching profession in Hong Kong (i.e. occupational prestige).

2.5. Survey (prospective teachers)

2.5.1. To see whether principals, and serving teachers and prospective teachers share similar expectation in their professional behaviour, understanding of the current education sector and their alignment with social expectations on the teaching profession, a different set of survey was distributed to full-time students from undergraduate and postgraduate programmes of education. Section I of the survey focused on prospective teachers' views on the anticipated behavioural pattern of a serving teachers' participation in the professional activities from the four domains of professional competencies. Prospective teachers were given the same set of questions on professional conducts and values from Section II to understand their views on teachers' professional conducts and values. On top of these questions that overlap with those from the survey for principals and serving teachers, questions on the design of education programmes, understanding of and perception of a professional teachers' duties and reasons for choosing the education sector for their future career were also included. A total of 99 respondents participated in the survey.

2.6. Focus group

2.6.1. A total of 59 interviewees participated in 14 focus group sessions from July 2020 to September 2020. Four groups of interviewees were included: professionals[8], principals, secondary school teachers, and parents. Questions asked in these focus group sessions were based on the aforementioned indicators of occupational esteem and prestige. Based on the discussion on "social recognition" from the literature review above, the questions further focused on four factors of social recognition: attracting talents, compensation (i.e. salary package), credibility and authority over decision-making, and prestige and occupational social standing. Professional focus group interviewees' responses could shed light on how other professions view the teaching profession, corresponding to Hoyle's notion of occupational status.

2.7. Media count

2.7.1. Apart from the interviews of professionals from different industries, how the mass media portray and perceive secondary school teachers are also indicative of the social recognition of the secondary school teachers and correlate with the level of "occupational prestige".

2.7.2. While the number of appearances as interviewees on mass media is by no means an accurate and unbiased indicator of the interviewees' professional status or competencies, the media count can shed light on the social perception towards the interviewees, such as how professional teachers are perceived as for being interviewed on their opinions. Alternatively, it may also reveal the degree of activeness of public engagement of the interviewees themselves.

2.7.3. The quantitative figures of appearance of different stakeholders as interviewees for discussion of education-related issue on major digital and printed media were thus collected and analysed. Appearance of stakeholders from the education field[9] and non-education field[10] as interviewee on education-related media was counted in the four periods: (1) 8-14 July 2018; (2) 2-8 September 2018; (3) 17-23 February 2019, and (4) 19-25 May 2019. These periods were chosen to avoid topical appearances of education professions during significant periods, such as release of university admission results.

2.7.4. The quantitative figures in this report that appear as percentages have been rounded up. As a result, some of the figures may not add up to exactly 100%.

[8] For the purpose of our focus groups, professionals are defined according to the definition adopted by 2016 Population By-census conducted by the Census and Statistics Department, which includes: "qualified professional scientists, doctors, dentists and other medical professionals; architects, surveyors and engineers; fashion designers, jewellery designers, vice-chancellors, directors, academic staff and administrators of university, post-secondary college; principals and teachers of secondary school; statisticians; mathematicians; system analysts and computer programmers; lawyers and judges; accountants; business consultants and analysts; social workers; social work assistants; translators and interpreters; news editors and journalists; writers; librarians and members of religious orders." See https://www.censtatd.gov.hk/hkstat/sub/sc459.jsp.

[9] Classified into principals, teachers, students, and university staff.

[10] Classified into Government officials and Legislative Council members, NGO, professionals, and others.

Chapter 3: Findings and analysis

3.1. Teachers' perception of the teaching profession's professional status and social recognition

3.1.1. As discussed in Chapter 2, this research has identified teachers' professional competencies and values and conducts as the two key components of teachers' professional status. Teachers' professional competencies are reflected by the four domains of competencies from ACTEQ (2003)'s framework, namely: **Teaching and Learning (TLD), Student Development (STD), School Development (SDD),** and **Professional Relationships and Services (PRS)** (see Figure 2 in paragraph 1.15 above). Perception of teachers' professionalism in the four domains of professional competencies and professional values and conducts can therefore reflect principals' and teachers' perception of the teaching profession's professional status.

3.1.2. Table 1 shows the ratings of professionalism in the four domains of professional competencies (a-d) and professional values and conducts (e) by principals and serving teachers in Section III of the survey. Principals, senior teachers, and junior teachers were asked to rate the professionalism of their colleagues from the same school, fellow senior teachers, and fellow junior teachers. Respondents were free to choose from the four options provided ("very professional", "professional", "can be strengthened", "unsatisfactory"). The leftmost column indicates the group who made the ratings, while the top row shows the group being rated. For example, for TLD, 82% of principals participated in the survey rated colleagues from the same school as "very professional" or "professional".

Table 1: Ratings of colleagues' professionalism by principals, senior teachers, and junior teachers

	Colleagues from the same school		Senior teachers		Junior teachers	
Rated by	Very professional/ Professional (%)	Can be strengthened/ Unsatisfactory (%)	Very professional/ Professional (%)	Can be strengthened / Unsatisfactory (%)	Very professional/ Professional (%)	Can be strengthened / Unsatisfactory (%)
(a) Teaching and Learning (TLD)						
Principals	82	18	84	16	57	43
Senior teachers	81	19	84	16	58	42
Junior teachers	91	9	93	7	68	32
(b) Students Development (STD)						
Principals	79	21	81	19	57	43
Senior teachers	74	26	77	23	59	41
Junior teachers	89	11	89	11	64	36
(c) School Development (SDD)						
Principals	66	34	77	23	39	61
Senior teachers	61	39	71	29	37	63
Junior teachers	83	17	89	11	52	48
(d) Professional Relationships and Services (PRS)						
Principals	69	31	82	18	49	51
Senior teachers	64	36	70	30	50	50
Junior teachers	89	11	91	9	64	36
(b) Professional Values and Conducts						
Principals	87	13	90	10	70	30
Senior teachers	86	14	88	12	68	32
Junior teachers	94	6	96	4	81	19

3.1.3. Members of the teaching profession generally viewed their colleagues from the same school as "very professional" or "professional" in the domains of **Professional Values and Conduct** (86-94%), **Teaching and Learning** (81-91%), and **Student Development** (74-89%). Senior teachers were rated as "very professional" or "professional" in these three domains by the majority of principals (81%-90%) and junior teachers (89-96%).

3.1.4. On top of the generally high rating of professionalism, the teaching profession reported that their colleagues could be more professional in the domains of **School Development** (17-39% rated "can be strengthened") and **Professional Relationships and Services** (11-36% rated "can be strengthened"). Among the respondents who rated that their colleagues' competencies in these two domains "can be strengthened", more principals (SDD: 34%, PRS: 31%) and senior teachers (SDD: 39%, PRS: 36%) shared this perception, while fewer junior teachers tended to think so (SDD: 17%, PRS: 11%).

3.1.5. The perception that SDD and PRS may be areas of further strengthening is consistent with the behavioural pattern of the teaching profession's participation in SDD and PRS in Section I of the survey, as shown in Table 2. In Section I of the survey, respondents were asked to choose from the four reference time points given ("within 3 months", "within half a year", "within a year", and "never") to report their general participation in a list of professional activities from the four domains of professional competencies.

Table 2: Teaching profession's participation in SDD and PRS, as shown by the mean

Description of professional activities		Principals	Senior teachers	Junior teachers
SDD01	Participating actively in government advisory bodies, consultations or conferences on education policies and related projects	2.29†	1.50	1.24
SDD02	Organising activities to cultivate a caring and joyful school climate	3.51	2.98	2.95
SDD03	Participating in/leading discussion on school policy	3.71	3.27	2.45
SDD04	Promoting school culture and image	3.78	3.08	2.67
SDD08	Reviewing the impact of social changes on future school development	3.72	3.10	3.04
PRS02	Joining teachers' union/ association to fight for the rights of teachers	1.82	1.48	1.88
PRS03	Joining teachers' union/ association to enhance professional skills and qualities	2.65	2.04	2.44
PRS06	Promoting teaching professionalism to the public	2.58	1.52	1.54
PRS07	Participating in or leading education-related community services and voluntary work	2.62	1.65	1.65

† Note: 4=within 3 months, 3=within half a year, 2=within a year, 1=never

3.1.6. On a 4-point scale (see †Note), only principals reported to have taken part in activities under SDD and PRS within three months or within half a year on average (mean 1.82-3.78), whereas senior teachers (mean 1.48-3.27) and junior teachers (mean 1.24-3.04) on average have either engaged in the professional activities listed above within a year, or have never done so. Noticeably, senior teachers' and junior teachers' participation in professional activities of external promotion of the teaching profession or community-work related to the teaching profession (PRS06: 1.52 and 1.54, PRS07: 1.65 and 1.65) or policy discussions (SDD01: 1.50 and 1.24) is less active than that of principals' (PRS06: 2.58; PRS07: 2.62, and SDD01: 2.29 respectively). While some of these activities do not take place frequently, the difference between principals' and teachers' behavioural patterns reflects a certain degree of asymmetrical participation among the teaching profession that teachers themselves also reported as areas of further strengthening as discussed in paragraph 3.1.4 above.

3.1.7. Other than the areas of further strengthening, it is observed that some of the three groups of respondents, including junior teachers themselves, rated that junior teachers could continue to grow and learn as members of the teaching community in all domains in Table 1 above. As junior teachers have just begun their teaching career, more than 50% of the principals and senior teachers rated that junior teachers could further strengthen their competencies in the aforementioned domains of SDD and PRS as they gradually advance in their teaching career.

3.1.8. The ratings of professionalism made by principals and serving teachers out of the four options ("very professional", "professional", "can be strengthened" and "unsatisfactory") correspond to four points (1, 2, 3, 4 respectively) for the purpose of quantitative data analysis. Upon conversion of the respondents' choice of ratings into pure quantitative figures, the mean of ratings of professionalism made to senior teachers and junior teachers were calculated. The mean of ratings of professionalism made to senior teachers and junior teachers were then compared and tested with independent sample t-test to see whether the perceived discrepancies between senior teachers' and junior teachers' professionalism in Table 1 are statistically significant. If the results are tested to be statistically significant, it means that the results are unlikely to occur randomly or by chance. The smaller the p-value, the less likely that the results occur randomly or by chance (indicated by *, ** and ***). Table 3 shows the mean differences between the teaching profession's ratings of senior teachers' professionalism and that of junior teachers that are statistically significant. The top row indicates by whom the ratings are made, whereas the figures in the table are the results of subtracting the mean of the ratings made to senior teachers from the mean of the ratings made to junior teachers. The greater the mean difference, the greater the perceived difference between senior teachers' and junior teachers' professionalism is. For example, in the domain of TLD, junior teachers saw a statistically significant mean difference of 0.48*** ($p<0.005$) between their means of ratings made to senior teachers and junior teachers. This means that on a 4-point scale, junior teachers perceived on average a discrepancy of 0.48 between senior teachers' and their level of professionalism in that domain; and that this result is highly unlikely to have occurred randomly or by chance.

Table 3: Mean differences and statistical significance of the perceived difference in ratings of professionalism between senior teachers and junior teachers

Domain of professional competencies	Rated by principals	Rated by senior teachers	Rated by junior teachers
a. Teaching and Learning	0.47***	0.39***	0.48***
b. Student Development	0.46***	0.28***	0.54***
c. School Development	0.57***	0.48***	0.70***
d. Professional Relationships and Services	0.36***	0.26***	0.50***
e. Professional Values and Conducts	0.51***	0.28***	0.39***

*Note: *p<0.05, ** p<0.01, ***p<0.005.*

3.1.9. In all domains of professional competencies, junior teachers self-reported that they still had much room to grow when compared with senior teachers, as reflected by their huge mean differences (the mean differences under the column of "rated by junior teachers" range from 0.39 to 0.70 and are all statistically significant).

3.1.10. Besides the ratings of professionalism in the four domains of professional competencies, respondents were asked to choose the stance to which they tended to agree from two statements on topics related to **Professional Values and Conducts** in Section II of the survey. The statements do not confer any value judgment on whether certain stance is preferable. Rather, they simply reveal respondents' set of professional values and tendency. Table 4 summarises the tendencies of the teaching profession's views on statements concerning Professional Values and Conduct. Respondents were free to indicate their extent of agreement to either the first statement (on the left) or the second statement (on the right) by choosing from 1-3 and 4-6 (see note † at the end of Table 4). The columns of "sum of 1+2+3" and "sum of 4+5+6" indicate the percentages of respondents choosing the first statement (on the left) and the second statement (on the right) respectively. To discern whether the teaching profession share similar stance of professional values and conducts, statements chosen by over 50% of each group of respondents are **bolded and shaded in dark purple.**

Table 4: Teaching profession's views on statements concerning teachers' professional values and conducts

2a	Colleagues from the same school Senior teachers			Sum of	Teachers should be open to students' stance.			Sum of	
	1	2	3	1+2+3	4	5	6	4+5+6	Mean
	1=Agree†		3=Tend towards agree		4=Tend towards agree		6=agree		
Principals	0%	1%	6%	7%	24%	37%	30%	**91%**	4.92
Senior Teachers	0%	0%	3%	3%	21%	38%	33%	**92%**	5.07
Junior Teachers	1%	1%	2%	4%	16%	31%	49%	**96%**	5.45
2b	**Teachers have the right to strike within the provisions of their contracts.**				**Teachers have the responsibility to be remain steadfast in their teaching duty under whatever circumstances.**				
	1	2	3	1+2+3	4	5	6	4+5+6	Mean
Principals	0%	3%	8%	11%	14%	28%	44%	**86%**	5.07
Senior Teachers	6%	7%	11%	24%	16%	31%	26%	**73%**	4.42
Junior Teachers	9%	10%	14%	33%	23%	22%	22%	**67%**	4.06
2c	**Teachers should enjoy freedom of speech to allow them to express their opinions freely.**			**Sum of**	**Teachers should be cautious when they exercise their freedom of speech.**				
	1	2	3	1+2+3	4	5	6	4+5+6	Mean
Principals	2%	6%	12%	20%	15%	37%	25%	**77%**	4.61
Senior Teachers	8%	12%	18%	38%	17%	22%	20%	**59%**	3.96
Junior Teachers	16%	19%	14%	49%	20%	15%	16%	**51%**	3.46

Table 4: Teaching profession's views on statements concerning teachers' professional values and conducts (cont'd)

2d	**Teachers can freely participate in social events.**				**Teachers should avoid participating in social events.**				
	1	2	3	1+2+3	4	5	6	4+5+6	Mean
	1=Agree		3=Tend towards agree		4=Tend towards agree		6=agree		
Principals	7%	25%	22%	**54%**	26%	9%	7%	42%	3.28
Senior Teachers	21%	19%	25%	**65%**	19%	10%	4%	33%	2.9
Junior Teachers	29%	23%	27%	**79%**	10%	6%	4%	20%	2.53
2e	**Teachers do not have the responsibility to encourage nor discourage students from participating in legal or illegal activities.**			**Sum of**	**Teachers have the responsibility to encourage or discourage students from participating in legal or illegal activities.**			**Sum of**	
	1	2	3	1+2+3	4	5	6	4+5+6	Mean
Principals	1%	1%	4%	6%	20%	25%	42%	**87%**	5.08
Senior Teachers	2%	2%	7%	11%	36%	24%	26%	**86%**	4.7
Junior Teachers	3%	6%	7%	16%	37%	27%	19%	**83%**	4.38
2f	**Teachers should provide different learning opportunities for students based on what their financial background can support.**				**Teachers should not let students' financial background affect their learning opportunities.**				
	1	2	3	1+2+3	4	5	6	4+5+6	Mean
Principals	7%	6%	12%	25%	5%	22%	46%	**73%**	4.72
Senior Teachers	10%	11%	12%	33%	14%	17%	33%	**64%**	4.21
Junior Teachers	10%	16%	17%	43%	12%	17%	27%	**56%**	3.91

Table 4: Teaching profession's views on statements concerning teachers' professional values and conducts (cont'd)

2g	The job of teachers is only for knowledge transmission. They should not intervene in the relationship between students, parents and the school.			Sum of	Teachers have the responsibility to establish the relationship between students, parents and the school.			Sum of	
	1	2	3	1+2+3	4	5	6	4+5+6	Mean
	1=Agree		3=Tend towards agree		4=Tend towards agree		6=agree		
Principals	1%	0%	0%	1%	8%	25%	63%	**96%**	5.52
Senior Teachers	0%	1%	1%	2%	16%	34%	45%	**95%**	5.3
Junior Teachers	0%	1%	1%	2%	19%	43%	35%	**97%**	5.1
2h	**Teachers are only responsible for imparting moral values to students. They do not have to apply the same moral values on themselves.**				**Teachers should act as role models and live out the moral values that they teach.**				
	1	2	3	1+2+3	4	5	6	4+5+6	Mean
Principals	0%	1%	3%	4%	9%	28%	56%	**93%**	5.38
Senior Teachers	0%	2%	5%	7%	20%	36%	34%	**90%**	5
Junior Teachers	0%	0%	6%	6%	26%	35%	31%	**92%**	4.89
2i	**Teaching is merely a job. Teachers should be able to enjoy their personal life after working hours.**			**Sum of**	**'Teacher' is an identity. Teachers should be mindful of their professional image even after working hours.**				
	1	2	3	1+2+3	4	5	6	4+5+6	Mean
Principals	1%	3%	5%	9%	18%	37%	34%	**89%**	4.93
Senior Teachers	6%	6%	15%	27%	26%	26%	17%	**69%**	4.17
Junior Teachers	11%	14%	17%	42%	33%	14%	10%	**57%**	3.57

† Note: 1= totally agree to the first statement, 3=tend to agree to the first statement; 4=tend to agree to the second statement, 6= totally agree to the second statement

3.1.11. In general, the three groups of respondents share similar views on professional values and conducts: on all topics, more than 50% of principals, senior teachers and junior teachers tended to agree to the same statement out of the two options (boxes bolded and shaded in grey all appear on either left or right under the same statement). For example, for question 2a, between the two statements of "teachers should make students have the same stance as theirs" and "teachers should be open to students' stance", the majority of principals, senior teachers, and junior teachers tended to agree to the latter statement (91%, 92% and 96% respectively). Similarly, more than 80% of the teaching profession agreed that teachers have the responsibility to "remain steadfast in their teaching duty under whatever circumstances" (2b), "encourage or discourage students from participating in legal or illegal activities" (2e), "establish the relationship between students, parents and the school" (2g), and to "act as role models and live out the moral values that they teach" (2h).

3.1.12. While there is an overall tendency of agreement to the same stance, the three groups show different degree of inclination regarding different topics. This can be seen from the difference in percentages of respondents from each group choosing the more popular statement (boxes bolded and shaded in grey). For example, where over 50% of all three groups of respondents agreed that teachers "should be cautious when they exercise their freedom of speech" (2c), more principals (77%) tended to think so than senior teachers (59%) and junior teachers (51%). Similarly, more principals thought "teachers should not let students' financial background affect their learning opportunities" (2f: 73%) and that "'teacher' is an identity. Teachers should be mindful of their professional image even after working hours" (2i: 89%), whereas a slightly lower percentage of senior teachers (2f: 64% and 2i: 69%) and junior teachers (2f: 56% and 2i: 57%) shared the same stance. However, on question 2d, more junior teachers (79%) thought that "teachers can freely participate in social events" than principals (54%) and senior teachers (65%).

3.1.13. To see whether the differences in the three groups' extent of inclinations in Table 4 observed in paragraph 3.1.12 above is statistically significant, independent sample t-test was carried out and the results are summarised in Table 5. Table 5 shows the mean differences between the extents of inclination of three pairings. For instance, the middle column of "principals/junior teachers" shows the difference between principals' and junior teachers' extents of inclination regarding the statements on professional values and conducts. From the distribution of percentages in Table 4, it can be seen that for question 2a, among the 91% of principals and 96% of junior teachers who agreed to the statement of "teachers should be open to students' stance", more junior teachers (49%) than principals (30%) chose "agree" (6-point). Conversely, more principals (24%) chose "tended to agree" (4-point) than junior teachers (16%). The respondents' choices were then converted to quantitative figures for computation and calculation, such that a difference of 0.380* in question 2a is found between the pairing of "principals/junior teachers" in Table 5. This means that while principals and junior teachers both tended to choose that "teachers should be open to students' stance", there is a slight statistically significant difference of 0.380 (indicated by one *) in principals' and junior teachers' extents of agreement: more junior teachers agreed to the statement to a greater extent than principals.

3.1.14. Mean differences that are statistically significant in Table 5 can shed light on the interpretation of differences between the three groups' tendency within the statement chosen by the majority. As explained above in paragraph 3.1.11, the teaching profession in general do share similar stance and tend to agree to the same statement. Given that the options available in the survey were from 1-6, it should be reminded that a margin of 0.5 to 1-point in the mean differences observed in Table 5 is merely a matter of slight difference in the extent of agreement, for instance, between "tend to agree to the second statement" (4-point) and "totally agree to the second statement" (6-point). Overall, principals, senior teachers and junior teachers are similar in their views on professional values and conducts with slight differences in their extent of agreement.

Table 5: Mean differences and statistical significance of the three groups' views on statements concerning teachers' professional values and conducts

Statements on professional values and conducts		Principals / Senior teachers	Principals / Junior teachers	Senior teachers / Junior teachers
2a	Teachers should make students have the same stance as theirs'. / Teachers should be open to students' stance.	-0.130	-0.380*	-0.251
2b	Teachers have the right to strike within the provisions of their contracts. / Teachers have the responsibility to be remain steadfast in their teaching duty under whatever circumstances.	0.715***	1.016***	0.302
2c	Teachers should enjoy freedom of speech to allow them to express their opinions freely. / Teachers should be cautious when they exercise their freedom of speech.	0.737***	1.171***	0.433
2d	Teachers can freely participate in social events. / Teachers should avoid participating in social events.	0.422	0.821***	0.399
2e	Teachers do not have the responsibility to encourage nor discourage students from participating in legal or illegal activities. / Teachers have the responsibility to encourage or discourage students from participating in legal or illegal activities.	0.518***	0.658***	0.140
2f	Teachers should provide different learning opportunities for students based on what their financial background can support. / Teachers should not let students' financial background affect their learning opportunities.	0.622*	0.755***	0.133
2g	The job of teachers is only for knowledge transmission. They should not intervene in the relationship between students, parents and the school. / Teachers have the responsibility to establish the relationship between students, parents and the school.	0.348**	0.356*	0.009
2h	Teachers are only responsible for imparting moral values to students. They do not have to apply the same moral values on themselves. / Teachers should act as role models and live out the moral values that they teach.	0.458***	0.441**	-0.017
2i	Teaching is merely a job. Teachers should be able to enjoy their personal life after working hours. / 'Teacher' is an identity. Teachers should be mindful of their professional image even after working hours.	0.904***	1.356***	0.452*

*Note: *p<0.05, ** p<0.01, ***p<0.005.*

3.1.15. As can be seen in Table 5, senior teachers and junior teachers tended to agree to a similar extent with smaller mean differences that are not statistically significant, which correlates largely to the pattern described above in the discussion of Table 4's data. On the other hand, Table 5 displays that differences that are statistically significant between principals, senior teachers and junior teachers (columns of "principals/senior teachers" and "principals/junior teachers") were observed in questions 2b, 2c, 2e, 2f, 2h, 2i, which largely overlap with the discrepancies observed in paragraph 3.1.12: while there is an overall tendency of agreement to the same stance, the three groups show different degree of inclination in the questions listed above.

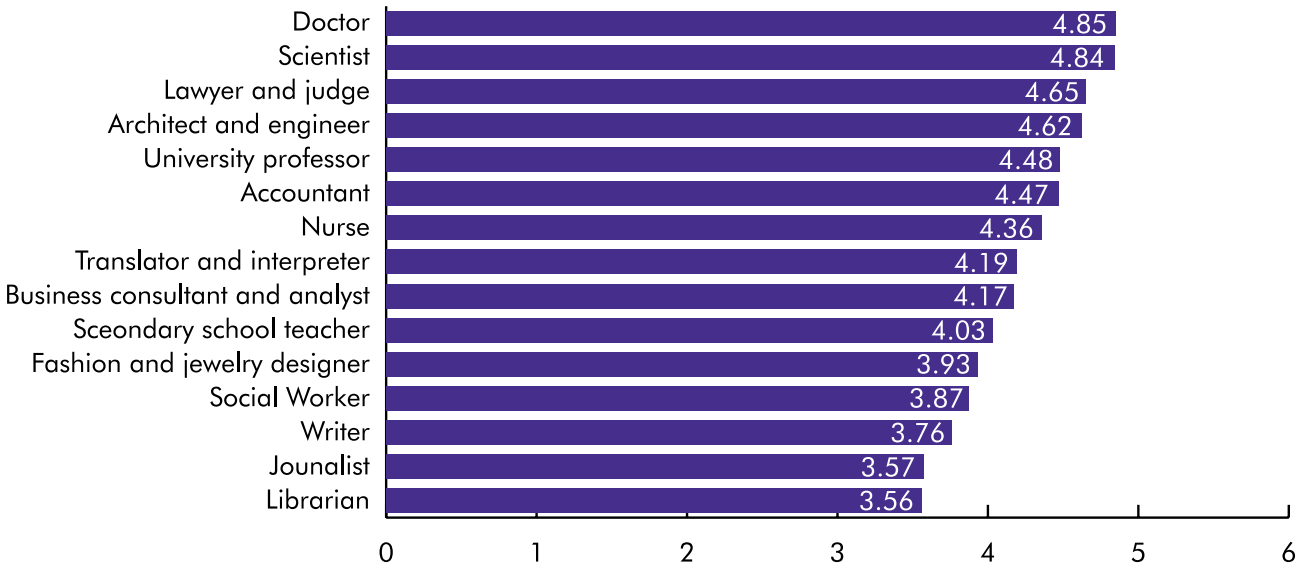
3.1.16. Results in Table 4 and Table 5 reflect that slight differences in the teaching profession's extents of agreement to statements on professional values and conducts, being statistically tested, are observed across different groups of respondents. However, despite the variations in extent of agreement, the teaching profession on the whole do share similar stance in professional values and conducts, reflecting an overall similarity in the teaching profession's views on professional values and conducts.

3.2. Public's perception of the teaching profession's professional status and social recognition

3.2.1. Parents' quantitative data from survey and qualitative responses in the survey and focus groups were analysed to understand the public's perception of the teaching profession's professionalism. Parents are the biggest group of public members who have the opportunity and occasion to interact with the teaching profession closely other than students. Apart from being a major stakeholder in school affairs, we can gain insights in the aspect of teachers' professional competencies, especially in the domain of **Student Development** from parents' perception.

3.2.2. Graph 1 shows the perceived level of professionalism of fifteen professions[11] rated by parents, arranged in descending order of their means (n=2030). On a 6-point scale (1=lowest, 6=highest), secondary school teachers were rated as 4.03. While the criteria behind respondents' evaluation of "professional" were by no means apparent from the results, professions that involve rigorous and lengthy training or with complex technical knowledge appear to be rated as more professional, as reflected by the ratings given to doctor (4.85), scientist (4.84), and lawyer and judge (4.65).

Graph 1: Ratings of professionalism of fifteen professions by parents in descending order



[11] In this research, "professionals" are defined according to the definition adopted by 2016 Population By-census conducted by the Census and Statistics Department. Please refer to footnote 8 in paragraph 2.6 above.

3.2.3. In general, parents showed high regard for teachers. In Table 6, majority of them trusted teachers (77%), would feel proud if they had a family member serving as a teacher (77%), and believed that teachers provided good education (70%). 80% of parent focus group interviewees also said that they generally trusted teachers' competency and advice in the domain of **Teaching and Learning**.

Table 6: Parents' trust and belief in teachers' provision of good education

Question		Strongly agree/agree (%)
4b	I will feel proud if I have a family member serving as a teacher.	77
4f	I trust teachers.	77
4e	I believe teachers at present are providing good education.	70

3.2.4. To see whether parents and the teaching profession share similar views on **Professional Values and Conducts**, parent respondents were given the same set of statements from Section II of the survey distributed to principals and teachers, and were asked to indicate their stance and tendency of topics relating to teaching professional values and conducts. Table 7 summarises the results of parent respondents and teaching profession's views. Parent respondents were asked to show their extent of agreement to either the first statement (on the left) or the second statement (on the right) on topics of teaching profession's values and conducts by choosing from 1-3 and 4-6 (see note † at the end of Table 7). The columns of "sum of 1+2+3" and "sum of 4+5+6" indicate the percentages of respondents choosing the first statement (on the left) and the second statement (on the right) respectively. To facilitate easy reference, the results of principals, senior teachers and junior teachers have been replicated in Table 7. Statements chosen by over 50% of each group of respondents are **bolded and shaded in dark purple.**

Table 7: Parents' and teaching profession's views on statements concerning teachers' professional values and conducts

2a	Teachers should make students have the same stance as theirs'.			Sum of	Teachers should be open to students' stance.			Sum of	
	1	2	3	1+2+3	4	5	6	4+5+6	Mean
	1=Agree†		3=Tend towards agree		4=Tend towards agree		6=agree		
Principals	0%	1%	6%	7%	24%	37%	30%	**91%**	4.92
Senior Teachers	0%	0%	3%	3%	21%	38%	33%	**92%**	5.07
Junior Teachers	1%	1%	2%	4%	16%	31%	49%	**96%**	5.45
Parents	2%	1%	6%	9%	18%	27%	46%	**91%**	5.05
2b	**Teachers have the right to strike within the provisions of their contracts.**				**Teachers have the responsibility to be remain steadfast in their teaching duty under whatever circumstances.**				
Principals	1	2	3	1+2+3	4	5	6	4+5+6	Mean
Senior Teachers	0%	3%	8%	11%	14%	28%	44%	**86%**	5.07
Junior Teachers	6%	7%	11%	24%	16%	31%	26%	**73%**	4.42
Parents	9%	10%	14%	33%	23%	22%	22%	**67%**	4.06
Junior Teachers	11%	6%	9%	26%	13%	16%	43%	**72%**	4.47

Table 7: Parents' and teaching profession's views on statements concerning teachers' professional values and conducts (cont'd)

2c	Teachers should enjoy freedom of speech to allow them to express their opinions freely.			Sum of	Teachers should be cautious when they exercise their freedom of speech.			Sum of	
	1	2	3	1+2+3	4	5	6	4+5+6	Mean
	1=Agree		3=Tend towards agree		4=Tend towards agree		6=agree		
Principals	2%	6%	12%	20%	15%	37%	25%	**77%**	4.61
Senior Teachers	8%	12%	18%	38%	17%	22%	20%	**59%**	3.96
Junior Teachers	16%	19%	14%	49%	20%	15%	16%	**51%**	3.46
Parents	18%	9%	11%	38%	13%	15%	34%	**62%**	4.02
2d	**Teachers can freely participate in social events.**				**Teachers should avoid participating in social events.**				
Principals	1	2	3	1+2+3	4	5	6	4+5+6	Mean
Senior Teachers	7%	25%	22%	**54%**	26%	9%	7%	42%	3.28
Junior Teachers	21%	19%	25%	**65%**	19%	10%	4%	33%	2.9
Parents	29%	23%	27%	**79%**	10%	6%	4%	20%	2.53
Junior Teachers	27%	11%	15%	**53%**	16%	11%	20%	47%	3.33

Table 7: Parents' and teaching profession's views on statements concerning teachers' professional values and conducts (cont'd)

2e	**Teachers do not have the responsibility to encourage nor discourage students from participating in legal or illegal activities.**			**Sum of**	**Teachers have the responsibility to encourage or discourage students from participating in legal or illegal activities.**			**Sum of**	
	1	2	3	1+2+3	4	5	6	4+5+6	Mean
	1=Agree		3=Tend towards agree		4=Tend towards agree		6=agree		
Principals	1%	1%	4%	6%	20%	25%	42%	**87%**	5.08
Senior Teachers	2%	2%	7%	11%	36%	24%	26%	**86%**	4.7
Junior Teachers	3%	6%	7%	16%	37%	27%	19%	**83%**	4.38
Parents	7%	4%	10%	21%	21%	18%	41%	**80%**	4.62
2f	**Teachers should provide different learning opportunities for students based on what their financial background can support.**				**Teachers should not let students' financial background affect their learning opportunities.**				
Principals	1	2	3	1+2+3	4	5	6	4+5+6	Mean
Senior Teachers	7%	6%	12%	25%	5%	22%	46%	**73%**	4.72
Junior Teachers	10%	11%	12%	33%	14%	17%	33%	**64%**	4.21
Parents	10%	16%	17%	43%	12%	17%	27%	**56%**	3.91
Junior Teachers	14%	8%	10%	32%	13%	16%	40%	**69%**	4.26

Table 7: Parents' and teaching profession's views on statements concerning teachers' professional values and conducts (cont'd)

2g	The job of teachers is only for knowledge transmission. They should not intervene in the relationship between students, parents and the school.			Sum of	Teachers have the responsibility to establish the relationship between students, parents and the school.			Sum of	
	1	2	3	1+2+3	4	5	6	4+5+6	Mean
	1=Agree		3=Tend towards agree		4=Tend towards agree		6=agree		
Principals	1%	0%	0%	1%	8%	25%	63%	**96%**	5.52
Senior Teachers	0%	1%	1%	2%	16%	34%	45%	**95%**	5.3
Junior Teachers	0%	1%	1%	2%	19%	43%	35%	**97%**	5.1
Parents	1%	1%	5%	7%	15%	26%	51%	**92%**	5.18
2h	**Teachers are only responsible for imparting moral values to students. They do not have to apply the same moral values on themselves.**				**Teachers should act as role models and live out the moral values that they teach.**				
Principals	1	2	3	1+2+3	4	5	6	4+5+6	Mean
Senior Teachers	0%	1%	3%	4%	9%	28%	56%	**93%**	5.38
Junior Teachers	0%	2%	5%	7%	20%	36%	34%	**90%**	5
Parents	0%	0%	6%	6%	26%	35%	31%	**92%**	4.89
Junior Teachers	2%	2%	7%	11%	20%	25%	43%	**88%**	4.92

Table 7: Parents' and teaching profession's views on statements concerning teachers' professional values and conducts (cont'd)

2g	Teaching is merely a job. Teachers should be able to enjoy their personal life after working hours.			Sum of	'Teacher' is an identity. Teachers should be mindful of their professional image even after working hours.			Sum of	
	1	2	3	1+2+3	4	5	6	4+5+6	Mean
	1=Agree		3=Tend towards agree		4=Tend towards agree		6=agree		
Principals	1%	3%	5%	9%	18%	37%	34%	**89%**	4.93
Senior Teachers	6%	6%	15%	27%	26%	26%	17%	**69%**	4.17
Junior Teachers	11%	14%	17%	42%	33%	14%	10%	**57%**	3.57
Parents	14%	9%	13%	36%	19%	17%	27%	**63%**	3.97

† Note: 1= totally agree to the first statement, 3=tend to agree to the first statement; 4=tend to agree to the second statement, 6= totally agree to the second statement

3.2.5. As can be seen from Table 7, parents and the teaching profession shared similar views regarding the statements of professional values and conducts. More than 50% of parents chose the same statements selected by more than 50% of the teaching profession under all topics (boxes bolded and shaded in grey all appeared under the same statement in Table 7). This reflects that parents' and the teaching profession's views on professional values and conducts largely coincide with each other.

3.2.6. To see whether the differences in the extent of agreement between the four groups of respondents are statistically significant, Table 8 summarises the mean differences between the extents of inclination of three pairings with statistical significance (tested with independent sample t-test). For instance, the rightmost column of "parents/junior teachers" shows the difference between parents' and junior teachers' extents of inclination regarding the statements on professional values and conducts. Mean differences that are statistically significant in Table 8 can shed light on the interpretation of differences between the parents' and the teaching profession's tendency within the statement chosen by the majority. Again, the reminder made in paragraph 3.1.14 regarding interpretation of Table 5 is applicable here.

Table 8: Mean differences and statistical significance of parents and the teaching profession' views on statements concerning teachers' professional values and conducts

	Statements on professional values and conducts	Parents / Principals	Parents / Senior teachers	Parents / Junior teachers
2a	Teachers should make students have the same stance as theirs'. / Teachers should be open to students' stance.	-0.074	0.056	0.307**
2b	Teachers have the right to strike within the provisions of their contracts. / Teachers have the responsibility to be remain steadfast in their teaching duty under whatever circumstances.	0.711***	-0.004	-0.306
2c	Teachers should enjoy freedom of speech to allow them to express their opinions freely. / Teachers should be cautious when they exercise their freedom of speech.	0.692***	-0.045	-0.478*
2d	Teachers can freely participate in social events. / Teachers should avoid participating in social events.	0.062	-0.360*	-0.759***
2e	Teachers do not have the responsibility to encourage nor discourage students from participating in legal or illegal activities. / Teachers have the responsibility to encourage or discourage students from participating in legal or illegal activities.	0.494**	-0.024	-0.164
2f	Teachers should provide different learning opportunities for students based on what their financial background can support. / Teachers should not let students' financial background affect their learning opportunities.	0.564*	-0.058	-0.191
2g	The job of teachers is only for knowledge transmission. They should not intervene in the relationship between students, parents and the school. / Teachers have the responsibility to establish the relationship between students, parents and the school.	0.383***	0.035	0.026
2h	Teachers are only responsible for imparting moral values to students. They do not have to apply the same moral values on themselves. / Teachers should act as role models and live out the moral values that they teach.	0.521***	0.063	0.080
2i	Teaching is merely a job. Teachers should be able to enjoy their personal life after working hours. / 'Teacher' is an identity. Teachers should be mindful of their professional image even after working hours.	1.173***	0.269	0.183

*Note: *p<0.05, ** p<0.01, ***p<0.005.*

3.2.7. Statistically significant differences in the extent of agreement are observed between parents and the three groups of teaching professions. Parents' views were mostly statistically insignificant when compared with senior teachers, while difference between parents' and senior teachers' views was mostly statistically insignificant. However, statistically significant differences are found between the pairings of "parents/principals" and "parents/junior teachers".

3.2.8. Relatively greater significant differences were found in questions 2d (0.759***) and 2i (1.173***). Parents differed statistically significantly from junior teachers on the statement of "teachers can freely participate in social events" (2d: 0.759***). More than half of the qualitative comments from parent focus group and open-ended responses emphasised the importance for teachers to maintain professional neutrality while discussing topics with students, especially controversial ones; and to perhaps refrain from actively taking part in social events. This opinion is congruent with the relatively small proportion of parent respondents who agreed to the view that teachers are free to participate in social events (2d: 53%).

3.2.9. Regarding question 2i, 89% of principals thought that "'Teacher' is an identity. Teachers should be mindful of their professional image even after working hours", where a lower percentage of the parents thought so (63%). This tendency is found in around 40% of the parent focus group interviewees' comments, who questioned the need for teachers to maintain their professional identity outside working hours, such as when they went to the neighbourhood near the school they serve at or when using social media outside working hours.

3.2.10. While parents exhibited trust in the teaching profession's competencies and general alignment in professional values and conducts, they hoped that teachers' competencies in the domain of **Student Development** (STD) could be further enhanced. In descending order of perceived level of importance of the different domains (percentage of "very important" and "important"), Table 9 shows that parents saw Student Development (88%), Teaching and Learning (86%), and Professional Values and Conducts (83%) as the three most important professional domains.

Table 9: Parents' perceived level of importance and teachers' professionalism in different domains

	Perceived level of importance			Perceived level of professionalism		
	Very important /Important (%)	Moderately important (%)	Unimportant/ very unimportant (%)	Very professional /Satisfactory (%)	Can be improved (%)	Unsatisfactory (%)
Student Development	88	10	3	49	46	5
Teaching and Learning	86	11	3	57	39	4
Professional Values & Conducts	83	13	4	54	37	9
School Development	76	19	6	56	40	4
Professional Relationships & Services	73	22	5	53	41	6

3.2.11. In these domains that were rated by most as "very important" or "important", around 50% of the respondents perceived teachers' professionalism as "very professional" and "professional". Very few respondents found teachers' level of professionalism to be wholly unsatisfactory (only 4-9%). Yet, in all domains, approximately 40% of the parents hoped that teachers' professionalism could be strengthened. STD, deemed to be the most important domain by parents, saw the highest proportion of parents (46%) opining that teachers' competencies in this domain could be further strengthened.

3.2.12. Nonetheless, it should be pointed out that most parents have confidence in teachers' competencies in STD. When asked how confident they were in teachers' professional competencies in the various areas under STD, a majority of parents in fact responded with "very confident" or "confident" (72-87%), as reflected in Table 10. Parent focus group interviewees and open-ended responses also showed parents placed trust in teachers' advice in terms of student development as students might "behave differently at school" (40% of responses). They also had faith in teachers' attentiveness and observation of students.

Table 10: Parents' level of confidence in the teaching profession's competencies in STD

Description of professional activities		Very confident/ confident (%)
STD03	Participating in or leading teacher-student activities to build up good teacher-student relationship	87
STD05	Planning and organising different learning experiences for students	83
STD01	Recognising students' diverse needs systematically	80
STD10	Promoting life-long learning to students	80
STD06	Organising intercultural events for students	79
STD02	Providing learning support to students with diverse needs	77
STD12	Organising for students activities related to innovation and creativity (e.g. innovative technology, creative design, etc.)	77
STD11	Helping students develop their potentials	76
STD08	Giving students advice on their whole-person development	75
STD09	Explaining the world's current development to students	72

3.2.13. Among the many components of STD like student counselling, civic and moral education, two key components that the parent focus group interview focused on are teachers' **career planning** and **whole–person development advice and support**. On **whole–person development advice and support**, around 80% of the parent focus group interviewees saw the degree of connectedness between the students and teachers as the most determinant factor of the trustworthiness of teachers' advice. While the majority of the parent focus group interviewees appreciated teachers' caring nature and attention paid to students, more than 40% of them observed that despite teachers' efforts, they might fail to notice or cater to students' particular needs because of their heavy workload, which limited their observation and contact with students.

3.2.14. On the other hand, teachers' own knowledge of different occupations and sectors was seen as more important than the connectedness of teacher-student relationship in parent focus group interviewees' evaluation of teachers' **career planning advice and support**. With the large amount of information from the internet, 40% of the parent focus group interviewees reported that they would take teachers' advice as "one of many opinions". Close to 60% of the parent focus group interviewees also reflected that the teaching profession seemed to have less exposure in the world's development because of their relatively singular career path, with little extrinsic incentive for constant update with global trend. The reception of teachers' career advice thus depends greatly on how familiar the teachers are with different occupations and sectors. In this area, junior teachers were perceived by over 80% of the parent focus group interviewees as more "update" and could better catch up with social changes and technological advancement.

3.2.15. In the area of **policy discussion**, all qualitative responses from parent focus group believed that frontline teachers were one of the key stakeholders in education policy reform or discussion. Despite the irreplaceable value in including teachers' voice in education policy discussion, all interviewees identified teachers' heavy workload, constraints in their autonomy (such as in school policy or system), and the relatively stable career promotion as possible reasons behind the lack of teachers' voice in the discussion of education policies. When asked whether they thought that media tended to approach secondary school teachers on education policy issues as interviewees or guests, more than 60% of them thought that media tended to approach principals instead of teachers on education policy discussions.

3.3. Other professionals' perception of the teaching profession's professional status and social recognition

3.3.1. Qualitative responses from focus group sessions with professionals were analysed to capture their perception of teachers' professionalism and social recognition. Findings in this section are triangulated with other data, such as quantitative data from surveys and qualitative responses from teacher and parent focus groups.

3.3.2. Regarding confidence in teachers' competency of provision of good education, more than half of the professional focus group interviewees had high regard for the teaching profession. They described teachers as a profession of "high moral ideals", "nurturers", and great "passion". Majority of professional focus group interviewees also had confidence in teachers' advice and opinion in **Teaching and Learning**. They also agreed that teachers were free to hold their own stance and beliefs, and observed that most teachers could maintain professional neutrality and provide open discussion for students in **Professional Values and Conducts**.

3.3.3. On **Student Development**, professional focus group interviewees generally respected and believed that teachers' advice was made with good intention. They also tended to think that teachers' observation of students was accurate and apt, and that it was indeed difficult to quantify teacher-student relationship and its long-term impact on students. While parent focus group interviewees cited teachers' degree of connectedness with students as the most significant factor in the evaluation of the trustworthiness of a teacher's advice on **whole person development**, over 60% of professional focus group interviewees tended to treat teachers' teaching experience as more crucial to the comprehensiveness of their advice.

3.3.4. When asked whether and to what extent they would treat teachers' advice in different areas as authoritative, professional focus group interviewees seemed to be more concerned than parent focus group interviewees about teachers' exposure, especially to other sectors and the global trend. For instance, regarding teaching and learning advice, over 80% of the professional focus group interviewees who were also parents said that they would look up subject knowledge or even pedagogical strategies online because of the large amount of information available online and the increased average level of education in society. On **career planning advice and support**, around 40% of the professional focus group interviewees cast doubt on whether teachers had sufficient exposure to other professions and the "global mindset" necessary for comprehensive comment on career planning. Moreover, half of the professional focus group interviewees were of the opinion that though some teachers were surely of high calibre and with true passion, the career system within the education sector provides little incentive or rewards for teachers to constantly improve.

3.3.5. In terms of the **salary package and attractiveness to fresh graduates**, while the professional focus group interviewees all agreed that secondary school teachers have a stable and moderately high entry income when compared to their professions, they opined that graduates of high caliber tended to choose other occupations. Professional focus group interviewees attributed this phenomenon to the enormous amount of stress and heavy workload, difficulty in securing a stable teaching position, insufficient respect accorded to teachers, and teachers' relatively narrow career prospect. Close to 30% of the professional focus group interviewees also had the impression that among their generation, some people chose to become teachers because of the monetary reward with no true passion for education.

3.3.6. To a great extent, prospective teachers' responses on whether and why they would join the teaching profession upon graduation are similar to the view held by professional focus group interviewees described above (n=99)[12]. The findings are summarised and arranged in descending order of the options' popularity in Table 11. Respondents were given a list of factors to consider for either choosing to become a teacher or not, and they were free to choose all factors applicable to their career choice.

[12] The distribution of survey to prospective teachers was severely affected by the serious situation of COVID-19. Online survey was distributed with 99 responses collected. It should be cautioned that as the sample size was smaller than the ideal sample size for a confidence level of 95%, the validity of the data from prospective teachers' survey should be read against such restraints. It is strongly advised that it would be more appropriate to consider these data as reference, instead of sound data.

Table 11: Factors considered by prospective teachers in choosing teaching as their career (%=respondents' choice)

Factors considered for choosing to become a teacher	%	Factors considered for not choosing to become a teacher	%
Enthusiasm for education	70	Great working pressure	59
Delight in getting along with young people	68	Difficulty in getting a teaching post after graduation	41
Work stability	67	Social atmosphere	35
Attractive salary terms	65	Insufficient government support for teachers	35
Knowledge transmission to the next generation	65	Not wanting to deal with complaints from parents	29
Aspiration to serve society	49	Dull nature of work	24
Good working environment	35	Unreasonable salary terms	18
Positive image of teachers	27	Insufficient social recognition	12
An ideal choice with regard to my results in the public examination	12	Better options available	12
Religious beliefs	10	A degree in education not my first choice	0
Influence of family members	9		

3.3.7. Among the top five most popular reasons for joining the teaching profession, respondents' passion for education and love for working with youngsters as well as the occupational stability and high-income level of teachers appeared to bear equal weight to those who wanted to become teachers upon graduation (all at 65-70%). On the other hand, among the respondents who would consider alternatives, the major considerations were teachers' "great working pressure" (59%) and "difficulty in getting a teaching post after graduation" (41%), followed by "social atmosphere" (35%), "insufficient government support for teachers" (35%), and "not wanting to deal with complaints from parents" (29%). It is also observed that 12% of respondents felt that there was insufficient social recognition accorded to the teaching profession, which corresponds to the less popular option of choosing to become teachers because of positive image of the teaching profession (27%).

3.3.8. Besides their view on the attractiveness of teacher as an occupation, professional focus group interviewees offered some insights on their evaluation of credibility and authority of teachers' advice and opinion in education policy discussion, which are two major key indicators of an occupation's social recognition. On the **credibility of teachers' advice and opinion in policy discussion**, like parent focus group interviewees, all professional focus group interviewees unanimously agreed and emphasised the necessity and priority of including teachers as one of the major stakeholders in education policy discussions. The credibility of teachers' advice and opinion appears to come from their exclusive knowledge of the education system and frontline experiences privy to teachers, as they are the "insiders" of the education system with firsthand and authentic experience and observation. Professional focus group interviewees also understood that teachers tended to be the group most directly affected by any substantial reform.

3.3.9. However, in terms of the **authority of teachers' advice and opinion in policy discussion**, the relative lack of professional autonomy outside the realm of teaching and learning in school given to teachers was seen by over 75% of the professional focus group interviewees as a detrimental influence on teachers' authority. The reputation risk attached to their serving school or even the sponsoring body was also highlighted as one of the possible reasons why teachers tended to shy away from the spotlight, even when their opinions might be significant. Professional focus group interviewees also stressed the complexity and interdisciplinary nature of education-related topics, and the importance of consulting multiple stakeholders and experts, such as university professors, as they might be able to offer more holistic advice. Similar to the comment on the limitations of teachers' exposure, close to 60% of the interviewees had reservations about whether teachers had the vision or insight on policy-planning to be regarded as authoritative in education policy discussion, especially on broader issue such as education reform. Some (35%) also added that the title of "teacher" was often used by untrained teachers (such as tutors and mentors), which further weakened the social recognition of secondary school teachers proper in public discussions.

3.3.10. Corresponding to professional focus group interviewees' comment that teachers might not actively take part in education policy discussion or external promotion of teacher professionalism, Table 12 shows the behavioural pattern of the teaching profession's participation in professional activities related to public promotion and education policy discussion. On average, senior teachers and junior teachers had taken part in the activities of public promotion of teaching professionalism (PRS06), public community work (PRS07), and external policy discussions (SDD01) either once within a year, or had never done so. This contrasts with their much more active pattern in activities of similar nature but held internally or when wholly school-based (SDD03 and SDD04), where they reported to have done so within three months or half a year at the time of survey. Even for principals, their behavioural pattern shows the same skewed participation of having engaged in internal policy discussions and school-based image promotion much more actively than external promotions or policy consultations.

Table 12: Teaching profession's participation in activities related to public promotion and policy, shown by mean

Description of professional activities		Principals	Senior teachers	Junior teachers
PRS06	Promoting teaching professionalism to the public	2.58†	1.52	1.54
PRS07	Participating in or leading education-related community services and voluntary work	2.62	1.65	1.65
SDD01	Participating actively in government advisory bodies, consultations or conferences on education policies and related projects	2.29	1.5	1.24
SDD03	Participating in/leading discussion on school policy	3.71	3.27	2.45
SDD04	Promoting school culture and image	3.78	3.08	2.67

† Note: 4=within 3 months, 3=within half a year, 2=within a year, 1=never

3.3.11. Media count results also correspond to the overall pattern of principals' and teachers' engagement in public promotion or discussion of education policy discussed above. The quantitative figures of appearance of different stakeholders as interviewees for discussion of education-related issue on major digital and printed media from four periods were collected and analysed (see paragraph 2.7 in Chapter 2). The results as summarised in Table 13 reveal that there is in fact no correlation between the interviewees' professional status and number of appearances: students, the least professional or trained, were the most frequently interviewed group (they took up 23% of appearance as interviewee among all groups). Teachers, on the contrary, did not appear much on media. In descending order of appearance, the group most interviewed from the education field was students (23%), followed by university staff (18%), principals (16%), and teachers (8%). If considered with interviewees from non-education field, teachers' appearance as interviewees also falls behind that of government officials and Legislative Council members (13%) and NGO (11%).

Table 13: Media count results

Interviewees from education field	Appearance as interviewee (%)	Interviewees from non–education field	Appearance as interviewee (%)
Student	23	Government officials and Legislative Council members	13
University Staff	18	NGO	11
Principals	16	Professional	6
Teachers	8	Others	7

3.3.12. Qualitative responses from teachers in focus group sessions and survey might explain teachers' relatively low engagement in education policy discussion. More than 50% of the teachers in focus group interviews reported that on top of their heavy workload (teaching and administrative work alike), some of their colleagues felt like they might not possess adequate experiences and knowledge to participate in education policy discussion, whereas some did not see much extrinsic motivation in the promotion of teacher professionalism to the public as their career promotion did not depend on that. Just as professional focus group interviewees' common view, teacher focus group interviewees also said that many of them would be hesitant about engaging in education policy discussions because of the reputation risk that might incur on their serving school or sponsoring body. The lack of an independent self-governing professional body was also raised by some teacher focus group interviewees to be a possible reason behind teachers' relative inactivity in education policy discussion.

3.3.13. Lastly, prospective teachers' views on the importance of knowledge and competencies commonly taught in education programmes to teacher professionalism may offer some insights into the teacher focus group interviewees' observations on teachers' knowledge and incentive in engaging in education policy discussion beyond school's internal affairs mentioned in paragraph 3.3.12 above. Table 14 shows in descending order prospective teachers' ratings of the importance of different subjects or skills commonly found in education programmes. Overall, all subjects listed were rated by over 70% of the respondents to be either "very important" or "quite important".

Table 14: Prospective teachers' views on the importance of knowledge / competencies taught in education programmes to teacher professionalism

	Very important (%)	Quite important (%)	Little important (%)	Unimportant (%)
Subject knowledge	65	29	4	2
Pedagogy	54	41	2	3
Classroom management and discipline	42	51	4	3
Professional values and conduct	41	47	8	3
Student counselling	39	39	17	4
Student development (e.g. design and implementation of student activities)	35	46	15	3
Special education needs (such as SEN, NCS)	30	54	13	3
Teacher development and leadership	29	58	11	2
Education research	29	38	26	7
Curriculum design and development	28	61	9	2
Philosophy and sociology of education	26	45	27	3
School system(s), education policies and related legislations in Hong Kong	21	57	18	4

3.3.14. A majority of the prospective teachers saw the topics and subjects relevant to teaching and learning as very important, such as subject knowledge (65%), pedagogy (54%), and classroom management and discipline (42%). The domain of Student Development, on the other hand, was only seen as the sixth most important topic (35%). Moreover, while prospective teachers tended to value teaching and learning expertise highly, below 30% of the respondents saw education research (29%), curriculum design and development (28%), philosophical and sociological studies of education (26%), and knowledge of Hong Kong school policies (21%) as "very important". The rating suggests that prospective teachers tended to see being a "professional teacher" as a teacher who excels in one's teaching and learning competencies, whereas the external and public aspects of being part of the teaching profession were seen as not of immediate concern to one's teaching competencies. Such perception may support some teacher focus group interviewees' comments above on the idea that some of their colleagues did not see much need to take part in education policy discussion.

3.4. Summary of major findings

In Chapter 2, we discussed the interrelatedness of two key concepts of this research, "professional status" and "social recognition". This section summarises the major findings on the two concepts with reference to our conceptual framework.

Professional status

1. Over 80% of secondary school principal and teacher respondents saw their fellow colleagues as professional across the four domains of professional competencies (Finding 3.1.3).
2. Parent and professional respondents generally had confidence and trust in teachers' competencies and advice in the domain of Teaching and Learning (Findings 3.2.3, 3.3.2).
3. In the survey distributed to principals, serving teachers and parents, the teaching profession and parents showed similarities in their views on statements related to teachers' Professional Values and Conducts (Findings 3.1.10-3.1.16; 3.2.4-3.2.9).
4. Close to 40% of principal and teacher respondents saw that there was still room for them to further strengthen their professional competencies in the domains of School Development and Professional Relationships and Services. An asymmetrical behavioural pattern of participation among principals and teachers in SDD and PRS activities is also observed (Findings 3.1.4-3.1.6). The qualitative responses from teacher and professional focus groups reflected that more space and time were necessary for teachers to reach out to other sectors or the community (Finding 3.3.12).
5. Among the major domains of professional competencies, the majority of parent focus group interviewees saw the domain of Student Development as the most important, in which the greatest efforts should be given to maintain the teaching profession's professionalism (Findings 3.2.10-3.2.12).
6. Over 70% of the parent respondents of the survey showed confidence in teachers' professional competencies in the domain of Student Development, including the provision of whole-person development support and career planning support.
7. Qualitative responses from parent focus group sessions suggest that the degree of connectedness between the teachers and students was seen to be the most determinant factor of the trustworthiness of teachers' advice on whole-person development, whereas the evaluation of teachers' career planning advice and support depends on teachers' own exposure and knowledge of different occupations (Findings 3.2.13-3.2.14). Close to 60% of the professional focus group interviewees suggested that enriching teachers' exposure to other sectors might significantly promote their professional status (Findings 3.3.3-3.3.9).

Social recognition

8. Over 70% of the parent and professional respondents had high regard for and placed trust in Hong Kong secondary school teachers (Findings 3.2.3, 3.3.2).
9. At the same time, many professional focus group interviewees observed that unlike other sectors, the qualitative aspects of teacher-students relationship and long-term impacts could not be easily quantified (Finding 3.3.3).
10. Most of the professional focus group interviewees commented that despite Hong Kong secondary school teachers' rather attractive salary package, the occupation's attractiveness to graduates was seen to be affected by teachers' rather heavy workload and difficulty in securing a stable teaching position (Finding 3.3.5). Close to 70% of the prospective teachers chose to become a teacher because of their passion for education as well as teacher's occupational stability and high-income level. Those who consider other careers stated that they were concerned mostly with teachers' great working pressure and difficulty in getting a teaching post after graduation, which was similar to the view held by professional focus group interviewees (Findings 3.3.6-3.3.7).
11. All parent and professional focus group interviewees agreed that teachers were one of the key stakeholders in education policy discussion. However, students, principals, and university staff were interviewed more by the media than secondary school teachers from our media count results (Finding 3.3.11). More prospective teachers rated subjects relating to teaching and learning as very important than subjects on broader education policies, reflecting a view that the key competencies of professional teachers were mostly on the teaching and learning domain. Such perception could explain why half of the teacher focus group interviewees observed that some of their colleagues were hesitant to comment on education policy (Findings 3.3.13-3.3.14).
12. Moreover, teacher focus group interviewees remarked that teachers' participation in education policy discussion was often limited by their heavy workload, largely school-focused job nature, and their worries over the potential reputation risks their free expression may incur on their serving schools and sponsoring bodies (Findings 3.2.15; 3.3.8-3.3.9).
13. The social recognition of secondary school teachers was undermined by the lack of their voices in public discussions on education policies. As one of the key stakeholders in education policy discussion, teachers' authority in education policy discussion could be buttressed by greater advocacy by the teaching profession (Findings 3.2.15; 3.3.9-3.3.12).

Chapter 4: Recommendations

4.1. Basis of recommendations

4.1.1. The findings described in Chapter 3 are in response to elements that are conducive to the promotion of secondary school teachers' professional status and social recognition. The recommendations proposed below endeavor to respond to, and are based on the aforementioned research findings. Recommendations that respond to research objective (4) on how the Hong Kong Association of the Heads of Secondary Schools can assist to enhance secondary school teachers' professional status and its social recognition have been separately put in Chapter 6.

4.1.2. On top of the data-driven principle, the research team conducted multiple discussions with different stakeholders, such as principals, teachers, other professionals, and representatives from relevant bodies for a holistic overview of possible policy recommendations.

4.2. On the promotion of professional status

4.2.1. Our conceptual framework in Chapter 1 (Figure 2) suggests that the promotion of Hong Kong secondary school teachers' professional status depends on the promotion of professional competencies and values and conducts. Our findings reflect that the teaching profession, parents, and professional focus group interviewees generally have similar views on different topics related to teachers' **Professional Values and Conducts** (Findings 3.1.10-3.1.16; 3.2.4-3.2.9; 3.3.2). The following recommendations thus focus more on the promotion of professional status through the promotion of professional development in general, and specifically, the professional competencies outlined in our conceptual framework.

4.2.2. Before recommendations on specific domains of professional competencies are made, a general recommendation regarding promotion of secondary school teachers' professional status is to strengthen and refine teachers' **professional development** regime that is geared towards holistic promotion of professional competencies in general.

4.2.3. Professional development has long been recognised as an integral part of teachers' professional status. Back in 1997, the *Education Commission Report (No. 7)* already recommended the optimization of "in-service teacher education resources" with a "coherent pre-service and in-service training strategy" on the whole (Education Commission, 1997). Currently, secondary school teachers in Hong Kong must participate in Continuing Professional Development courses and trainings offered by the EDB, which are divided into the "Training Programme for Newly-joined Teachers", "Enhanced Training for In-service Teachers", as well as the "enhancement of Training Requirements for Promotion" (EDB, 2020). While acknowledging the multitudes of trainings offered under the existing training regime, some principals and teachers from focus group interviews reflected that further refinement could be made to reinforce the effectiveness of teachers' professional development.

We propose the following suggestions, including but not limited to:

a. A general recommendation collected regarding teachers' professional development is to refine the existing model of sabbatical leave as a good opportunity for teachers to engage in education-related works beyond their serving schools. (supported by focus group suggestions). The EDB may consider refining the sabbatical leave scheme by extending the duration allowed from 1-5 months to 6 months-1 year to allow more substantial learning. For example, in Korea, the "Evaluation of Teacher Professional Development" has been implemented since 2011 where teachers receive appraisals from principals, colleagues, students and parents. Teachers with good performance are entitled to a 6-month / 12-month sabbatical leave opportunity to pursue further studies, which also increases their chances of being promoted.
b. Around 80% of the teacher focus group interviewees highlighted that teachers' workload under the new 334 curricula should be considered in the revision of sabbatical leave, since the manpower allocation of different subjects may vary greatly, especially between core subjects and electives. More consultation with the education sector to obtain further data on the circumstances faced by different subject-teachers should be carried out.
c. In addition, more Professional Learning Communities (PLCs) can be set up for sharing successful cases and innovative strategies to enhance qualities of professional development. The concept of PLC, which was also referred as "work community" by the Finnish Ministry of Education, has been adopted since the 70's in Finland, where teachers are generally encouraged to collaborate professionally so as to learn effective instructional and assessment practices. It is reported that a majority of teachers modified their teaching approach based on that of their colleagues after the collaboration (Antinluoma, Ilomaki, Lahti-Nuuttila & Toom, 2018). The EDB may widen the support and infrastructure of its current PLC scheme with well-organised support system and interactive platform for teachers to test initiatives to encourage innovation and creative strategies.

4.2.4. In addition to the general recommendation on continuous professional development, recommendations on specific domains of professional competencies are proposed. To begin with, the teaching profession rated that their professional competencies in the domain of **School Development** could be further strengthened (Findings 3.1.4-3.1.6). More opportunities and engagement in school affairs, especially in broader school policy discussions and school reforms, could be created to engage all teachers.

We propose the following suggestions, including but not limited to:

a. Since school development involves great understanding and thorough planning of individual schools, conducting school-based analysis may motivate teachers to analyse their serving schools' needs, strengths and weaknesses, which may in turn further promote their participation in school policy discussion (supported by Findings 3.1.4-3.1.6, 3.3.12 and focus group suggestions).
b. On top of strengthening the SWOT analysis that is commonly carried out, studies of recent education-related topics and trends and their impacts on their school's development and strategic planning may be conducted by school's management team. This may include topics such as the surge in development and adoption of education technology; the emergence of global trends like the future competencies commonly looked for by employers, the introduction of the development and new opportunities of the Greater Bay Area, blended learning and Artificial Intelligence in education. The impacts of the above topics on a school's own planning and development may be examined and better understood by teachers serving there, and this may promote teachers' engagement in broader school policy discussions as well.
c. School's senior management can carry out more strategic planning to actively facilitate junior teachers' understanding of and preparation to contribute actively to the school by introducing the school's current stage against the long-term developmental plan to them (supported by Findings 3.1.4-3.1.6). Junior teachers may be invited to share their views on school's needs and strategic planning by school's senior management as part of their performance evaluation to encourage them to give fresh perspectives as newly-appointed teachers.
d. School management can also facilitate better leadership development for junior teachers in school development by aligning junior teachers' internal training and overall school succession ladder for them to develop autonomy and leadership (supported by focus group suggestions). For example, in Singapore, a junior teacher is encouraged to choose one out of three career tracks which are teaching track, leadership track and specialist track after the first three-year experience as an ordinary fresh teacher. This provides Singaporean teachers with the opportunities to take up more leadership role in or even beyond their serving schools (there is a chance for them to be promoted eventually to the Ministry of Education). While Singapore's track system requires strong collaboration between the government and schools, the provision of leadership training in general, or specifically for some junior teachers who have demonstrated strong leadership traits, may serve as reference for Hong Kong schools.

e. Moreover, mentorship programmes may offer substantial help to junior teachers in particular. For instance, in Singapore, the mentoring culture is strong even though the mentorship programme is not mandatory. The "Structured Mentoring Program" is offered to junior teachers where they receive support and guidance from more senior colleagues during their induction to the teaching profession. It is suggested that Hong Kong schools may redesign existing mentorship programme to strengthen junior teachers' professional competencies in School Development. While mentorship programme is currently in place in a majority of schools, school's senior management may restructure the programme by extending the mentorship cycle beyond one year to ensure that well-aligned leadership training and support on top of teaching and learning advice are provided to junior teachers consistently, instead of a rather short-term onboarding support programme.
f. HKAHSS can facilitate or hold more professional sharing for all teachers on other areas such as on school development, education policy, without limiting them just to the middle or senior management. For instance, the previously-held Education Colloquia held by HKAHSS in 2018 and 2019 respectively with sharing by various experienced guest speakers may offer great insights for principals and teachers to further refine their school policy and management.

4.2.5. It is also observed that the teaching profession perceived that their professional competencies in the domain of **Professional Relationships and Services** could be further strengthened (Findings 3.1.4-3.1.6). Structured encouragement and sufficient space for engagement in external activities should be provided to teachers to encourage them to engage with the public while balancing their workload.

We propose the following suggestions, including but not limited to:

a. Different school-based incentives and opportunities may be created to promote teachers' participation in Professional Relationships and Services (supported by Findings 3.1.4-3.1.6, 3.3.12 and focus group suggestions). Principals may encourage their staff to attend more external seminars and exchange among professional teachers' groups to acquire professional skills and share insights.

b. Alternatively, school-based research may be adopted as a part of internal promotion criteria to motivate teachers with the focus of promoting learning and maintaining relevancy with the fast-changing social trends, with an environment that encourages reforms and initiatives with assurance of reasonable risk-taking. The case study of twenty-one partner schools with Mead Teaching School alliance (TSA) from England, conducted by the then-National College for Teaching and Leadership (repurposed to the Department of Education in 2018) offers an overview of the infrastructure required for sustainable research and development feedback system in school (NCTL, 2014). The establishment of research hubs that provide space for teachers to work collaboratively, the introduction of specialist leaders of educations (SLEs) as research mentors to enable teachers to conduct their projects, and the integration of research results with teacher appraisal and performance management systems have been identified as the three developments that have been crucial to building schools' capacity in implementing school-based research (NCTL, 2014). On top of being a professional development project or internal promotion criterion, the research may be made visible and promoted to the public as part of the effort of promotion of teacher professionalism by displaying teachers' professional insights and analyses of different education topics and policies, such that the domain of Professional Relationships and Services can be more positively linked with teachers' own duties and motivations.

4.2.6. Notwithstanding the well-acknowledged and extensive efforts made by teachers in **Student Development** domain, such as in whole-person development advice and support, qualitative responses from parent and professional focus groups have reflected that the aspect of **career advice and support** might be further strengthened by enriching teachers' interactive opportunities with other sectors (Findings 3.2.10-3.2.14; 3.3.3-3.3.9). A wider range of collaborative efforts should be encouraged to commend teachers' innovative initiatives and facilitate interdisciplinary engagements.

We propose the following suggestions, including but not limited to:

a. On top of the EDB's current secondment system for teachers to take up professional duties in the EDB, it may introduce a secondment scheme that allows teachers to collaborate with a broader set of stakeholders, such as NGOs, faculty of education at universities, or even non-education sectors to broaden teachers' exposure and experience beyond school-based level (supported by Findings 3.3.3-3.3.9, focus group suggestions and open-ended responses).
b. The reinforcement of more interdisciplinary initiatives may be conducive to the idea exchange of the teaching profession, since Student Development is a wide domain that goes beyond subject-specific knowledge and competencies (supported by Findings 3.2.13-3.2.14 and focus group suggestions).

4.3. On the promotion of social recognition

4.3.1. As outlined in our conceptual framework in Chapter 1 (Figure 2), the promotion of Hong Kong secondary school teachers' social recognition depends on the promotion of occupational prestige, occupational esteem, and occupational status, which correlate to the perceptions held by the teaching profession, public and other professionals. The following recommendations focus on the promotion of social recognition through promotion of public understanding of secondary school teachers' job nature and image as a professional occupation.

4.3.2. A discrepancy between public's perception of teachers' duties and **teachers' professional training behind and duties beyond teaching and learning** is observed (Findings 3.2.2; 3.3.2-3.3.5). Quite a significant number of parents' qualitative comments seemed to have the impression that "anyone with sufficient subject knowledge can teach" and many are unaware of the technicalities and intricacies of pedagogy. Teachers' individual identity as a professional with autonomy and judgment, and their job technicalities (such as pedagogy, education-psychology-related knowledge and skills) have largely been overlooked (Evans, 2008; Goepel, 2012; Hargreaves, 2000; Sachs, 2000; Whitty, 2000).

4.3.3. To respond to the difference between public's understanding of and teachers' actual job technicalities and professional competencies, scholars have urged that public-teacher relation must be sustainably developed with better communication and engagement to build "the trust, the commitment and the support for teachers and teaching" on which their professionalism will depend (Hargreaves 2000, pp. 173-5; Goepel, 2012; Groundwater-Smith & Sachs, 2002; Hargreaves & Fullan, 1998; Tschannen-Moran & Hoy, 2000). Greater community engagement with education stakeholders is needed to facilitate public's thorough understanding of the teaching profession's job nature and its technicalities, particularly when teaching is seen as a moral activity (Bottery, 2003; Coulter & Orme, 2000; Groundwater-Smith & Sachs 2002). The promotion of professionalism will lead to wider social recognition by the public.

We propose the following suggestions, including but not limited to:

a. The EDB should engage and promote teaching professionalism to the public so that society would appreciate the job nature and technicalities involved, such as the training undergone and have to continue undergo, and the good practices of schools and how students are developed under the nurture in school (supported by focus group suggestions and open-ended responses). This may be facilitated by holding more public forums on teacher professionalism and creating more publicity opportunities of existing recognition schemes of teachers' good efforts for teachers to share their initiatives and experiences with the community. On top of the existing Chief Executive's Award for Teaching Excellence and Respect Our Teachers Campaign that have formal and regular activities, more publicity campaigns with wider coverage would be conducive to the promotion of teachers' hard work.
b. Media can report or feature stories of teachers to be role models and share more successful or positive teacher-student stories (supported by Finding 3.3.11 and focus group suggestions). At the same time, upon more thorough communication and planning with their serving schools' management team, teachers are also encouraged to open up and present their achievements in the public arena, such as through sharing their teaching initiatives or stories.
c. Lastly, more education policy discussion on professional activities and values of the teaching profession should be carried out in the future to allow greater public engagement and understanding, as well as assisting the public to understand the teaching profession's job nature and training undergone. In particular, our findings suggest that serving teachers, or even principals, face multiple constraints in engaging in public discussion, with reputation risk that might incur on their serving schools or sponsoring bodies being one of their biggest concerns. The Hong Kong Association of the Heads of Secondary Schools may be in a good position to invite experienced, preferably retired principals to lead such discussions, such as public forums where the teaching profession can connect with the public or other professionals outside the realm of teaching.

4.3.4. While society appreciates teachers' contribution and importance as a key stakeholder in education policy discussion, their authority is seen by the majority of teacher, parent and professional focus group interviewees to be undermined by the lack of inclusion of teachers' voice and the absence of an independent professional body (Findings 3.2.15 and 3.3.9-3.3.12). Besides building up respect for teachers, official empowerment of professional bodies would greatly promote the teaching profession's social recognition.

We propose the following suggestions, including but not limited to:

a. Greater respect and official recognition by relevant bodies, such as the EDB, should be accorded to the teaching profession as a way to promote social recognition (supported by focus group suggestions and open-ended responses). Exchange between the EDB and the education sector is strongly encouraged to understand stakeholders' needs. As government officials' expertise mainly lies in the administrative aspect of public policies, the drafting and promulgation of education policies may be better supported if exchange and collaboration between the EDB and the teaching profession are more regularly facilitated. The EDB's more frequent consultation and engagement with teachers is welcome as an official sign of respect for teachers' opinion. This measure can empower teachers with greater authority, thereby promoting their social recognition.
b. The introduction of a statutory self-governing professional body is reflected by a majority of the qualitative responses from teacher focus groups and survey distributed to principals and teachers as an important way to promote social recognition. From the parent survey, 82% of parent respondents agreed that the development of an independent body, such as a Teaching Council, could help enhance both professional status and social recognition. Setting up a statutory self-governing professional body governing the teaching profession could significantly promote social recognition of secondary school teachers (supported by focus group suggestions, open-ended responses and data cited above). The EDB should carefully consider the introduction of a Teaching Council. Consultation with stakeholders from the education sector, especially serving teachers, should be carried out to gain a comprehensive overview of the teaching profession's opinions on this matter.

Chapter 5: Limitations

5.1 Unlike a longitudinal public opinion survey, this research has captured the perception of respondents in a particular time frame at the time of survey. Their views might be susceptible to factors such as social circumstances or policy changes.

5.2 The distribution of survey to prospective teachers was severely affected by the serious situation of COVID-19. Online survey was distributed with 99 responses collected. Yet it should be cautioned that as the sample size was smaller than the ideal sample size for a confidence level of 95%, the validity of the findings from prospective teachers' survey should be read against such restraints. Consequently, it is with regret that the research team has been greatly limited in the data analysis and providing recommendation on research objective (3), namely to explore the expectations of prospective secondary school teachers on the social recognition of the professional status of the secondary school teachers in Hong Kong.

5.3 Data collected from the surveys are based exclusively on self-reports from secondary school teachers and principals, and their opinions, perceptions, and accounts of their professional activities may be biased by respondents' personal experiences. The data from the surveys are therefore triangulated with other data to mitigate the impact such biases may have on the findings and analysis.

5.4 Similarly, while focus group interviews could offer a more in-depth discussion that may shed light on the topics of professional communities and public perception of the teaching profession, public opinion is also susceptible to shifts in social circumstances at the particular time frame during which the survey is carried out. The qualitative responses collected from our focus group reflected a certain degree of influence at the time of the interviews and should be read against such context.

Chapter 6: How HKAHSS can assist to enhance secondary school teachers' professional status and its social recognition

While the completion of the research report brings an end to the research, HKAHSS's quest for professionalism continues. In fact, the research journey has kicked off a series of professional discourses amongst the Executive Committee members on how the research findings and recommendations can be followed up so as to enhance teachers' professional status and its social recognition. This chapter captures the deliberation process and initial thoughts in detail. It is HKAHSS's sincerest wish to get comments and input from other stakeholders and working partners in this very meaningful endeavour.

6.1 Foreword

6.1.1 Since its inception in 1964, HKAHSS has been making strenuous effort to fulfil its aim to enhance professional development and promote understanding of education in Hong Kong. Its sole focus along these years has been on professionalism. In that regard, it always strives to serve the professional needs and development of members whose number is at present well over 450 (serving principals, vice-principals of secondary schools and former principals).

6.1.2 In the past few decades, a lot has been done within and outside the teaching profession which has fostered professionalism of the education profession and the development is pleasing and uplifting. Yet, in view of the fast changing social environment and the ever-increasing expectation on the teaching profession and education, HKAHSS feels that more can be done to further enhance the professional status and social recognition of teachers in Hong Kong.

6.1.3 During the conduct of this survey, the Research and Development Task Group and the Executive Committee of HKAHSS have engaged in very conscientious and soul-searching discussions around the objective on how HKAHSS can assist to further enhance secondary school teachers' professional status and its social recognition.

6.1.4 The Executive Committee of HKAHSS fully understands that this is not just its own wishful thinking but also members' expectation on HKAHSS.

6.1.5 While it may not be entirely realistic at this stage to list any future plans, the Executive Committee has already embarked on the journey towards the direction highlighted by the research and throughout the deliberation process. The pilgrimage ahead will certainly call forth much vision, passion, determination and commitment.

6.1.6 The Executive Committee also fully understands that further action also calls forth the serious review of HKAHSS 's work and positioning. Yet, in face of challenges, Executive Committee members are prepared to make a bold attempt here to share their thinking aloud with readers so that they will get comments, support, alternative thoughts and even criticisms. With these inputs, the Executive Committee will surely have further discussion to map out short, medium and long term plans to put thoughts into action.

6.1.7 While focusing on HKAHSS's niche and uniqueness, the Executive Committee understands and embraces the beauty of collaborating with relevant parties to achieve the desired goals. Cross-sector involvement will also bring along understanding and synergy of efforts and resources.

6.2 Basis of deliberation

6.2.1 When deliberating on HKAHSS's role, the findings and recommendations directly derived from this research form a very solid basis for consideration.

6.2.2 Besides, the Executive Committee has further re-examined the core values which HKAHSS has been holding firm and its continuing quest for professionalism.

6.2.3 The Executive Committee has revisited HKAHSS's previous work and activities such as its various submissions to the government consultation papers, its annual contribution to the Chief Executive's Policy Address, its various conferences and articles as well as its professional stance on numerous educational issues.

6.2.4 In the process, the Executive Committee has also studied again some very important documents that guided and shaped the landscape of Hong Kong education such as the reports from the Education Commission, the last of which is the Education Commission Report No. 7 (ECR No. 7) released in 1997. It is found that some ideas in Chapter 6 in that report (Raising professional standards of principals and teachers) still worth the serious attention of the education sector despite their being put forward 20 years ago.

6.3 The challenges HKAHSS is facing

6.3.1 The thick clouds cast by the present tense social and political atmosphere in Hong Kong seem to lead the whole society to a rather dim path. Social dissensions have greatly hampered the public trust on education and front-line educators in Hong Kong. Besides, there are some public comments attributing nearly all social problems to the education students receive in school.

6.3.2 The government's attempts to be the gate-keeper of education through tightening policies on education and deregistering teachers have dealt a great blow to the education profession.

6.3.3 The role of HKAHSS as a work partner and critical friend with the Education Bureau (EDB) and the government has been greatly challenged in recent years. HKAHSS treasures much our partnership with the education authority in the past, especially over major issues such as the collaboration in education reform measures, refining the medium of instruction and offering principals' professional development programmes. How to maintain a cordial relationship with the government while raising discreet but critical comments or views on education policies and measures would be a great challenge in the way ahead.

6.3.4 All are facing the global concerns on human resources training. The challenges as well as opportunities brought by the advancement on technology, especially the development of artificial intelligence, would drastically change the manpower structure and needs of all societies, and thus causing great impact on education and the teaching profession.

6.4 Expectations and their prerequisites

6.4.1 It is important for all in society to get over the dissensions arising from the social issues and have a fresh start for the way forward. Public confidence in schools, teachers and principals should be restored and strengthened.

6.4.2 The government should work earnestly for reconciliation with various stakeholders in society, especially the youth, to move on.

6.4.3 How the public view and recognise the professional status of teachers depends very much on people's subjective perception in general, the professionalism and conduct of educators themselves as well as the government's stance and attitude. No matter who is playing a major or decisive role, the due and proper social recognition for the professional status of teachers can only be achieved through concerted efforts.

6.4.4 While HKAHSS will play its role conscientiously, it is much expected that the government would have the awareness to take the lead and coordinate all good efforts. The government and EDB should try to reduce the various directives to schools for this is unhealthy for the professional autonomy of school principals and teachers. The directives, if not administered wisely, will reduce front-line educators to menial workers who will just take orders from the above instead of real educators making good judgement based on their professionalism. The government and EDB should also take heart and make great efforts to discern what education professionalism is and they should engage in constant professional dialogues with educators in the field (both locally and internationally) as well as the public for the betterment of Hong Kong education.

6.4.5 The Executive Committee expects that the quest for the enhancement of professionalism, autonomy and accountability will take root at educators' personal level and within the teaching profession itself instead of relying on any external regulatory forces or extrinsic incentives, which are not the ultimate solutions to the core issues. It is the heart work that really matters.

6.5 The way ahead: HKAHSS's vision and stance

6.5.1 In the deliberation process, Executive Committee members constantly remind themselves of the initial resolution of conducting this study. In line with the core values of HKAHSS's continuous quest for professionalism, there is an earnest desire to identify ways to enhance secondary school teachers' professional status and its social recognition through the light shed by the study.

6.5.2 Along the same line and for the way ahead, HKAHSS would continue its efforts in gauging what good and quality education is and how this can be achieved. It would attempt to work on cross-sector collaboration in which other professionals, social leaders and media can contribute to good and quality education. Its previous attempts on organizing education colloquia and professional gatherings have proved that they are effective platforms and channels for very fruitful professional dialogues and collaboration.

6.5.3 HKAHSS would also explore channels which are most appropriate to share views within and beyond the profession.

6.5.4 Maintaining its discreet and professional views, HKAHSS would continue to play its role as a work partner and critical friend of the government and EDB.

6.5.5 No matter whether its role as a critical friend can be fully fulfilled, HKAHSS would continue to voice its professional views and stance. This implies that its role as an education advocate will further be strengthened if the current social or political situation prevails.

6.5.6 In face of social dissensions and divisions, HKAHSS hopes to protect the education sector from unfair allegation and damage. In that regard, HKAHSS would not shy away from issues that have great impact on the field.

6.6 Internal and external work

6.6.1 HKAHSS would continue to promote understanding and cohesion amongst members of the education sector to sustain and enhance their professionalism. It is important to inspire, strengthen and sustain members' vision and quest for professionalism so that they can lead their colleagues in schools for the quest of the same goals.

6.6.2 HKAHSS would remain faithful and committed to the well-being of all in school and try its best to promote love and trust to keep students and teachers well. This is extremely important when unity, love, trust and support seem to be eroding.

6.6.3 It is certainly heartening to see from the research that prospective teachers are called by their enthusiasm more than other factors and that should be sustained. In fact, many teachers are very passionate and dedicated. HKAHSS can work on these areas with members so that these precious qualities can be well-sustained and further developed in schools.

6.6.4 As said earlier, it is important to liaise with people from different social sectors to promote understanding of the teaching profession, the professional training and complexities involved, the intangibility of good life work done and nurturing very precious qualities which are beyond measures.

6.6.5 One of the major parties is in fact the government and its representative EDB. HKAHSS sees the following as just a few of the many aspects that the government may work on.

a. It is important for the government to actively enhance the professional status of teachers so that more capable young people will commit and serve in the teaching profession. This is clearly stated in the McKinsey Report 2007, 'Once teaching became a high-status profession, more talented people became teachers, lifting the status of the profession even higher... Where the profession has a low status, it attracts less talented applicants, pushing the status of the profession down further and, with it, the calibre of people it is able to attract.' (McKinsey Report 2007, P. 22)
b. The government should therefore do more on promoting the professional status and social recognition of teachers. For instance, The Respect Our Teacher Campaign should not just end on the election and award presentation ceremony. The Committee should also not just work on annual routine tasks. They should review how the spirits behind the campaign can be carried forward after its implementation for nearly 30 years to keep abreast of the times. The good work of teachers and their life-changing impacts should be properly and timely attributed in public through different channels.
c. As many in the public still judge teachers with their very subjective perspective which might have been developed when they were students, they are not aware of the various changes in teachers' roles along the time. For instance, besides traditional pedagogical roles, teachers nowadays do more work on students' whole-person development and address their developmental needs. This should be fully revealed to the public through various channels and the best through the mass media.
d. The government should take the lead to collaborate with various institutions and professions for some practical measures as tokens of support and respect for teachers. For instance, complimentary cards to various universities and libraries, entries to museums, research centres and public facilities, not just local but also as a professional identity overseas. These measures have been widely practised and much welcome in many other countries.
e. As reflected in the research, stakeholders are all concerned about the workload of teachers, which is believed to have undermined teachers' space for the building up of professionalism. Their concerns rightly reflect the reality. The government should therefore explore ways to provide principals and teachers with space for them to recreate and enhance professionalism. While there have been some attempts in this area, they were short-lived and not effective. More vigorous plans should be put in place.

f. The government should further work on the synergy and integration of COTAP's T-standard+ framework for the establishment of a professional and career ladder in schools that meets the various interests and aspirations of teachers.
g. The Council on Professional Conduct in Education (CPC) is now playing an advisory role with a non-statutory status on cases of disputes or alleged professional misconduct involving educators and on measures to upkeep and promote professional conduct among educators. Yet, its role and power are limited. Before the setting up of a professional council such as General Teaching Council (Points 6.8.1-6.8.5 below), if any, greater power should be entrusted unto the CPC by turning it into a statutory body with enlarged scope of power to take care of the various aspects regarding professional standards in education.

6.7 Continuing Professional Development

6.7.1 No one would argue that quality education hinges very much on the professionalism and continuing professional development (CPD) of teachers and principals. HKAHSS would continue with its efforts in the continuing professional development of members and their staff. It can even play a more proactive role in this area. It is important for HKAHSS to help broaden members' horizon on the global trend and development in education in view of globalization as well as its new needs and demands.

6.7.2 While HKAHSS's main service targets are principals in secondary schools, it can consider arranging some events (such as seminars, workshops, book-sharing sessions or on-line resources) that can cater for the needs of front-line teachers. To achieve that goal, it can consider joining hands through various means with tertiary institutes, schools of education and professional education bodies to further promote continuous professional training, professionalism, professional status and social recognition of educators.

6.7.3 To combat the current image (as reflected in the research) that teachers are narrow in their focus and exposure, which may not be entirely true, a possible measure is to invite teachers (within the school or from outside the schools) to be speakers in careers talks instead of just inviting people in the relevant field for the latter might give parents and students an impression that teachers know very little about the outside or career world. Teachers need not necessarily be experts in certain career fields. The most important is that they can be trained to tap effectively into different resources and make discreet judgement and offer professional advice to students.

6.7.4 Since the release of the ECR No. 7, some measures and considerable development have been made in the area of teachers' CPD. The discussion and implementation of the various new initiatives that came along with the education reform in the last 2 decades have also given impetus to the development of CPD due to practical reasons. Yet, it is time to move from quantity to quality with regard to the CPD programmes. It is not the number of training hours that matters but the quality and depth of professional subject contents as well as a well-planned structure.

6.8 Establishment of a General Teaching Council (GTC) or a similar professional body

6.8.1 To be really professional, the teaching profession should have its own professional body. This is also the proposal in ECR No. 7. In paras. 6.15-6.18 in that report, a GTC is proposed to be set up to enhance the standard of teaching and professional development of teachers, to maintain the integrity of the profession and to raise the professional esteem of teachers.

6.8.2 As described in the report, the key function of the GTC is to promote the development of school education in general by way of improving the quality and professionalism of teachers. It was recommended that the GTC should have:

a. a key role in the policy formulation about teacher registration, such as criteria for registration and issues relating to teacher qualifications;
b. substantial influence in ensuring the quality and professional relevance of teacher education programmes;
c. a duty to encourage teachers to undertake continuous professional education and to promote their professional development; and
d. power of internal discipline and power to consider complaints, settle disputes, make investigations and conduct disciplinary hearings where necessary.

6.8.3 The then Education Department (ED) was supposed to come up with relevant action by 1999 but the proposal was somehow shelved. In its place, some 'pseudo' bodies were established (such as the COTAP, the CPC and the former ACTEQ and former Teachers' Centre). However, they are not the ultimate solutions to the enhancement of professionalism and their inception can be regarded as the government's attempt to have something done in the area. These bodies do not have any legal status and their scope of work and even survival are much controlled by the government. At the same time, the CPC and COTAP are only advisory in nature and are limited by their terms of reference. They do not have any actual power. The EDB is still the most prominent and decisive force behind them.

6.8.4 For further progress in this direction, HKAHSS would be persistent in looking for the feasibility of a metamorphosis from the caterpillar form of the present bodies such as the CPC and COTAP to a beautiful butterfly or a brand-new breed that can enhance the professional status of educators in Hong Kong. If that is not possible, HKAHSS should really push forward for the setting up of such a professional body.

6.8.5 HKAHSS deeply appreciates the promotion of such a professional council is not an easy task and will not under-estimate the various barriers along the way, which is not yet in sight. Nevertheless, this is indeed very important especially during this juncture in Hong Kong's history. In view of the possible future development of exchanges of teachers between Hong Kong and other areas, it is of paramount importance for the inception of this professional body to handle all relevant issues.

6.9 Facing the Herculean tasks

6.9.1 While what lies ahead might be Herculean tasks, HKAHSS will still remain steadfast and strive to foster the social atmosphere for the enhancement of educators' professionalism which is so crucial to the betterment of the students and society of Hong Kong. The Executive Committee strongly believes that those who are determined and perserving will find meaning and companions to carry on. Who knows perhaps one day, all will share Jean-Christophe's joy when he saw the new dawn behind the sheer black cliff. *(Romain Rolland, Jean-Christophe: Journey's End)*.

Chapter 7: Future direction

7.1 While HKAHSS will take time to map out plans for future actions to follow up the research findings, the research team would like to list some ideas on the possibilities to further explore issues related to our research topic and objectives.

7.2 A general recommendation to be made, suggested by principals from focus group interviews, is that Hong Kong should participate in the Teaching and Learning International Survey (organised by OECD) to gain analytical insights with global data-driven comparison. TALIS provides data and analysis on teachers' working conditions and learning environments at their schools from over 48 economies and countries. Participating in TALIS would definitely provide solid and objective data insights for Hong Kong's education sector to better face the diverse challenges in the future.

7.3 While our perception survey captures the perceptions by the respondents at the time of research, a longitudinal public opinion survey can further supply a holistic comparison of changes in social perception of teachers' professional status and social recognition. With more resources, a public opinion survey with a wider scale of data collection may be considered. Regular and longitudinal public-opinion polling project on teachers' professional status and understanding towards the teaching profession could be designed and carried out to identify reference points and areas where the teaching profession may continuously strive for the promotion of social recognition.

7.4 As the distribution of survey to prospective teachers was severely affected by the serious situation of COVID-19, it is strongly recommended that future research may be carried out to further examine prospective teachers' expectations and understanding of Hong Kong secondary school teachers.

7.5 Future research directions may include: comparative analysis on the teaching professionalism across regions with similar characteristics as Hong Kong, such as the topic of professional values and conducts; research on how to attract the future generation to continue to join the teaching profession, and whether the recent social circumstances may affect their decisions. The impacts of recent EDB policies and actions on teachers' professional status and social recognition may be worth investigating as well.

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Appendix 2: Media Count Findings

Media count results

Members of the Education Field	Appearance as interviewee (%)	Non-education Field	Appearance as interviewee (%)
Principals	16.1%	Government officials and Legislative Council members	12.5 %
Teachers	7.7 %	NGO	10.9 %
Student	23%	Professional	5.6 %
University Staff	17.6 %	Others	6.6 %
Total	**64.4%**	**Total**	**35.6 %**

Media counted

	TV show (No. of Interviewee)	Radio show (No. of Interviewee)	Newspaper reports (No. of Interviewee)	Total
8-14 July 2018	7 (7)	11 (23)	407 (600)	425 (630)
2- 8 Sept 2018	7 (10)	13 (14)	218 (314)	238 (338)
17-23 Feb 2019	1 (2)	6 (12)	104 (125)	111 (139)
19-25 May 2019	4 (5)	3 (3)	105 (110)	112 (118)
Total no. of shows and newspaper reports	**19**	**33**	**834**	**886**
Total no. of interviewees	**24**	**52**	**1149**	**1225**

Appendix 3: Survey Participants Demographics

Gender

	Principals (%, N=107)	Teachers (%, N=443)	Parents (%, N=2030)	Prospective teachers (%, N=99)
Male	52	48	26	28
Female	39	49	74	72

Age

Age group	Principals (%, N=107)	Teachers (%, N=443)	Parents (%, N=2030)
Below 25	0	15	*
26–35	0	37	4
36–45	13	25	42
46–55	47	18	47
56 or above	34	3	7

Year of Study (Prospective Teachers)

Year of study**	Prospective teachers (%, N=99)
1	33
2	19
3	9
4	10
5 or above	28

* Data of parents who reported to be of an age below 25 are treated as reporting error.
**The duration of study of full-time undergraduate education degrees in Hong Kong is normally 5 years.

Appendix 4: Focus Group Participants Demographics

	Number of interviewees	Number of interviews	Hours of interview of all sessions
Principals	26	2	3
Professionals	22	8	8
Teachers	6	2	3
Parents	5	2	2
Total	**59**	**14**	**16**

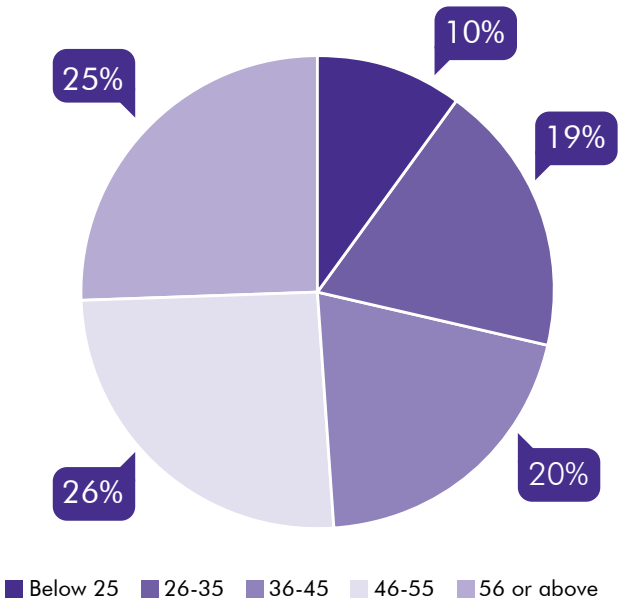
Participants demographics

Male	30
Female	29

Age

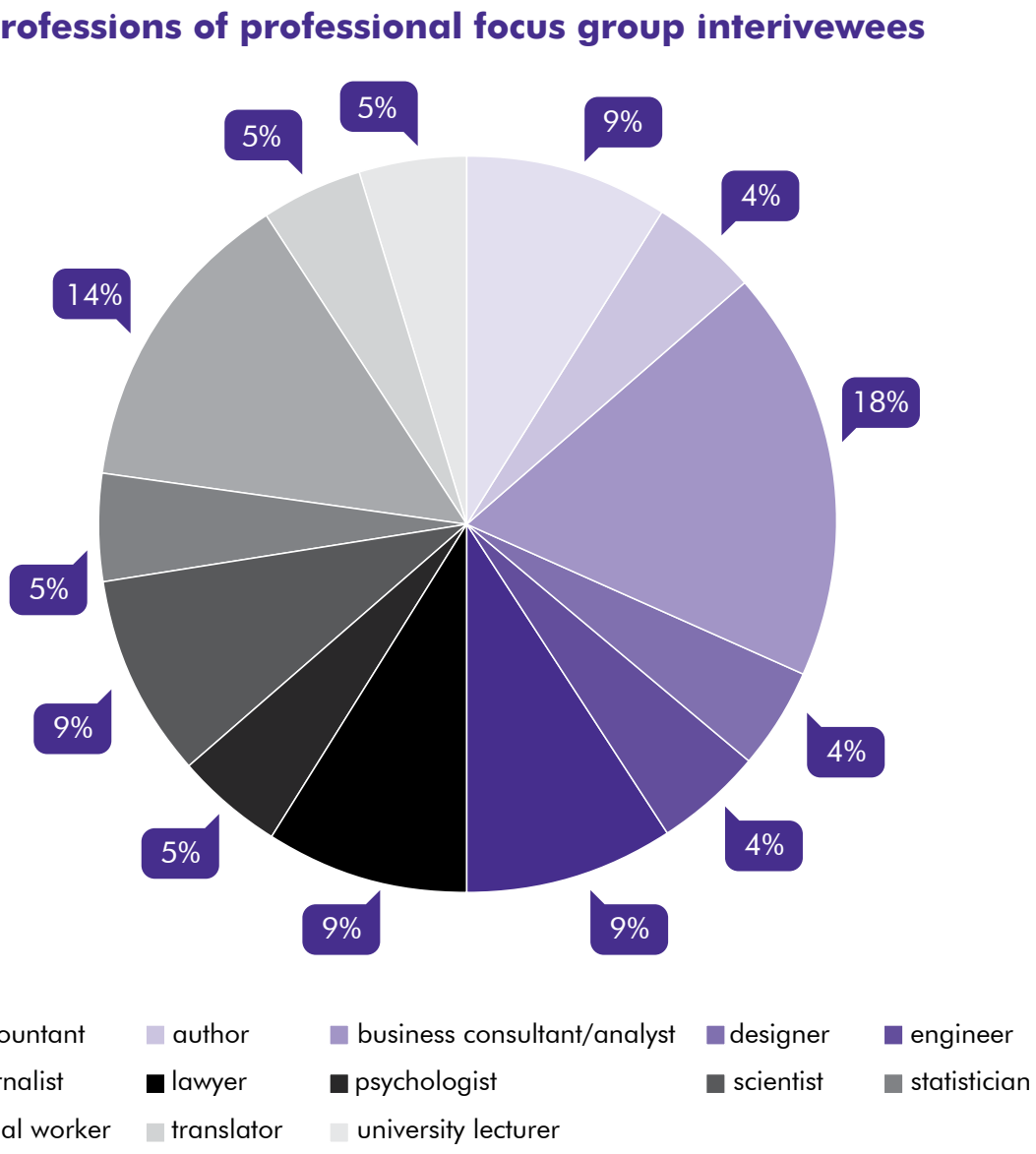
Age group	Number of interviewees
Below 25	6
26–35	11
36–45	12
46–55	15
56 or above	15

Age distribution of focus group participants



Professions of professional focus group interviewees

The professions of the 22 professional focus group interviewees are as follows (in alphabetical order): accountant (2), author (1), business consultant/analyst (4), designer (1), engineer (1), journalist (2), lawyer (2), psychologist (1), scientist (2), statistician (1), social worker (3), translator (1), and university lecturer (1).



Appendix 5: Sample — Survey (Principals)

如何提升香港中學教師之專業地位及認同程度研究
問卷調查（校長問卷）

致　貴校校長：
香港中學校長會有限公司現正委託香港政策研究所展開「如何提升香港中學教師之專業地位及認同程度」研究。此問卷希望檢視現時學界對香港中學教師專業地位之看法、了解中學教師在社會所獲得的認同程度。請於❑內加上✓號，你的回答將會以匯總、合併及平均值反映，並不會就個人答案進行分析，所有資料皆會保密處理。感謝閣下的參與！

Section I. 校長專業行為 Professional Behaviors

請問你從事教育行業後，參與以下專業活動的大概頻率？

	範疇	三個月內曾經做過	半年內曾經做過	一年內曾經做過	從未	不適用
PRS01	參與個人或合作研究	❑1	❑2	❑3	❑4	❑0
PRS02	參與教師組織以爭取教師權益	❑1	❑2	❑3	❑4	❑0
PRS03	參與教師組織以提升技能與素養	❑1	❑2	❑3	❑4	❑0
PRS04	與同校教師分享專業學習得到的知識及技能	❑1	❑2	❑3	❑4	❑0
PRS05	與校內同工作專業交流或合作研究	❑1	❑2	❑3	❑4	❑0
PRS06	向公眾推廣對教育專業的認識	❑1	❑2	❑3	❑4	❑0
PRS07	參與或帶領有關教育的社區服務志願工作	❑1	❑2	❑3	❑4	❑0
SDD01	主動參與政府的教育政策釐訂及相關計劃諮詢或會議	❑1	❑2	❑3	❑4	❑0
SDD02	舉辦活動以營造關懷愉悅的校園氣氛	❑1	❑2	❑3	❑4	❑0
SDD03	參與或帶領學校政策討論	❑1	❑2	❑3	❑4	❑0
SDD04	推廣學校文化和形象	❑1	❑2	❑3	❑4	❑0
SDD05	配合學校願景與使命進行教學	❑1	❑2	❑3	❑4	❑0
SDD06	參與或帶領與家長有關的活動，如親子活動、家長講座等	❑1	❑2	❑3	❑4	❑0
SDD07	與學生家長溝通	❑1	❑2	❑3	❑4	❑0
SDD08	檢視社會轉變對學校未來發展的影響	❑1	❑2	❑3	❑4	❑0

	範疇	三個月內曾經做過	半年內曾經做過	一年內曾經做過	從未	不適用
STD01	有系統地識別不同學生的不同需要	❑1	❑2	❑3	❑4	❑0
STD02	因應學生的不同需要提供學習上支援	❑1	❑2	❑3	❑4	❑0
STD03	參與或帶領師生活動，建立良好師生關係	❑1	❑2	❑3	❑4	❑0
STD04	為學生提供關顧活動，如課後課業輔導、家訪等	❑1	❑2	❑3	❑4	❑0
STD05	為學生策劃多元學習計畫	❑1	❑2	❑3	❑4	❑0
STD06	為學生策劃跨文化活動	❑1	❑2	❑3	❑4	❑0
STD07	擔任輔導者角色	❑1	❑2	❑3	❑4	❑0
STD08	為學生全人發展提供意見	❑1	❑2	❑3	❑4	❑0
STD09	向學生講解現今世界的發展	❑1	❑2	❑3	❑4	❑0
STD10	向學生宣揚終身學習	❑1	❑2	❑3	❑4	❑0
STD11	協助學生發展潛能	❑1	❑2	❑3	❑4	❑0
STD12	為學生策劃與創新、創意相關之活動(如創新科技、創意設計等範疇之活動)	❑1	❑2	❑3	❑4	❑0
TLD01	評估學生學習成果	❑1	❑2	❑3	❑4	❑0
TLD02	根據學生學習評估成果調整教學或管理內容	❑1	❑2	❑3	❑4	❑0
TLD03	將專業學習得到的知識及技能應用到教學或管理當中	❑1	❑2	❑3	❑4	❑0
TLD04	更新教學內容或管理知識	❑1	❑2	❑3	❑4	❑0
TLD05	改善現行校本課程框架	❑1	❑2	❑3	❑4	❑0
TLD06	閱讀科目課程文件	❑1	❑2	❑3	❑4	❑0
TLD07	主動參與持續進修課程或專業發展活動	❑1	❑2	❑3	❑4	❑0
TLD08	使用多媒體進行教學或管理	❑1	❑2	❑3	❑4	❑0
TLD09	參與或帶領校本有關特定科目的教學方法分享及交流會	❑1	❑2	❑3	❑4	❑0
TLD10	參加校外有關特定科目的分享及交流會	❑1	❑2	❑3	❑4	❑0
TLD11	透過協作方式進行教學或管理	❑1	❑2	❑3	❑4	❑0

Section II. 專業價值與守則 Professional Values and Conduct

就以下不同的說法，您較同意哪一方？

	同意左方←傾向同意左方			傾向同意右方 →同意右方			
教師應使學生與自己立場一致	❑1	❑2	❑3	❑4	❑5	❑6	教師應對學生任何立場持開放態度
教師在合約規範下擁有罷工權	❑1	❑2	❑3	❑4	❑5	❑6	教師有責任在任何情況下仍然緊守教學崗位
教師應擁有言論自由，可自由發表意見	❑1	❑2	❑3	❑4	❑5	❑6	教師應小心所發表之言論
教師可自由參與社會活動	❑1	❑2	❑3	❑4	❑5	❑6	教師應避免參與社會活動
教師沒有責任鼓勵或勸阻學生參與違法或非違法活動	❑1	❑2	❑3	❑4	❑5	❑6	教師有責任鼓勵或勸阻學生參與違法或非違法活動
教師應按照不同學生經濟背景所能負擔的資源提供不同的學習機會	❑1	❑2	❑3	❑4	❑5	❑6	教師不應因學生之經濟背景影響學生之學習機會
教師只是傳達知識的工作者，關於學生、家長與學校之關係均不應該插手	❑1	❑2	❑3	❑4	❑5	❑6	教師有責任建立學生、家長與學校之間的良好關係
教師只負責教授道德價值，不須把所教授之道德價值套用在自己身上	❑1	❑2	❑3	❑4	❑5	❑6	教師應以身作則，把所有教授之道德價值套用並體現在自己身上
教師是一份工作，下班後應享有個人生活	❑1	❑2	❑3	❑4	❑5	❑6	教師是一個身分，下班後仍須顧及專業形象

Section III. 校長自我評價

你認為右方對象在下列不同範疇*表現有多大程度的專業性？	我本人				同校同儕				同校資深教師				同校新晉教師			
	十分專業	專業	可加強	不專業	十分專業	專業	可加強	不專業	十分專業	專業	可加強	不專業	十分專業	專業	可加強	不專業
a. 教與學	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
b. 學生發展	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
c. 學校發展	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
d. 專業群體關係及服務	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
e. 專業價值與守則	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
f. 以德潤才，貫徹全人成長及均衡發展的理念	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
g. 博學啟思，塑造好學敏求的學習型組織	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
h. 高瞻遠矚，推動教育變革及學校持續進步	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4

**所述範疇由教育局及教師及校長專業發展委員會提出*

Section IV. 對於香港中學教師之專業性，閣下有甚麼意見或看法嗎？

Section V. 對於向公眾推廣香港中學教師之專業性，以提升中學教師之社會認同程度，閣下有甚麼意見或看法嗎？

Section VI. 基本資料 Background Information

a. 性別	❑1 男	❑2 女		
b. 年齡	❑1 25歲或以下	❑2 26-35歲	❑3 36-45歲	
	❑4 46-55歲	❑5 56歲或以上		
c. 擔任教師年資	❑1 5年或以下	❑2 6至10年	❑3 11至15年	
	❑4 16至20年	❑5 20年以上		
d. 擔任校長年資	❑1 5年或以下	❑2 6至10年	❑3 11至15年	
	❑4 16至20年	❑5 20年以上		
e. 獲得最高學歷地區	❑1 香港	❑2 中國內地	❑3 台灣	
	❑4 美國	❑5 英國	❑6 加拿大	
	❑7 澳洲及紐西蘭	❑8 其他地區（請註明）：		
f. 最高學歷	❑1 學士	❑2 碩士	❑3 博士或以上	

問卷完，感謝閣下的參與！

How to Promote Hong Kong Secondary School Teachers' Professional Status and Social Recognition Research Questionnaire (Principal)

Dear Principals,

The Hong Kong Association of the Heads of Secondary Schools has commissioned the Hong Kong Policy Research Institute to study the issue of secondary school teachers' professional status and social recognition in Hong Kong. This questionnaire aims at viewing the opinions of current education professionals on this issue. Please ✓the appropriate boxes. Your responses will be presented as combined, compiled and averaged data. None of them will be analysed individually and all information will be handled in strict confidence. Thank you for your participation!

Section I. Professional behaviour

How often have you taken part in these professional activities since joining the education field?

	Area	Within 3 months	Half a year	Within a year	Never	N/A
PRS01	Participating in individual or collegial study	❑1	❑2	❑3	❑4	❑0
PRS02	Joining teachers' union/ association to fight for the rights of teachers	❑1	❑2	❑3	❑4	❑0
PRS03	Joining teachers' union/ association to enhance professional skills and qualities	❑1	❑2	❑3	❑4	❑0
PRS04	Sharing knowledge and skills acquired from professional learning with teachers in school	❑1	❑2	❑3	❑4	❑0
PRS05	Having professional sharing or collaborative studies with teachers in school	❑1	❑2	❑3	❑4	❑0
PRS06	Promoting teaching professionalism to the public	❑1	❑2	❑3	❑4	❑0
PRS07	Participating in or leading education-related community services and voluntary work	❑1	❑2	❑3	❑4	❑0
SDD01	Participating actively in government advisory bodies, consultations or conferences on education policies and related projects	❑1	❑2	❑3	❑4	❑0
SDD02	Organising activities to cultivate a caring and joyful school climate	❑1	❑2	❑3	❑4	❑0
SDD03	Participating in/leading discussion on school policy	❑1	❑2	❑3	❑4	❑0

	Area	Within 3 months	Half a year	Within a year	Never	N/A
SDD04	Promoting school culture and image	❑1	❑2	❑3	❑4	❑0
SDD05	Adapting school vision and mission in teaching	❑1	❑2	❑3	❑4	❑0
SDD06	Participating in or leading parent-related activities, e.g. parent-child activities, parents' talks etc.	❑1	❑2	❑3	❑4	❑0
SDD07	Communicating with parents	❑1	❑2	❑3	❑4	❑0
SDD08	Reviewing the impact of social changes on future school development	❑1	❑2	❑3	❑4	❑0
STD01	Identifying students' diverse needs systematically	❑1	❑2	❑3	❑4	❑0
STD02	Providing learning support to students with diverse needs	❑1	❑2	❑3	❑4	❑0
STD03	Participating in or leading teacher-student activities to build up good teacher-student relationship	❑1	❑2	❑3	❑4	❑0
STD04	Providing pastoral care for students, such as after school tutoring, home visits etc.	❑1	❑2	❑3	❑4	❑0
STD05	Planning and organizing different learning experiences for students	❑1	❑2	❑3	❑4	❑0
STD06	Organising intercultural events for students	❑1	❑2	❑3	❑4	❑0
STD07	Taking up a counselor role	❑1	❑2	❑3	❑4	❑0
STD08	Giving students advice on their whole-person development	❑1	❑2	❑3	❑4	❑0
STD09	Explaining the world's current development to students	❑1	❑2	❑3	❑4	❑0
STD10	Promoting life-long learning to students	❑1	❑2	❑3	❑4	❑0
STD11	Helping students develop their potentials	❑1	❑2	❑3	❑4	❑0
STD12	Organising for students activities related to innovation and creativity (e.g. innovative technology, creative design, etc.)	❑1	❑2	❑3	❑4	❑0

	Area	Within 3 months	Half a year	Within a year	Never	N/A
TLD01	Assessing students' learning outcomes	❑1	❑2	❑3	❑4	❑0
TLD02	Adjusting the teaching contents or school management based on the outcome of student assessment	❑1	❑2	❑3	❑4	❑0
TLD03	Applying the knowledge and skills acquired from professional training in teaching	❑1	❑2	❑3	❑4	❑0
TLD04	Updating subject knowledge	❑1	❑2	❑3	❑4	❑0
TLD05	Improving the current school-based curriculum framework	❑1	❑2	❑3	❑4	❑0
TLD06	Reading up curriculum documents	❑1	❑2	❑3	❑4	❑0
TLD07	Actively participating in continuous professional development courses or activities	❑1	❑2	❑3	❑4	❑0
TLD08	Making use of multi-media in teaching or school management	❑1	❑2	❑3	❑4	❑0
TLD09	Participating in or leading school-based experience sharing on the pedagogy of specific subjects	❑1	❑2	❑3	❑4	❑0
TLD10	Participating in subject-related sharing sessions or seminars outside school	❑1	❑2	❑3	❑4	❑0
TLD11	Teaching or managing in a collaborative manner	❑1	❑2	❑3	❑4	❑0

Section II. Professional values and conduct

With regard to the following different statements, which side do you agree more to?

Totally Agree ← Tend to agree to the statement on the left							Tend to agree to the statement on the right → Totally agree
Teachers should make students have the same stance as theirs'.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should be open to students' stance.
Teachers have the right to strike within the provisions of their contracts.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers have the responsibility to be remain steadfast in their teaching duty under whatever circumstances.
Teachers should enjoy freedom of speech to allow them to express their opinions freely.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should be cautious when they exercise their freedom of speech.
Teachers can freely participate in social events.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should avoid participating in social events.
Teachers do not have the responsibility to encourage nor discourage students from participating in legal or illegal activities.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers have the responsibility to encourage or discourage students from participating in legal or illegal activities.
Teachers should provide different learning opportunities for students based on what their financial background can support.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should not let students' financial background affect their learning opportunities.
The job of teachers is only for knowledge transmission. They should not intervene in the relationship between students, parents and the school.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers have the responsibility to establish the relationship between students, parents and the school.
Teachers are only responsible for imparting moral values to students. They do not have to apply the same moral values on themselves.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should act as role models and live out the moral values that they teach.
Teaching is merely a job. Teachers should be able to enjoy their personal life after working hours.	❑1	❑2	❑3	❑4	❑5	❑6	'Teacher' is an identity. Teachers should be mindful of their professional image even after working hours.

Section III. Principals' self–assessment

How professional in the following domains* are those listed on the right?	Myself				Colleagues from the same school				Senior teachers from the same school				Junior teachers from the same school			
	Very Professional	Satisfactory	Can be strenghened	Unsatisfactory	Very Professional	Satisfactory	Can be strenghened	Unsatisfactory	Very Professional	Satisfactory	Can be strenghened	Unsatisfactory	Very Professional	Satisfactory	Can be strenghened	Unsatisfactory
a. Teaching and learning	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
b. Students' development	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
c. School development	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
d. Professional relationships and services	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
e. Professional values and conduct	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
f. Being ethical enablers, living out the mission of enabling holistic growth and a balanced development of students	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
g. Being versatile architects, nurturing an intellectual disposition in school	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
h. Being visionary edupreneurs, promoting education reform and sustainable progress of the school	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4

**The professional domains listed above are adopted from EDB, ACTEQ and COTAP*

Section IV. What opinions or views do you have on the professionalism of Hong Kong secondary school teachers?

Section V. What opinions or views do you have on enhancing secondary school teachers' social recognition through promoting to the public their professionalism?

Section VI. Background information

a.	Sex	❑1	Male	❑2	Female		
b.	Age	❑1	25 or below	❑2	26-35	❑3	36-45
		❑4	46-55	❑5	56 or above		
c.	Teaching experience	❑1	Less than 5 years	❑2	6 to 10 years	❑3	11 to 15 years
		❑4	16 to 20 years	❑5	Over 20 years		
d.	Length of Principalship	❑1	Less than 5 years	❑2	6 to 10 years	❑3	11 to 15 years
		❑4	16 to 20 years	❑5	Over 20 years		
e.	Country/ region where the highest education qualification was attained	❑1	Hong Kong	❑2	Mainland China	❑3	Taiwan
		❑4	4 United States	❑5	5 United Kingdom	❑6	Canada
		❑7	Australia and New Zealand	❑8	Others (please specify)		
f.	Highest qualification attained	❑1	Bachelor's degree	❑2	Master's degree	❑3	Doctoral degree or above

This is the end of the questionnaire.
Thank you so much for your participation!

Appendix 6: Sample — Survey (Teachers)

如何提升香港中學教師之專業地位及認同程度研究
問卷調查（教師問卷）

致　貴老師：
香港中學校長會現正委託香港政策研究所展開「如何提升香港中學教師之專業地位及認同程度」研究。此問卷希望檢視現時學界對香港中學教師專業地位之看法、了解中學教師在社會所獲得的認同程度。請於❑內加上✓號，你的回答將會以匯總、合併及平均值反映，並不會就個人答案進行分析，所有資料皆會保密處理。感謝閣下的參與！

Section I. 教師專業行為

請問你從事教育行業後，參與以下專業活動的大概頻率？

	範疇	三個月內	半年內	一年內	從未	不適用
PRS01	參與個人或合作研究	❑1	❑2	❑3	❑4	❑0
PRS02	參與教師組織以爭取教師權益	❑1	❑2	❑3	❑4	❑0
PRS03	參與教師組織以提升技能與素養	❑1	❑2	❑3	❑4	❑0
PRS04	與同儕分享專業學習得到的知識及技能	❑1	❑2	❑3	❑4	❑0
PRS05	與校內之同儕進行專業交流或合作研究	❑1	❑2	❑3	❑4	❑0
PRS06	向公眾推廣對教育專業的認識	❑1	❑2	❑3	❑4	❑0
PRS07	參與有關教育的社區服務志願工作	❑1	❑2	❑3	❑4	❑0
SDD01	主動參與政府的教育政策釐訂及相關計劃諮詢或會議	❑1	❑2	❑3	❑4	❑0
SDD02	舉辦活動以營造關懷愉悅的校園氣氛	❑1	❑2	❑3	❑4	❑0
SDD03	參與學校政策討論	❑1	❑2	❑3	❑4	❑0
SDD04	推廣學校文化和形象	❑1	❑2	❑3	❑4	❑0
SDD05	配合學校願景與使命進行教學	❑1	❑2	❑3	❑4	❑0
SDD06	參與與家長有關的活動，如親子活動、家長講座等	❑1	❑2	❑3	❑4	❑0
SDD07	與學生家長溝通	❑1	❑2	❑3	❑4	❑0
SDD08	檢視社會轉變對學校未來發展的影響	❑1	❑2	❑3	❑4	❑0

	範疇	三個月內	半年內	一年內	從未	不適用
STD01	有系統地識別不同學生的不同需要	❑1	❑2	❑3	❑4	❑0
STD02	因應學生的不同需要提供學習上支援	❑1	❑2	❑3	❑4	❑0
STD03	參與師生活動，建立良好師生關係	❑1	❑2	❑3	❑4	❑0
STD04	為學生提供關顧活動，如課後課業輔導、家訪等	❑1	❑2	❑3	❑4	❑0
STD05	為學生策劃多元學習計畫	❑1	❑2	❑3	❑4	❑0
STD06	為學生策劃學生跨文化活動	❑1	❑2	❑3	❑4	❑0
STD07	擔任輔導者角色	❑1	❑2	❑3	❑4	❑0
STD08	為學生全人發展提供意見	❑1	❑2	❑3	❑4	❑0
STD09	向學生講解現今世界的發展	❑1	❑2	❑3	❑4	❑0
STD10	向學生宣揚終身學習	❑1	❑2	❑3	❑4	❑0
STD11	協助學生發展潛能	❑1	❑2	❑3	❑4	❑0
STD12	為學生策劃於創新、創意相關之活動（如創新科技、創意設計等範疇之活動）	❑1	❑2	❑3	❑4	❑0
TLD01	評估學生學習成果	❑1	❑2	❑3	❑4	❑0
TLD02	根據學生學習評估成果調整教學內容	❑1	❑2	❑3	❑4	❑0
TLD03	將專業學習得到的知識及技能應用到教學當中	❑1	❑2	❑3	❑4	❑0
TLD04	更新教學內容知識	❑1	❑2	❑3	❑4	❑0
TLD05	改善現行校本課程框架	❑1	❑2	❑3	❑4	❑0
TLD06	閱讀科目課程文件	❑1	❑2	❑3	❑4	❑0
TLD07	主動參與持續進修課程或專業發展活動	❑1	❑2	❑3	❑4	❑0
TLD08	使用多媒體進行教學	❑1	❑2	❑3	❑4	❑0
TLD09	參與校本有關特定科目的教學方法分享及交流會	❑1	❑2	❑3	❑4	❑0
TLD10	參加校外有關特定科目的分享及交流會	❑1	❑2	❑3	❑4	❑0
TLD11	透過協作方式進行教學	❑1	❑2	❑3	❑4	❑0

Section II. 專業價值與守則

就以下不同的説法，您較同意哪一方？

	同意左方←傾向同意左方			傾向同意右方 →同意右方			
教師應使學生與自己立場一致	❑1	❑2	❑3	❑4	❑5	❑6	教師應對學生任何立場持開放態度
教師在合約規範下擁有罷工權	❑1	❑2	❑3	❑4	❑5	❑6	教師有責任在任何情況下仍然緊守教學崗位
教師應擁有言論自由，可自由發表意見	❑1	❑2	❑3	❑4	❑5	❑6	教師應小心所發表之言論
教師可自由參與社會活動	❑1	❑2	❑3	❑4	❑5	❑6	教師應避免參與社會活動
教師沒有責任鼓勵或勸阻學生參與違法或非違法活動	❑1	❑2	❑3	❑4	❑5	❑6	教師有責任鼓勵或勸阻學生參與違法或非違法活動
教師應按照不同學生經濟背景所能負擔的資源提供不同的學習機會	❑1	❑2	❑3	❑4	❑5	❑6	教師不應因學生之經濟背景影響學生之學習機會
教師只是傳達知識的工作者，關於學生、家長與學校之關係均不應該插手	❑1	❑2	❑3	❑4	❑5	❑6	教師有責任建立學生、家長與學校之間的良好關係
教師只負責教授道德價值，不須把所教授之道德價值套用在自己身上	❑1	❑2	❑3	❑4	❑5	❑6	教師應以身作則，把所有教授之道德價值套用並體現在自己身上
教師是一份工作，下班後應享有個人生活	❑1	❑2	❑3	❑4	❑5	❑6	教師是一個身分，下班後仍須顧及專業形象

Section III. 教師自我評價

你認為右方對象在下列不同範疇*表現有多大程度的專業性？	我本人				同校同儕				年資較高之教師				年資較低教師			
	十分專業	專業	可加強	不專業	十分專業	專業	可加強	不專業	十分專業	專業	可加強	不專業	十分專業	專業	可加強	不專業
a. 教與學	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
b. 學生發展	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
c. 學校發展	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
d. 專業群體關係及服務	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
e. 專業價值與守則	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
f. 關愛學生，支援學生全人成長	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
g. 啟發學生，結伴建構知識	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
h. 敬業樂群，彰顯專業精神	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4

**所述範疇由教育局及教師及校長專業發展委員會提出*

Section IV. 對於香港中學教師之專業性，閣下有甚麼意見或看法嗎？

Section V. 對於向公眾推廣香港中學教師之專業性，以提升中學教師之社會認同程度，閣下有甚麼意見或看法嗎？

Section VI. 基本資料

g.	性別	❑1 男	❑2 女	
h.	年齡	❑1 25歲或以下	❑2 26-35歲	❑3 36-45歲
		❑4 46-55歲	❑5 56歲或以上	
i.	教學年資	❑1 5年或以下	❑2 6至10年	❑3 11至15年
		❑4 16至20年	❑5 20年以上	
j.	現職	❑1 學位教師	❑2 高級學位教師	❑3 首席學位教師
k.	獲得最高學歷地區	❑1 香港	❑2 中國內地	❑3 台灣
		❑4 美國	❑5 英國	❑6 加拿大
		❑7 澳洲及紐西蘭	❑8 其他地區（請註明）：	
l.	最高學歷	❑1 學士	❑2 碩士	❑3 博士或以上

問卷完，感謝閣下的參與！

How to Promote Hong Kong Secondary School Teachers' Professional Status and Social Recognition Research Questionnaire (Teacher)

Dear Teachers,
The Hong Kong Association of the Heads of Secondary Schools has commissioned the Hong Kong Policy Research Institute to study the issue of secondary school teachers' professional status and social recognition in Hong Kong. This questionnaire aims at viewing the opinions of current education professionals on this issue. Please ✓the appropriate boxes. Your responses will be presented as combined, compiled and averaged data. None of them will be analysed individually and all information will be handled in strict confidence. Thank you for your participation!

Section I. Professional behaviour

How often have you taken part in the following professional activities since joining the education field?

	Area	Within 3 months	Half a year	Within a year	Never	N/A
PRS01	Participating in individual or collegial study	❑1	❑2	❑3	❑4	❑0
PRS02	Joining teachers' union/ association to fight for the rights of teachers	❑1	❑2	❑3	❑4	❑0
PRS03	Joining teachers' union/ association to enhance professional skills and qualities	❑1	❑2	❑3	❑4	❑0
PRS04	Sharing knowledge and skills acquired from professional learning with teachers in school	❑1	❑2	❑3	❑4	❑0
PRS05	Having professional sharing or collaborative studies with teachers in school	❑1	❑2	❑3	❑4	❑0
PRS06	Promoting teaching professionalism to the public	❑1	❑2	❑3	❑4	❑0
PRS07	Participating in or leading education-related community services and voluntary work	❑1	❑2	❑3	❑4	❑0
SDD01	Participating actively in government advisory bodies, consultations or conferences on education policies and related projects	❑1	❑2	❑3	❑4	❑0
SDD02	Organising activities to cultivate a caring and joyful school climate	❑1	❑2	❑3	❑4	❑0
SDD03	Participating in/leading discussion on school policy	❑1	❑2	❑3	❑4	❑0

	Area	Within 3 months	Half a year	Within a year	Never	N/A
SDD04	Promoting school culture and image	❑1	❑2	❑3	❑4	❑0
SDD05	Adopting school vision and mission in teaching	❑1	❑2	❑3	❑4	❑0
SDD06	Participating in or leading parent-related activities, e.g. parent-child activities, parents' talks, etc.	❑1	❑2	❑3	❑4	❑0
SDD07	Communicating with parents	❑1	❑2	❑3	❑4	❑0
SDD08	Reviewing the impact of social changes on future school development	❑1	❑2	❑3	❑4	❑0
STD01	Identifying students' diverse needs systematically	❑1	❑2	❑3	❑4	❑0
STD02	Providing learning support to students with diverse needs	❑1	❑2	❑3	❑4	❑0
STD03	Participating in or leading teacher-student activities to build up good teacher-student relationship	❑1	❑2	❑3	❑4	❑0
STD04	Providing pastoral care for students, such as after school tutoring, home visits etc.	❑1	❑2	❑3	❑4	❑0
STD05	Planning and organizing different learning experiences for students	❑1	❑2	❑3	❑4	❑0
STD06	Organizing intercultural events for students	❑1	❑2	❑3	❑4	❑0
STD07	Taking up a counselor role	❑1	❑2	❑3	❑4	❑0
STD08	Giving students advice on their whole-person development	❑1	❑2	❑3	❑4	❑0
STD09	Explaining the world's current development to students	❑1	❑2	❑3	❑4	❑0
STD10	Promoting life-long learning to students	❑1	❑2	❑3	❑4	❑0
STD11	Helping students develop their potentials	❑1	❑2	❑3	❑4	❑0
STD12	Organising for students activities related to innovation and creativity (e.g. innovative technology, creative design, etc.)	❑1	❑2	❑3	❑4	❑0

	Area	Within 3 months	Half a year	Within a year	Never	N/A
TLD01	Assessing students' learning outcomes	❑1	❑2	❑3	❑4	❑0
TLD02	Using student assessment results to adjust teaching content	❑1	❑2	❑3	❑4	❑0
TLD03	Applying the knowledge and skills acquired from professional training in teaching	❑1	❑2	❑3	❑4	❑0
TLD04	Updating subject knowledge	❑1	❑2	❑3	❑4	❑0
TLD05	Improving the current school-based curriculum framework	❑1	❑2	❑3	❑4	❑0
TLD06	Reading up curriculum documents	❑1	❑2	❑3	❑4	❑0
TLD07	Actively participating in continuous professional development courses or activities	❑1	❑2	❑3	❑4	❑0
TLD08	Making use of multi-media teaching	❑1	❑2	❑3	❑4	❑0
TLD09	Participating in or leading school-based experience sharing on the pedagogy of specific subjects	❑1	❑2	❑3	❑4	❑0
TLD10	Participating in subject-related sharing sessions or seminars outside school	❑1	❑2	❑3	❑4	❑0
TLD11	Teaching in a collaborative manner	❑1	❑2	❑3	❑4	❑0

Section II. Professional values and conduct

With regard to the following different statements, which side do you agree more to?

Totally Agree ← Tend to agree to the statement on the left				Tend to agree to the statement on the right → Totally agree			
Teachers should make students have the same stance as theirs'.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should be open to students' stance.
Teachers have the right to strike within the provisions of their contracts.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers have the responsibility to be remain steadfast in their teaching duty under whatever circumstances.
Teachers should enjoy freedom of speech to allow them to express their opinions freely.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should be cautious when they exercise their freedom of speech.
Teachers can freely participate in social events.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should avoid participating in social events.
Teachers do not have the responsibility to encourage nor discourage students from participating in legal or illegal activities.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers have the responsibility to encourage or discourage students from participating in legal or illegal activities.
Teachers should provide different learning opportunities for students based on what their financial background can support.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should not let students' financial background affect their learning opportunities.
The job of teachers is only for knowledge transmission. They should not intervene in the relationship between students, parents and the school.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers have the responsibility to establish the relationship between students, parents and the school.
Teachers are only responsible for imparting moral values to students. They do not have to apply the same moral values on themselves.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should act as role models and live out the moral values that they teach.
Teaching is merely a job. Teachers should be able to enjoy their personal life after working hours.	❑1	❑2	❑3	❑4	❑5	❑6	'Teacher' is an identity. Teachers should be mindful of their professional image even after working hours.

Section III. Teachers' self–assessment

How professional in the following domains* are those listed on the right?	Myself				Colleagues from the same school				Senior teachers from the same school				Junior teachers from the same school			
	Very Professional	Satisfactory	Can be strengthened	Unsatisfactory	Very Professional	Satisfactory	Can be strengthened	Unsatisfactory	Very Professional	Satisfactory	Can be strengthened	Unsatisfactory	Very Professional	Satisfactory	Can be strengthened	Unsatisfactory
a. Teaching and learning	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
b. Students' development	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
c. School development	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
d. Professional relationships and services	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
e. Professional values and conduct	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
f. Holistic nurturing of students and supporting their all-round growth	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
g. Inspirational co-constructors of knowledge	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4
h. Being committed professional role models	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4	❑1	❑2	❑3	❑4

**The professional domains listed above are adopted from EDB, ACTEQ and COTAP.*

Section IV. What opinions or views do you have on the professionalism of Hong Kong secondary school teachers?

Section V. What opinions or views do you have on enhancing secondary school teachers' social recognition through promoting to the public their professionalism?

Section VI. Background information

a.	Sex	❑1	Male	❑2	Female		
b.	Age	❑1	25 or below	❑2	26-35	❑3	36-45
		❑4	46-55	❑5	56 or above		
c.	Teaching experience	❑1	Less than 5 years	❑2	6 to 10 years	❑3	11 to 15 years
		❑4	16 to 20 years	❑5	Over 20 years		
d.	Current position	❑1	Graduate Master/ Mistress (GM)	❑2	Senior Graduate Master/Mistress (SGM)	❑3	Principal Graduate Master/Mistress (PGM)
e.	Country/ region where the highest education qualification was attained	❑1	Hong Kong	❑2	Mainland China	❑3	Taiwan
		❑4	United States	❑5	United Kingdom	❑6	Canada
		❑7	Australia and New Zealand	❑8	Others (please specify)		
f.	Highest qualification attained	❑1	Bachelor's degree	❑2	Master's degree	❑3	Doctoral degree or above

This is the end of the questionnaire.
Thank you so much for your participation!

Appendix 7: Sample — Survey (Parents)

如何提升香港中學教師之專業地位及認同程度研究
問卷調查（家長問卷）

致　貴家長：
香港中學校長會有限公司現委託香港政策研究所展開針對如何提升香港中學教師之專業地位及認同程度之研究。此問卷希望檢視現時學界對香港中學教師專業地位之看法、了解中學教師在社會所獲得的認同程度。請於❑內加上✓號，你的回答將會以匯總、合併及平均值反映，並不會就個人答案進行分析，所有資料皆會保密處理。感謝閣下的參與！

Section I. 教師專業行為

請問你在過去有否曾經參與/做過過以下活動？

	範疇	三個月內	半年內	一年內	從未
SDD06	參與與家校有關的活動，如親子活動、家長講座等	❑1	❑2	❑3	❑4
SDD07	與教師溝通，如「見家長」、電話訪談等	❑1	❑2	❑3	❑4
STD04	接待教師家訪	❑1	❑2	❑3	❑4
STD07	接受教師向家長或家庭提供輔導	❑1	❑2	❑3	❑4

整體而言，請問你對教師以下的能力有多大信心？

	範疇	很大信心	有信心	沒有信心	完全沒信心
STD01	有系統地識別不同學生的不同需要	❑1	❑2	❑3	❑4
STD02	因應學生的不同需要提供學習上支援	❑1	❑2	❑3	❑4
STD03	參與師生活動，建立良好師生關係	❑1	❑2	❑3	❑4
STD05	策動多元學習計畫	❑1	❑2	❑3	❑4
STD06	設計學生跨文化活動	❑1	❑2	❑3	❑4
STD08	為學生全人發展提供意見	❑1	❑2	❑3	❑4
STD09	向學生講解現今世界的發展	❑1	❑2	❑3	❑4
STD10	向學生宣揚終身學習	❑1	❑2	❑3	❑4
STD11	協助學生發展潛能	❑1	❑2	❑3	❑4
STD12	參與創新、創意相關之活動（如創新科技、創意設計等範疇之活動）	❑1	❑2	❑3	❑4

Section II. 專業價值與守則

就以下不同的説法，您較同意哪一方？

	同意左方←傾向同意左方			傾向同意右方 →同意右方			
教師應使學生與自己立場一致	❑1	❑2	❑3	❑4	❑5	❑6	教師應對學生任何立場持開放態度
教師在合約規範下擁有罷工權	❑1	❑2	❑3	❑4	❑5	❑6	教師有責任在任何情況下仍然緊守教學崗位
教師應擁有言論自由，可自由發表意見	❑1	❑2	❑3	❑4	❑5	❑6	教師應小心所發表之言論
教師可自由參與社會活動	❑1	❑2	❑3	❑4	❑5	❑6	教師應避免參與社會活動
教師沒有責任鼓勵或勸阻學生參與違法或非違法活動	❑1	❑2	❑3	❑4	❑5	❑6	教師有責任鼓勵或勸阻學生參與違法或非違法活動
教師應按照不同學生經濟背景所能負擔的資源提供不同的學習機會	❑1	❑2	❑3	❑4	❑5	❑6	教師不應因學生之經濟背景影響學生之學習機會
教師只是傳達知識的工作者，關於學生、家長與學校之關係均不應該插手	❑1	❑2	❑3	❑4	❑5	❑6	教師有責任建立學生、家長與學校之間的良好關係
教師只負責教授道德價值，不須把所教授之道德價值套用在自己身上	❑1	❑2	❑3	❑4	❑5	❑6	教師應以身作則，把所有教授之道德價值套用並體現在自己身上
教師是一份工作，下班後應享有個人生活	❑1	❑2	❑3	❑4	❑5	❑6	教師是一個身分，下班後仍須顧及專業形象

Section III. 教師評價

你認為下列不同範疇有多重要？ 香港中學教師在這些範疇表現專業嗎？

		重要程度 (1為不重要，5為十分重要)					十分專業	專業	可加強	不專業
		1	2	3	4	5				
a.	教與學 如根據學生學習評估成果調整教學內容；將專業學習得到的知識及技能應用到教學中；主動參與持續進修課程或專業發展活動；使用多媒體或透過協作方式進行教學；參與有關特定科目的教學方法分享及交流會	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4
b.	學生發展 (詳見第一部份)	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4
c.	學校發展 如主動參與政府的教育政策釐訂及相關計劃諮詢或會議；舉辦活動以營造關懷愉悅的校園氣氛；參與學校政策討論；推廣學校文化和形象；配合學校願景與使命進行教學；檢視社會轉變對學校未來發展的影響。	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4
d.	專業群體關係及服務 如參與個人或合作研究；參與教師組織以爭取教師權益或提升技能與素養；與同儕分享專業學習得到的知識及技能，或進行專業交流或合作研究；向公眾推廣對教育專業的認識；參與有關教育的社區服務志願工作。	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4
e.	專業價值與守則 (詳見第二部份)	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4
f.	關愛學生，支援學生全人成長	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4
g.	啟發學生，結伴建構知識	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4
h.	敬業樂群，彰顯專業精神	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4

Section IV. 教師觀感

你有多大程度認同以下陳述？

	陳述	十分認同	認同	不認同	十分不認同
a.	我會希望我的小孩長大後擔任教師	❑1	❑2	❑3	❑4
b.	如果我有家庭成員任職教師，我會感到驕傲	❑1	❑2	❑3	❑4
c.	中學教師的薪酬應根據其工作評估結果而調整	❑1	❑2	❑3	❑4
d.	我信任現時之教育制度	❑1	❑2	❑3	❑4
e.	我認為現時教師為學生提供良好教育	❑1	❑2	❑3	❑4
f.	我信任教師	❑1	❑2	❑3	❑4
g.	香港應成立教師公會或類似組織，以推動教師的專業地位和社會認同	❑1	❑2	❑3	❑4

Section V. 教師與其他職業比較

請根據你認為的專業程度對以下職業進行評分（1為最低分，6為最高分）

	職業	1	2	3	4	5	6
a.	中學教師	❑6	❑5	❑4	❑3	❑2	❑1
b.	科學家	❑6	❑5	❑4	❑3	❑2	❑1
c.	醫生	❑6	❑5	❑4	❑3	❑2	❑1
d.	護士	❑6	❑5	❑4	❑3	❑2	❑1
e.	建築師和工程師	❑6	❑5	❑4	❑3	❑2	❑1
f.	時裝及珠寶設計師	❑6	❑5	❑4	❑3	❑2	❑1
g.	大學教授	❑6	❑5	❑4	❑3	❑2	❑1
h.	律師和法官	❑6	❑5	❑4	❑3	❑2	❑1
i.	會計師	❑6	❑5	❑4	❑3	❑2	❑1
j.	商業顧問和分析師	❑6	❑5	❑4	❑3	❑2	❑1
k.	社會工作者	❑6	❑5	❑4	❑3	❑2	❑1
l.	翻譯員	❑6	❑5	❑4	❑3	❑2	❑1
m.	記者	❑6	❑5	❑4	❑3	❑2	❑1
n.	作家	❑6	❑5	❑4	❑3	❑2	❑1
o.	圖書管理員	❑6	❑5	❑4	❑3	❑2	❑1

Section VI. 對於香港中學教師之專業性，閣下有甚麼意見或看法嗎？

Section VII.對於向公眾推廣香港中學教師之專業性，以提升中學教師之社會認同程度，閣下有甚麼意見或看法嗎？

Section VI. 基本資料

a. 性別	❑1 男	❑2 女		
b. 年齡	❑1 25歲或以下	❑2 26-35歲	❑3 36-45歲	
	❑4 46-55歲	❑5 56歲或以上		
c. 月收入	❑1 $10,000或以下	❑2 $10,001-$20,000	❑3 $20,001-$30,000	
	❑4 $30,001-$40,000	❑5 $40,001-$50,000	❑6 $50,000以上	
d. 最高學歷	❑1 小學或以下	❑2 中學	❑3 大學	
	❑1 碩士	❑2 博士或以上	❑3 台灣	
e. 最高學歷獲得地區	❑1 香港	❑2 中國內地	❑3 台灣	
	❑4 美國	❑5 英國	❑6 加拿大	
	❑7 澳洲及紐西蘭	❑8 其他地區（請註明）：		

問卷完，感謝閣下的參與！

How to Promote Hong Kong Secondary School Teachers' Professional Status and Social Recognition Research Questionnaire (Parents)

Dear Parents,

The Hong Kong Association of the Heads of Secondary Schools has commissioned the Hong Kong Policy Research Institute to study the issue of secondary school teachers' professional status and social recognition in Hong Kong. This questionnaire aims at viewing the opinions of current education professionals on this issue. Please ✓the appropriate boxes. Your responses will be presented as combined, compiled and averaged data. None of them will be analysed individually and all information will be handled in strict confidence. Thank you for your participation!

Section I. Teachers' professional behaviour

How often have you taken part in these activities?

	Area	Within 3 months	Half a year	Within a year	Never
SDD06	Participating in school activities, such as parent-child activities, talks and seminars for parents	❑1	❑2	❑3	❑4
SDD07	Communicating with teachers, e.g. meeting teachers in person or talking through phone calls	❑1	❑2	❑3	❑4
STD04	Receiving teachers who pay home visits	❑1	❑2	❑3	❑4
STD07	Parent or family counseling services provided by teachers	❑1	❑2	❑3	❑4

In general, how confident are you of the abilities of teachers in the following areas?

	Area	Very confident	Confident	Unconfident	Very unconfident
STD01	Identifying students' diverse needs systematically	❑1	❑2	❑3	❑4
STD02	Providing learning support to students with diverse needs	❑1	❑2	❑3	❑4
STD03	Participating in or leading teacher-student activities to build up good teacher-student relationship	❑1	❑2	❑3	❑4
STD05	Planning and organizing different learning experiences for students	❑1	❑2	❑3	❑4
STD06	Organising intercultural events for students	❑1	❑2	❑3	❑4
STD08	Giving students advice on their whole-person development	❑1	❑2	❑3	❑4
STD09	Explaining the world's development to students	❑1	❑2	❑3	❑4
STD10	Promoting life-long learning to students	❑1	❑2	❑3	❑4
STD11	Helping students develop their potentials	❑1	❑2	❑3	❑4
STD12	Organising for students activities related to innovation and creativity (e.g. innovative technology, creative design, etc.)	❑1	❑2	❑3	❑4

Section II. Professional values and conduct

With regard to the following different statements, which side do you agree more to?

Totally Agree ← Tend to agree to the statement on the left				Tend to agree to the statement on the right → Totally agree			
Teachers should make students have the same stance as theirs'.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should be open to students' stance.
Teachers have the right to strike within the provisions of their contracts.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers have the responsibility to be remain steadfast in their teaching duty under whatever circumstances.
Teachers should enjoy freedom of speech to allow them to express their opinions freely.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should be cautious when they exercise their freedom of speech.
Teachers can freely participate in social events.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should avoid participating in social events.
Teachers do not have the responsibility to encourage nor discourage students from participating in legal or illegal activities.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers have the responsibility to encourage or discourage students from participating in legal or illegal activities.
Teachers should provide different learning opportunities for students based on what their financial background can support.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should not let students' financial background affect their learning opportunities.
The job of teachers is only for knowledge transmission. They should not intervene in the relationship between students, parents and the school.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers have the responsibility to establish the relationship between students, parents and the school.
Teachers are only responsible for imparting moral values to students. They do not have to apply the same moral values on themselves.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should act as role models and live out the moral values that they teach.
Teaching is merely a job. Teachers should be able to enjoy their personal life after working hours.	❑1	❑2	❑3	❑4	❑5	❑6	'Teacher' is an identity. Teachers should be mindful of their professional image even after working hours.

Section III. Teacher appraisal

How important do you think are the following domains? Are Hong Kong secondary school teachers professional in them?

		Degree of importance (1 being very unimportant, 5 being very important)					Very Professional	Satisfactory	Can be strengthened	Unsatisfactory
		1	2	3	4	5				
a.	Teaching and learning Using student assessment results to adjust teaching content; Actively participating in continuous professional development courses or activities; Actively participating in continuous professional development courses or activities; Making use of multi-media teaching or teaching in a collaborative manner; Participating in subject-related sharing sessions or seminars outside school	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4
b.	Students' development (See Section I for details)	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4
c.	School development Participating actively in government advisory bodies, consultations or conferences on education policies and related projects; Organising activities to cultivate a caring and joyful school climate; Participating in school policy discussions; Promoting school culture and image; Adopting school vision and mission in teaching; Reviewing the impact of social changes on future school development.	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4
d.	Professional relationships and services Participating in individual or collegial study; Joining teachers' union/ association to fight for the rights of teachers; Joining teachers' union/ association to enhance professional skills and qualities; Sharing knowledge and skills acquired from professional learning with teachers in school; Having professional sharing or collaborative studies with teachers in school; Promoting teaching professionalism to the public; Participating in or leading education-related community services and voluntary work.	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4
e.	Professional values and conduct (See Section II for more details)	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4
f.	Holistic nurturing of students and supporting their all-round growth	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4
g.	Inspirational co-constructors of knowledge	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4
h.	Being committed professional role models	❑1	❑2	❑3	❑4	❑5	❑1	❑2	❑3	❑4

**The professional domains listed above are adopted from EDB, ACTEQ and COTAP.*

Section IV. Perception of teachers

To what extent do you agree to the following statements?

	Statement	Strongly agree	Agree	Disagree	Strongly disagree
a.	I hope that my children will become teachers when they grow up	❑1	❑2	❑3	❑4
b.	I will feel proud if I have a family member serving as a teacher	❑1	❑2	❑3	❑4
c.	Secondary school teachers' pay should be adjusted based on the appraisal of their performance	❑1	❑2	❑3	❑4
d.	I trust the current educational system	❑1	❑2	❑3	❑4
e.	I believe teachers at present are providing good education	❑1	❑2	❑3	❑4
f.	I trust teachers	❑1	❑2	❑3	❑4
g.	Hong Kong should establish a teachers' council or similar organization in order to promote their professional status and social recognition	❑1	❑2	❑3	❑4

Section V. Comparison with other professions

Please rate the following occupations based on your opinion of the professionalism they display (1 being the lowest degree of professionalism and 6 being the highest).

	Occupation	1	2	3	4	5	6
a.	Secondary school teacher	❑6	❑5	❑4	❑3	❑2	❑1
b.	Scientist	❑6	❑5	❑4	❑3	❑2	❑1
c.	Doctor	❑6	❑5	❑4	❑3	❑2	❑1
d.	Nurse	❑6	❑5	❑4	❑3	❑2	❑1
e.	Architect and engineer	❑6	❑5	❑4	❑3	❑2	❑1
f.	Fashion and jewelry designer	❑6	❑5	❑4	❑3	❑2	❑1
g.	University professor	❑6	❑5	❑4	❑3	❑2	❑1
h.	Lawyer and judge	❑6	❑5	❑4	❑3	❑2	❑1
i.	Accountant	❑6	❑5	❑4	❑3	❑2	❑1
j.	Business consultant and analyst	❑6	❑5	❑4	❑3	❑2	❑1
k.	Social worker	❑6	❑5	❑4	❑3	❑2	❑1
l.	Translator and interpreter	❑6	❑5	❑4	❑3	❑2	❑1
m.	Journalist	❑6	❑5	❑4	❑3	❑2	❑1
n.	Writer	❑6	❑5	❑4	❑3	❑2	❑1
o.	Librarian	❑6	❑5	❑4	❑3	❑2	❑1

Section IV. What opinions or views do you have on the professionalism of Hong Kong secondary school teachers?

Section V. What opinions or views do you have on enhancing secondary school teachers' social recognition through promoting to the public their professionalism?

Section VI. Background information

a.	Sex	❑1	Male	❑2	Female		
b.	Age	❑1	25 or below	❑2	26-35	❑3	36-45
		❑4	46-55	❑5	56 or above		
c.	Monthly income	❑1	$10,000 or below	❑2	$10,001-$20,000	❑3	$20,001-$30,000
		❑4	$30,001-$40,000	❑5	$40,001-$50,000	❑6	$50,000 or above
d.	Highest education qualification	❑1	Primary education or below	❑2	Secondary education	❑3	Bachelor's degree
		❑4	Master's degree	❑5	Doctoral degree or above		
e.	Country/ region where the highest education qualification was attained	❑1	Hong Kong	❑2	Mainland China	❑3	Taiwan
		❑4	United States	❑5	United Kingdom	❑6	Canada
		❑7	Australia and New Zealand	❑8	Others (please specify)		

This is the end of the questionnaire.
Thank you so much for your participation!

Appendix 8: Sample — Survey (Prospective teachers)

如何提升香港中學教師之專業地位及認同程度研究
問卷調查（準教師問卷）

同學你好：
香港中學校長會現正委託香港政策研究所展開「如何提升香港中學教師之專業地位及認同程度」研究。此問卷希望檢視現時學界對香港中學教師專業地位之看法、了解中學教師在社會所獲得的認同程度。請於❑內加上✓號，你的回答將會以匯總、合併及平均值反映，並不會就個人答案進行分析，所有資料皆會保密處理。感謝閣下的參與！

第一部份　教師專業行為

A.作為一位準教師，請問您期望一個專業的新晉教師，從事下面專業行為應有的頻率為多少?

	範疇	三個月一次	半年一次	一年一次	從未	不知道
PRS01	參與個人或合作研究	❑1	❑2	❑3	❑4	❑0
PRS02	參與教師組織以爭取教師權益	❑1	❑2	❑3	❑4	❑0
PRS03	參與教師組織以提升技能與素養	❑1	❑2	❑3	❑4	❑0
PRS04	與同儕分享專業學習得到的知識及技能	❑1	❑2	❑3	❑4	❑0
PRS05	與校內之同儕進行專業交流或合作研究	❑1	❑2	❑3	❑4	❑0
PRS06	向公眾推廣對教育專業的認識	❑1	❑2	❑3	❑4	❑0
PRS07	參與有關教育的社區服務志願工作	❑1	❑2	❑3	❑4	❑0
SDD01	主動參與政府的教育政策釐訂及相關計劃諮詢或會議	❑1	❑2	❑3	❑4	❑0
SDD02	舉辦活動以營造關懷愉悅的校園氣氛	❑1	❑2	❑3	❑4	❑0
SDD03	參與學校政策討論	❑1	❑2	❑3	❑4	❑0
SDD04	推廣學校文化和形象	❑1	❑2	❑3	❑4	❑0
SDD05	配合學校願景與使命進行教學	❑1	❑2	❑3	❑4	❑0
SDD06	參與與家長有關的活動，如親子活動、家長講座等	❑1	❑2	❑3	❑4	❑0
SDD07	與學生家長溝通	❑1	❑2	❑3	❑4	❑0
SDD08	檢視社會轉變對學校未來發展的影響	❑1	❑2	❑3	❑4	❑0

	範疇	三個月一次	半年一次	一年一次	從未	不知道
STD01	有系統地識別不同學生的不同需要	❑1	❑2	❑3	❑4	❑0
STD02	因應學生的不同需要提供學習上支援	❑1	❑2	❑3	❑4	❑0
STD03	參與師生活動，建立良好師生關係	❑1	❑2	❑3	❑4	❑0
STD04	為學生提供關顧活動，如課後課業輔導、家訪等	❑1	❑2	❑3	❑4	❑0
STD05	為學生策劃多元學習計畫	❑1	❑2	❑3	❑4	❑0
STD06	為學生策劃學生跨文化活動	❑1	❑2	❑3	❑4	❑0
STD07	擔任輔導者角色	❑1	❑2	❑3	❑4	❑0
STD08	為學生全人發展提供意見	❑1	❑2	❑3	❑4	❑0
STD09	向學生講解現今世界的發展	❑1	❑2	❑3	❑4	❑0
STD10	向學生宣揚終身學習	❑1	❑2	❑3	❑4	❑0
STD11	協助學生發展潛能	❑1	❑2	❑3	❑4	❑0
STD12	為學生策劃於創新、創意相關之活動（如創新科技、創意設計等範疇之活動）	❑1	❑2	❑3	❑4	❑0
TLD01	評估學生學習成果	❑1	❑2	❑3	❑4	❑0
TLD02	根據學生學習評估成果調整教學內容	❑1	❑2	❑3	❑4	❑0
TLD03	將專業學習得到的知識及技能應用到教學當中	❑1	❑2	❑3	❑4	❑0
TLD04	更新教學內容知識	❑1	❑2	❑3	❑4	❑0
TLD05	改善現行校本課程框架	❑1	❑2	❑3	❑4	❑0
TLD06	閱讀科目課程文件	❑1	❑2	❑3	❑4	❑0
TLD07	主動參與持續進修課程或專業發展活動	❑1	❑2	❑3	❑4	❑0
TLD08	使用多媒體進行教學	❑1	❑2	❑3	❑4	❑0
TLD09	參與校本有關特定科目的教學方法分享及交流會	❑1	❑2	❑3	❑4	❑0
TLD10	參加校外有關特定科目的分享及交流會	❑1	❑2	❑3	❑4	❑0
TLD11	透過協作方式進行教學	❑1	❑2	❑3	❑4	❑0

B.作為一位準教師，請問您期望一個專業的新升職教師（晉升至高級學位教師職級，如科主任），從事下面專業行為應有的頻率為多少？

	範疇	三個月一次	半年一次	一年一次	從未	不知道
PRS01	參與個人或合作研究	❑1	❑2	❑3	❑4	❑0
PRS02	參與教師組織以爭取教師權益	❑1	❑2	❑3	❑4	❑0
PRS03	參與教師組織以提升技能與素養	❑1	❑2	❑3	❑4	❑0
PRS04	與同儕分享專業學習得到的知識及技能	❑1	❑2	❑3	❑4	❑0
PRS05	與校內之同儕進行專業交流或合作研究	❑1	❑2	❑3	❑4	❑0
PRS06	向公眾推廣對教育專業的認識	❑1	❑2	❑3	❑4	❑0
PRS07	參與有關教育的社區服務志願工作	❑1	❑2	❑3	❑4	❑0
SDD01	主動參與政府的教育政策釐訂及相關計劃諮詢或會議	❑1	❑2	❑3	❑4	❑0
SDD02	舉辦活動以營造關懷愉悅的校園氣氛	❑1	❑2	❑3	❑4	❑0
SDD03	參與學校政策討論	❑1	❑2	❑3	❑4	❑0
SDD04	推廣學校文化和形象	❑1	❑2	❑3	❑4	❑0
SDD05	配合學校願景與使命進行教學	❑1	❑2	❑3	❑4	❑0
SDD06	參與與家長有關的活動，如親子活動、家長講座等	❑1	❑2	❑3	❑4	❑0
SDD07	與學生家長溝通	❑1	❑2	❑3	❑4	❑0
SDD08	檢視社會轉變對學校未來發展的影響	❑1	❑2	❑3	❑4	❑0
STD01	有系統地識別不同學生的不同需要	❑1	❑2	❑3	❑4	❑0
STD02	因應學生的不同需要提供學習上支援	❑1	❑2	❑3	❑4	❑0
STD03	參與師生活動，建立良好師生關係	❑1	❑2	❑3	❑4	❑0
STD04	為學生提供關顧活動，如課後課業輔導、家訪等	❑1	❑2	❑3	❑4	❑0
STD05	為學生策劃多元學習計畫	❑1	❑2	❑3	❑4	❑0
STD06	為學生策劃學生跨文化活動	❑1	❑2	❑3	❑4	❑0
STD07	擔任輔導者角色	❑1	❑2	❑3	❑4	❑0
STD08	為學生全人發展提供意見	❑1	❑2	❑3	❑4	❑0
STD09	向學生講解現今世界的發展	❑1	❑2	❑3	❑4	❑0
STD10	向學生宣揚終身學習	❑1	❑2	❑3	❑4	❑0

	範疇	三個月一次	半年一次	一年一次	從未	不知道
STD11	協助學生發展潛能	❑1	❑2	❑3	❑4	❑0
STD12	為學生策劃於創新、創意相關之活動（如創新科技、創意設計等範疇之活動）	❑1	❑2	❑3	❑4	❑0
TLD01	評估學生學習成果	❑1	❑2	❑3	❑4	❑0
TLD02	根據學生學習評估成果調整教學內容	❑1	❑2	❑3	❑4	❑0
TLD03	將專業學習得到的知識及技能應用到教學當中	❑1	❑2	❑3	❑4	❑0
TLD04	更新教學內容知識	❑1	❑2	❑3	❑4	❑0
TLD05	改善現行校本課程框架	❑1	❑2	❑3	❑4	❑0
TLD06	閱讀科目課程文件	❑1	❑2	❑3	❑4	❑0
TLD07	主動參與持續進修課程或專業發展活動	❑1	❑2	❑3	❑4	❑0
TLD08	使用多媒體進行教學	❑1	❑2	❑3	❑4	❑0
TLD09	參與校本有關特定科目的教學方法分享及交流會	❑1	❑2	❑3	❑4	❑0
TLD10	參加校外有關特定科目的分享及交流會	❑1	❑2	❑3	❑4	❑0
TLD11	透過協作方式進行教學	❑1	❑2	❑3	❑4	❑0

第二部份　專業價值與守則

就以下對立的說法，您較同意哪一方？

	同意左方←傾向同意左方			傾向同意右方→同意右方			
教師應使學生與自己立場一致	❑1	❑2	❑3	❑4	❑5	❑6	教師應對學生任何立場持開放態度
教師在合約規範下擁有罷工權	❑1	❑2	❑3	❑4	❑5	❑6	教師有責任在任何情況下仍然緊守教學崗位
教師應擁有言論自由，可自由發表意見	❑1	❑2	❑3	❑4	❑5	❑6	教師應小心所發表之言論
教師可自由參與社會活動	❑1	❑2	❑3	❑4	❑5	❑6	教師應避免參與社會活動
教師沒有責任鼓勵或勸阻學生參與違法或非違法活動	❑1	❑2	❑3	❑4	❑5	❑6	教師有責任鼓勵或勸阻學生參與違法或非違法活動
教師應按照不同學生經濟背景所能負擔的資源提供不同的學習機會	❑1	❑2	❑3	❑4	❑5	❑6	教師不應因學生之經濟背景影響學生之學習機會
教師只是傳達知識的工作者，關於學生、家長與學校之關係均不應該插手	❑1	❑2	❑3	❑4	❑5	❑6	教師有責任建立學生、家長與學校之間的良好關係
教師只負責教授道德價值，不須把所教授之道德價值套用在自己身上	❑1	❑2	❑3	❑4	❑5	❑6	教師應以身作則，把所有教授之道德價值套用並體現在自己身上
教師是一份工作，下班後應享有個人生活	❑1	❑2	❑3	❑4	❑5	❑6	教師是一個身分，下班後仍須顧及專業形象

第三部份　準教師培育

3a. 你在畢業後會考慮擔任教師嗎？

❑1 考慮　❑2 不考慮（請跳至第3c題）　❑3 未確定（請跳至第3d題）

3b. 您選擇擔任教師的原因是？（可多選）（完成後請跳至第3d題）

❑1 工作穩定性	❑2 薪高糧準	❑3 工作環境良好
❑4 教師形象正面	❑5 喜愛與年青人相處	❑6 對教育的熱誠
❑7 把知識傳授下一代	❑8 對社會有抱負	❑9 個人信仰
❑10 受家人影響	❑11 公開試成績之下最理想的選擇	❑12 其他（請註明）：

3c. 您選擇不擔任教師的原因是？（可多選）

❑1 社會認受性不足	❑2 社會氣氛	❑3 工作壓力太大
❑4 薪酬待遇不合理	❑5 畢業後教席難求	❑6 不想應付家長投訴
❑7 政府對教師支援不足	❑8 有更好的選擇	❑9 工作內容沉悶
❑10 修讀教育學位並不是本人首選		❑11 其他（請註明）：

3d. 就閣下所修讀的教師專業培訓，閣下認為以下範疇對成為一位專業的教師有多重要？

	範疇	極不重要	頗不重要	不太重要	少許重要	頗重要	極重要	不知道
TLD-1	任教學科知識	❑1	❑2	❑3	❑4	❑5	❑6	❑0
TLD-2	課程設計與發展	❑1	❑2	❑3	❑4	❑5	❑6	❑0
TLD-3	教學法	❑1	❑2	❑3	❑4	❑5	❑6	❑0
STD-1	特定群組學習需要(如SEN、NCS)	❑1	❑2	❑3	❑4	❑5	❑6	❑0
STD-2	學生輔導	❑1	❑2	❑3	❑4	❑5	❑6	❑0
STD-3	學生發展（如學生活動設計與實施）	❑1	❑2	❑3	❑4	❑5	❑6	❑0
STD-4	課室管理與學校訓導	❑1	❑2	❑3	❑4	❑5	❑6	❑0
SDD-1	教師發展與領導	❑1	❑2	❑3	❑4	❑5	❑6	❑0
SDD-2	教育研究法	❑1	❑2	❑3	❑4	❑5	❑6	❑0
PRS-1	教師專業價值與守則	❑1	❑2	❑3	❑4	❑5	❑6	❑0
PRS-2	教育哲學/ 教育社會學	❑1	❑2	❑3	❑4	❑5	❑6	❑0
PRS-3	學校制度、香港教育政策及相關法例	❑1	❑2	❑3	❑4	❑5	❑6	❑0
PRS-4	院校通識課程（如其他學院開設的課程）	❑1	❑2	❑3	❑4	❑5	❑6	❑0

3e 閣下認為以下因素對提升教師專業地位有多重要？

	範疇	極不重要	頗不重要	不太重要	少許重要	頗重要	極重要	不知道
P1A	個人自主專業知識和技能提升	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P1B	校內同工、教育界整體專業和學習氣氛	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P2A	教師個人職級升遷（如合約教師/ 常額教師/ 高級學位教師）	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P2B	整體教師權益改變（如資歷架構、薪金調整）	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P3A	教師專業進修課程和專業發展活動改變	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P3B	與教育以外的行業的交流（如商界、科技界）	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P4A	政府會在推行教育改革（如學制或課程改動）時諮詢教育界意見	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P4B	教師能在公開場合發表對教育議題的意見	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P5A	社會對教師專業的認受和評價	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P5B	教師能否配合社會趨勢改變（如對資訊科技素養的要求）	❑1	❑2	❑3	❑4	❑5	❑6	❑0

3f 假設閣下成為了一位教師，閣下有多大意願參與以下項目？

	範疇	極不重要	頗不重要	不太重要	少許重要	頗重要	極重要	不知道
P1AA	個人自主專業知識和技能提升	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P1BB	推動校內同工、甚至教育界整體專業和學習氣氛	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P2AA	爭取個人職級晉升遷（如得到常額教師教席、晉升至高級學位教師）	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P2BB	爭取教師權益改變（如資歷架構、薪金調整）	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P3AA	主動參與或帶領教師專業進修課程和專業發展活動	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P3BB	與教育以外的行業的交流（如商界、科技界）	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P4AA	主動參與政府教育改革的正式討論和諮詢	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P4BB	主動在媒體（包括傳統媒體和社交平台等）表達對教育政策的意見	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P5AA	主動在社會推廣教師專業的認受和形象	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P5BB	主動留意和關心社會趨勢改變對教育界的影響	❑1	❑2	❑3	❑4	❑5	❑6	❑0

第四部分　教師行業現況

據您對教師行業的了解，您較同意以下哪一方的說法？

	同意左方←傾向同意左方			傾向同意右方→同意右方			
課程和教材內容很少有變動	❑1	❑2	❑3	❑4	❑5	❑6	課程和教材內容經常有變動
課程和教材內容不應該經常作出修改	❑1	❑2	❑3	❑4	❑5	❑6	課程和教材內容應該常常作出修改
香港教育政策很少有變動	❑1	❑2	❑3	❑4	❑5	❑6	香港教育政策經常有變動
香港教育政策不應該經常有改變	❑1	❑2	❑3	❑4	❑5	❑6	香港教育政策應該多作改變
一間學校可運用的資源只來自政府或和辦學團體	❑1	❑2	❑3	❑4	❑5	❑6	一間學校可運用的資源可以來自很多地方，包括商校合作
學校獲分配的資源已足夠教師使用，無需要爭取更多其他資源	❑1	❑2	❑3	❑4	❑5	❑6	除了學校現有資源，教師應積極從多方爭取資源，如聯絡商界、非牟利團體等等

第五部份

5a. 對於香港中學教師之專業性，閣下有甚麼意見或看法嗎？

5b.對於向公眾推廣香港中學教師之專業性，以提升中學教師之社會認同程度，閣下有甚麼意見或看法嗎？

Section VI. 基本資料

m. 性別	❑1 男	❑2 女		
n. 年級	❑1 一年級	❑2 二年級	❑3 三年級	
	❑4 四年級	❑5 五年級或以上		
o. 院校	❑1 香港大學	❑2 香港中文大學	❑3 香港教育大學	
	❑4 香港浸會大學	❑5 其他（請註明）：		

問卷完，感謝閣下的參與！

How to Promote Hong Kong Secondary School Teachers' Professional Status and Social RecognitionResearch Questionnaire (Prospective Teacher)

Dear Students,
The Hong Kong Association of the Heads of Secondary Schools has commissioned the Hong Kong Policy Research Institute to study the issue of secondary school teachers' professional status and social recognition in Hong Kong. This questionnaire aims at viewing the opinions of current education professionals on this issue. Please ✓the appropriate boxes. Your responses will be presented as combined, compiled and averaged data. None of them will be analysed individually and all information will be handled in strict confidence. Thank you for your participation!

Section I. Professional behaviour

A. As a prospective teacher, how often do you expect a newly-appointed teacher to engage in the following professional activities?

	Area	Within 3 months	Half a year	Within a year	Never	N/A
PRS01	Participating in individual or collegial study	❑1	❑2	❑3	❑4	❑0
PRS02	Joining teachers' union/ association to fight for the rights of teachers	❑1	❑2	❑3	❑4	❑0
PRS03	Joining teachers' union/ association to enhance professional skills and qualities	❑1	❑2	❑3	❑4	❑0
PRS04	Sharing knowledge and skills acquired from professional learning with teachers in school	❑1	❑2	❑3	❑4	❑0
PRS05	Having professional sharing or collaborative studies with teachers in school	❑1	❑2	❑3	❑4	❑0
PRS06	Promoting teaching professionalism to the public	❑1	❑2	❑3	❑4	❑0
PRS07	Participating in or leading education-related community services and voluntary work	❑1	❑2	❑3	❑4	❑0
SDD01	Participating actively in government advisory bodies, consultations or conferences on education policies and related projects	❑1	❑2	❑3	❑4	❑0
SDD02	Organising activities to cultivate a caring and joyful school climate	❑1	❑2	❑3	❑4	❑0
SDD03	Participating in/leading discussion on school policy	❑1	❑2	❑3	❑4	❑0

	Area	Within 3 months	Half a year	Within a year	Never	N/A
SDD04	Promoting school culture and image	❑1	❑2	❑3	❑4	❑0
SDD05	Adopting school vision and mission in teaching	❑1	❑2	❑3	❑4	❑0
SDD06	Participating in or leading parent-related activities, e.g. parent-child activities, parents' talks, etc.	❑1	❑2	❑3	❑4	❑0
SDD07	Communicating with parents	❑1	❑2	❑3	❑4	❑0
SDD08	Reviewing the impact of social changes on future school development	❑1	❑2	❑3	❑4	❑0
STD01	Identifying students' diverse needs systematically	❑1	❑2	❑3	❑4	❑0
STD02	Providing learning support to students with diverse needs	❑1	❑2	❑3	❑4	❑0
STD03	Participating in or leading teacher-student activities to build up good teacher-student relationship	❑1	❑2	❑3	❑4	❑0
STD04	Providing pastoral care for students, such as after school tutoring, home visits etc.	❑1	❑2	❑3	❑4	❑0
STD05	Planning and organizing different learning experiences for students	❑1	❑2	❑3	❑4	❑0
STD06	Organizing intercultural events for students	❑1	❑2	❑3	❑4	❑0
STD07	Taking up a counselor role	❑1	❑2	❑3	❑4	❑0
STD08	Giving students advice on their whole-person development	❑1	❑2	❑3	❑4	❑0
STD09	Explaining the world's current development to students	❑1	❑2	❑3	❑4	❑0
STD10	Promoting life-long learning to students	❑1	❑2	❑3	❑4	❑0
STD11	Helping students develop their potentials	❑1	❑2	❑3	❑4	❑0
STD12	Organising for students activities related to innovation and creativity (e.g. innovative technology, creative design, etc.)	❑1	❑2	❑3	❑4	❑0

	Area	Within 3 months	Half a year	Within a year	Never	N/A
TLD01	Assessing students' learning outcomes	❑1	❑2	❑3	❑4	❑0
TLD02	Using student assessment results to adjust teaching content	❑1	❑2	❑3	❑4	❑0
TLD03	Applying the knowledge and skills acquired from professional training in teaching	❑1	❑2	❑3	❑4	❑0
TLD04	Updating subject knowledge	❑1	❑2	❑3	❑4	❑0
TLD05	Improving the current school-based curriculum framework	❑1	❑2	❑3	❑4	❑0
TLD06	Reading up curriculum documents	❑1	❑2	❑3	❑4	❑0
TLD07	Actively participating in continuous professional development courses or activities	❑1	❑2	❑3	❑4	❑0
TLD08	Making use of multi-media teaching	❑1	❑2	❑3	❑4	❑0
TLD09	Participating in or leading school-based experience sharing on the pedagogy of specific subjects	❑1	❑2	❑3	❑4	❑0
TLD10	Participating in subject-related sharing sessions or seminars outside school	❑1	❑2	❑3	❑4	❑0
TLD11	Teaching in a collaborative manner	❑1	❑2	❑3	❑4	❑0

B. As a prospective teacher, how often do you expect a newly-promoted teacher to engage in the following professional activities?

	Area	Within 3 months	Half a year	Within a year	Never	N/A
PRS01	Participating in individual or collegial study	❑1	❑2	❑3	❑4	❑0
PRS02	Joining teachers' union/ association to fight for the rights of teachers	❑1	❑2	❑3	❑4	❑0
PRS03	Joining teachers' union/ association to enhance professional skills and qualities	❑1	❑2	❑3	❑4	❑0
PRS04	Sharing knowledge and skills acquired from professional learning with teachers in school	❑1	❑2	❑3	❑4	❑0
PRS05	Having professional sharing or collaborative studies with teachers in school	❑1	❑2	❑3	❑4	❑0
PRS06	Promoting teaching professionalism to the public	❑1	❑2	❑3	❑4	❑0
PRS07	Participating in or leading education-related community services and voluntary work	❑1	❑2	❑3	❑4	❑0
SDD01	Participating actively in government advisory bodies, consultations or conferences on education policies and related projects	❑1	❑2	❑3	❑4	❑0
SDD02	Organising activities to cultivate a caring and joyful school climate	❑1	❑2	❑3	❑4	❑0
SDD03	Participating in/leading discussion on school policy	❑1	❑2	❑3	❑4	❑0
SDD04	Promoting school culture and image	❑1	❑2	❑3	❑4	❑0
SDD05	Adopting school vision and mission in teaching	❑1	❑2	❑3	❑4	❑0
SDD06	Participating in or leading parent-related activities, e.g. parent-child activities, parents' talks, etc.	❑1	❑2	❑3	❑4	❑0
SDD07	Communicating with parents	❑1	❑2	❑3	❑4	❑0
SDD08	Reviewing the impact of social changes on future school development	❑1	❑2	❑3	❑4	❑0
STD01	Identifying students' diverse needs systematically	❑1	❑2	❑3	❑4	❑0
STD02	Providing learning support to students with diverse needs	❑1	❑2	❑3	❑4	❑0
STD03	Participating in or leading teacher-student activities to build up good teacher-student relationship	❑1	❑2	❑3	❑4	❑0

	Area	Within 3 months	Half a year	Within a year	Never	N/A
STD04	Providing pastoral care for students, such as after school tutoring, home visits etc.	❑1	❑2	❑3	❑4	❑0
STD05	Planning and organizing different learning experiences for students	❑1	❑2	❑3	❑4	❑0
STD06	Organizing intercultural events for students	❑1	❑2	❑3	❑4	❑0
STD07	Taking up a counselor role	❑1	❑2	❑3	❑4	❑0
STD08	Giving students advice on their whole-person development	❑1	❑2	❑3	❑4	❑0
STD09	Explaining the world's current development to students	❑1	❑2	❑3	❑4	❑0
STD10	Promoting life-long learning to students	❑1	❑2	❑3	❑4	❑0
STD11	Helping students develop their potentials	❑1	❑2	❑3	❑4	❑0
STD12	Organizing for students activities related to innovation and creativity (e.g. innovative technology, creative design, etc.)	❑1	❑2	❑3	❑4	❑0
TLD01	Assessing students' learning outcomes	❑1	❑2	❑3	❑4	❑0
TLD02	Using student assessment results to adjust teaching content	❑1	❑2	❑3	❑4	❑0
TLD03	Applying the knowledge and skills acquired from professional training in teaching	❑1	❑2	❑3	❑4	❑0
TLD04	Updating subject knowledge	❑1	❑2	❑3	❑4	❑0
TLD05	Improving the current school-based curriculum framework	❑1	❑2	❑3	❑4	❑0
TLD06	Reading up curriculum documents	❑1	❑2	❑3	❑4	❑0
TLD07	Actively participating in continuous professional development courses or activities	❑1	❑2	❑3	❑4	❑0
TLD08	Making use of multi-media teaching	❑1	❑2	❑3	❑4	❑0
TLD09	Participating in or leading school-based experience sharing on the pedagogy of specific subjects	❑1	❑2	❑3	❑4	❑0
TLD10	Participating in subject-related sharing sessions or seminars outside school	❑1	❑2	❑3	❑4	❑0
TLD11	Teaching in a collaborative manner	❑1	❑2	❑3	❑4	❑0

Section II. Professional values and conduct

With regard to the following different statements, which side do you agree more to?

Totally Agree ← Tend to agree to the statement on the left							Tend to agree to the statement on the right → Totally agree
Teachers should make students have the same stance as theirs'.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should be open to students' stance.
Teachers have the right to strike within the provisions of their contracts.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers have the responsibility to be remain steadfast in their teaching duty under whatever circumstances.
Teachers should enjoy freedom of speech to allow them to express their opinions freely.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should be cautious when they exercise their freedom of speech.
Teachers can freely participate in social events.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should avoid participating in social events.
Teachers do not have the responsibility to encourage nor discourage students from participating in legal or illegal activities.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers have the responsibility to encourage or discourage students from participating in legal or illegal activities.
Teachers should provide different learning opportunities for students based on what their financial background can support.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should not let students' financial background affect their learning opportunities.
The job of teachers is only for knowledge transmission. They should not intervene in the relationship between students, parents and the school.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers have the responsibility to establish the relationship between students, parents and the school.
Teachers are only responsible for imparting moral values to students. They do not have to apply the same moral values on themselves.	❑1	❑2	❑3	❑4	❑5	❑6	Teachers should act as role models and live out the moral values that they teach.
Teaching is merely a job. Teachers should be able to enjoy their personal life after working hours.	❑1	❑2	❑3	❑4	❑5	❑6	'Teacher' is an identity. Teachers should be mindful of their professional image even after working hours.

Section III. The Nurture of prospective teachers

3a. Will you consider working as a teacher after graduation?

❑1 Yes	❑2 No (please go to question 3c).	❑3 Not sure (Please go to question 3d).

3b. Why do you choose to be a teacher?
(You can check more than one response and please go to Question 3d after completion of this question.)

❑1 Work stability	❑2 Attractive salary terms	❑3 Good working environment
❑4 Positive image of teachers	❑5 Delight in getting along with young people	❑6 Enthusiasm for education
❑7 Knowledge transmission to the next generation	❑8 Aspiration to serve society	❑9 Religious beliefs
❑10 Influence of family members	❑11 An ideal choice with regard to my results in the public examination	❑12 Others (please specify):

3c. Why do you choose not to be a teacher? (You can check more than one response)

❑1 Insufficient social recognition	❑2 Social atmosphere	❑3 Great working pressure
❑4 Unreasonable salary terms	❑5 Difficulty in getting a teaching post after graduation	❑6 Not wanting to deal with complaints from parents
❑7 Insufficient government support for teachers	❑8 Better options available	❑9 Dull nature of work
❑10 A degree in education is not my first choice		❑11 Others (please specify):

3d. Regarding the professional teacher training you have received, how important do you think the following areas are for one to become a professional teacher?

	Category	Very unimportant	Quite unimportant	Not important	Little important	Quite important	Very important	I don't know.
TLD-1	Subject knowledge	❑1	❑2	❑3	❑4	❑5	❑6	❑0
TLD-2	Curriculum design and development	❑1	❑2	❑3	❑4	❑5	❑6	❑0
TLD-3	Pedagogy	❑1	❑2	❑3	❑4	❑5	❑6	❑0
STD-1	Special education needs (such as SEN, NCS)	❑1	❑2	❑3	❑4	❑5	❑6	❑0
STD-2	Student counselling	❑1	❑2	❑3	❑4	❑5	❑6	❑0
STD-3	Student development (e.g. design and implementation of student activities)	❑1	❑2	❑3	❑4	❑5	❑6	❑0
STD-4	Classroom management and discipline	❑1	❑2	❑3	❑4	❑5	❑6	❑0
SDD-1	Teacher development and leadership	❑1	❑2	❑3	❑4	❑5	❑6	❑0
SDD-2	Education research	❑1	❑2	❑3	❑4	❑5	❑6	❑0
PRS-1	Professional values and conduct	❑1	❑2	❑3	❑4	❑5	❑6	❑0
PRS-2	Philosophy and sociology of education	❑1	❑2	❑3	❑4	❑5	❑6	❑0
PRS-3	School system(s), education policies and related legislations in Hong Kong	❑1	❑2	❑3	❑4	❑5	❑6	❑0
PRS-4	General education courses (e.g. courses offered by other institutions)	❑1	❑2	❑3	❑4	❑5	❑6	❑0

3e. How important do you think the following factors are to the promotion of teachers' professional status?

	Category	Very unimportant	Quite unimportant	Not important	Little important	Quite important	Very important	I don't know.
P1A	Enhancement of self-directed expertise and skill	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P1B	The overall professional and learning atmosphere of the school community and education sector	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P2A	Promotion opportunity to a higher rank (e.g. contract teachers/regular teachers/senior teachers)	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P2B	Changes in teachers' rights and benefits (e.g. the qualification framework and salary adjustments)	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P3A	Changes in teachers' professional training courses and professional development activities	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P3B	Exchanges with other sectors (e.g. business, technology)	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P4A	Being consulted by the Government for the implementation of education reforms (e.g. on academic structure or curriculum changes)	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P4B	Teachers being able to express their views on educational issues in public	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P5A	The recognition of and views on teachers by society	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P5B	Whether teachers can keep up with changing social trends (e.g. requirements for IT literacy)	❑1	❑2	❑3	❑4	❑5	❑6	❑0

3f. Suppose you have become a teacher, how willing are you to participate in the following?

	Category	Very unimportant	Quite unimportant	Not important	Little important	Quite important	Very important	No opinion
P1AA	Enhancement of self-directed expertise and skill	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P1BB	Promoting the overall professional and learning climate in the school community and the education sector	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P2AA	Fighting for promotion to a higher rank (e.g. regular teaching post, promotion to senior positions)	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P2BB	Seeking changes in teachers' rights and benefits (e.g. the qualification framework and salary adjustments)	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P3AA	Proactively participating in or leading teachers' professional training courses and professional development activities	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P3BB	Exchanges with other sectors (e.g. business, technology)	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P4AA	Proactively participating in the formal discussion and consultation of government education reform	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P4BB	Proactively expressing views on education policy in the media (including traditional and social media platforms)	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P5AA	Proactively promoting the recognition and image of teacher in the society	❑1	❑2	❑3	❑4	❑5	❑6	❑0
P5BB	Being vigilant of the impact of changes in social trends on the education sector	❑1	❑2	❑3	❑4	❑5	❑6	❑0

Section IV. The current situation of the education sector

According to your understanding of the education sector, which of the following do you agree to?

Totally Agree ← Tend to agree to the statement on the left				Tend to agree to the statement on the right → Totally agree			
Content of courses and teaching materials have undergone very few modifications.	❑1	❑2	❑3	❑4	❑5	❑6	Content of courses and teaching materials have undergone frequent modifications.
The content of courses and teaching materials should not be frequently modified.	❑1	❑2	❑3	❑4	❑5	❑6	The content of courses and teaching materials should be frequently modified.
There have been very few changes in Hong Kong's education policy.	❑1	❑2	❑3	❑4	❑5	❑6	There have been frequent changes in Hong Kong's education policy.
Hong Kong's education policy should not be changed frequently.	❑1	❑2	❑3	❑4	❑5	❑6	Hong Kong's education policy should be changed frequently.
The resources available to a school should only come from the government or school organizations.	❑1	❑2	❑3	❑4	❑5	❑6	The resources available to a school can come from many sources, including the collaboration with the business sector.
The resources allocated to schools are sufficient for teachers' deployment and there is no need to tap for additional resources.	❑1	❑2	❑3	❑4	❑5	❑6	Apart from existing resources, teachers should seek additional support from various sources, such as business sector, NGO, etc.

Section V. What opinions or views do you have on the professionalism of Hong Kong secondary school teachers?

Section VI. What opinions or views do you have on enhancing secondary school teachers' social recognition through promoting to the public their professionalism?

Section VI. Background information

a.	Sex	❑1	Male	❑2	Female		
b.	Level of study	❑1	1st year	❑2	2nd year	❑3	3rd year
		❑4	4th year	❑5	5th year or above		
c.	Institute	❑1	The University of Hong Kong	❑2	The Chinese University of Hong Kong	❑3	The Education University of Hong Kong
		❑4	Hong Kong Baptist University	❑5	Others (please specify):		

This is the end of the questionnaire.
Thank you so much for your participation!

Appendix 9: Sample — Focus Group Interview Questions (Principals and Teachers)

Part 1: Views on the teaching profession

1. Attracting talents

- Would you, as a teacher, encourage your students to be teachers? (Rate from 1-10) Why?
- Why did you choose to be a teacher?
- Do you think teaching is an attractive job? Why?
- How should the education field attract talents?
- Has the government implemented the right policies to attract talents to the education field?

2. Compensation

- Based on your understanding of the secondary school teacher's compensation structure, do you think the current compensation is reasonable?
- Do you think teachers' pay ought to be adjusted according to certain factors, such as peer evaluation, the performance of their pupils?

3. Credibility and authority over decision making

- To what degree do you trust the Hong Kong education system? (Rate from 1-10) Why?
- Do you believe other teachers capable of providing quality education?
- Do you believe other teachers strive to provide quality education?
- Do you think Hong Kong secondary school teachers are professional?
- In the face of educational difficulties, in areas like student learning, development of the educational field and student development, to what extent do you trust other teachers?
- Would the establishment of a teachers' union promote teachers' professionalism?
- Would the establishment of a teachers' union allow teachers to have more power in educational policy advocacy?
- In the face of education policy controversies, to what extend is teachers' advocacy trusted? Do you think teachers have the power to advocate?

4. Prestige and occupational social standing

- To what extent are teachers respected in comparison with other professions? Why?
- To what extent are teachers respected in our society in comparison with other professions? Why?
- Do you think pupils respect their teachers in comparison with those in other lines of work?
- Do you think parents respect teachers in comparison with those in other lines of work?
- Do you think the public respects teachers in comparison with those in other lines of work?
- Do you think the mass media have given adequate discourse to teachers as educational professionals?

5. Teachers' professional practice

The following questions aim to explore the 5 domains of teachers' professional competence. What do you think are the strengths and weaknesses of teachers' professional practice in:

- Teaching and learning
- Student development
- School development
- Professional values and conduct
- Professional relationships and services. In particular, in the areas of:

Participating in education-related community services and voluntary work
Promoting teaching professionalism to the public
Participating in teachers' union/ association's activities to ask for better employee treatments.

Part 2. Response to community opinion

- Some say teachers have little interaction with the public. Do you agree? Why?
- How often do you think teachers take the initiative to express their opinions and share educational insights with the public? Why?
- How often do you notice in the media "Key Opinion Leaders" in the education field? Why?
- Do you agree with the following statement: "Principals are the most significant spokespersons on education issues; teachers receive less media recognition." Why?

Appendix 10: Sample — Focus Group Interview Questions (Parents)

Part 1: Views on the teaching profession

1. Attracting talents
- Would you, as a parent, encourage your children to be teachers? (Rate from 1-10)
- Do you think teaching is an attractive job? Why?
- How should the education field attract talents?

2. Credibility and authority over decision making
- To what degree do you trust the Hong Kong education system? (Rate from 1-10) Why?
- Do you believe teachers capable of providing quality education?
- Do you believe teachers strive to provide quality education?
- Do you think teachers in Hong Kong are professional?
- In the face of educational difficulties, in areas like student learning, development of the educational field and student development, to what extent do you trust teachers?

3. Prestige and occupational social standing
- Do you think pupils respect their teachers in comparison with those in other lines of work?
- Do you think parents respect teachers in comparison with those in other lines of work?
- Do you think the public respects teachers in comparison with those in other lines of work?

4. Teachers' professional practice

The following questions aim to explore the 5 domains of professional competence among teachers. What do you think are the strengths and weaknesses of teachers' professional practice in:
- Teaching and learning
- Student development
- School development
- Professional values and conduct
- Professional relationships and services. In particular, in the areas of: `Participating in education-related community services and voluntary work

Promoting teaching professionalism to the public

Participating in teachers' union/ association's activities to ask for better employee treatment?

Part 2. Response to community opinion

- How often in the media do you notice "Key Opinion Leaders" in the education field? Why?
- Do you agree with the following statement: "Principals are the most significant spokespersons on education issues; teachers receive less media recognition." Why?
- To what extent do you think any political expression by professionals (eg. doctors, scientists, teachers, etc.) affects your recognition of their professional status? Why?

Appendix 11: Sample — Focus Group Interview Questions (Professionals)

Part 1: Views on the teaching profession

1. Attracting talents
- Would you, as a parent, encourage your children to be teachers? (Rate from 1-10)
- Do you think teaching is an attractive job? Why?
- How does your profession attract talents?

2. Compensation
- Are you familiar with secondary school teachers' compensation and its structure? Do you think the current compensation is reasonable?
- Do you think teachers' pay ought to be adjusted according to certain factors, such as peer evaluation, the performance of their pupils?

3. Credibility and authority over decision making
- To what degree do you trust the Hong Kong education system? (Rate from 1-10) Why?
- Do you believe teachers capable of providing quality education?
- Do you believe teachers strive to provide quality education?
- In the face of educational difficulties, in areas such as student learning, development of the educational field and student development, to what extent do you trust teachers?
- In the face of education policy controversies, to what extent is teachers' advocacy trusted? Do you think teachers have the power to advocate?

4. Prestige and occupational social standing
- To what extent are teachers respected in comparison to your profession? Why?
- To what extent are teachers respected in our society in comparison to your profession? Why?
- Do you think pupils respect their teachers in comparison to those in other lines of work?
- Do you think parents respect teachers in comparison to those in other lines of work?
- Do you think the public respect teachers in comparison to those in other lines of work?

5. Teachers' professional practice

The following questions aim to explore the 5 domains of professional competence among teachers. What do you think are the strengths and weaknesses of teachers' professional practice in:

- Teaching and learning
- Student development
- School development
- Professional values and conduct
- Professional relationships and services. In particular, in the areas of:

Participating in education-related community services and voluntary work

Promoting teaching professionalism to the public

Participating in teachers' union/ association's activities to ask for better employee treatment

Part 2. Response to community opinion

- How often do you notice in the media "Key Opinion Leaders" in the education field? Why?
- Do you agree with the following statement: "Principals are the most significant spokespersons on education issues; teachers receive less media recognition." Why?
- To what extent do you think any political expression by professionals (eg. doctors, scientists, teachers, etc.) affects your recognition of their professional status? Why?

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Publish Date: June 2021

This study was commissioned by the Hong Kong Association of the Heads of Secondary Schools.

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