

The Hong Kong Institute of Education Jointly Organized with
Anglican (Hong Kong) Primary Schools Council

Quality Education Fund Application Proposal

1. **Project Title: Training for Effective Primary School Vice-principal (提升副校長領導才能 促進學校運作效能)**

2. **Background:**

“Change is ubiquitous and relentless, forcing itself on us at every turn” (Fullan, 1993, p. vii). We live in an era of change. The world is changing, and Hong Kong society is no exception. Since the transition of sovereignty to mainland China, Hong Kong has undergone political, social, economic and demographic change. The government has also mandated educational reforms to improve the quality of schooling. One of the major changes to have arisen from these reforms is the implementation of school-based management. This and other reform initiatives have led to a proliferation of responsibilities entrusted to school leaders, who may have difficulties attending to them all given time constraints. Vice-principals are thus expected to play an important role in assisting school principals to ensure the smooth running of schools. To be able to proficiently fulfil their new roles, vice-principals require professional training and development. However, the number of development programmes designed for vice-principals in Hong Kong appears to lag behind those for principals and teachers.

In a recent study on the professional development needs of deputy heads in Hong Kong primary schools, Wu, Yu and Lee (2010) find that they are taking on too much work, especially in the areas of “school management, evaluation and development” (92.2%) and “human resources management” (82.6%), in comparison with other areas such as “learning, teaching and assessment” (60.6%), “curriculum development and management” (55.3%) and “whole school pastoral care and student support” (54.6%). In addition, they find it difficult to manage and lead people such as middle managers, parents and minor staff. They have difficulty in “coordinating middle managers’ work” (54.6%), are “worried about managing crisis” (39.4%) and are “afraid of managing uncontrolled emotion of parents and minor staff” (38.7%). Some of them have found that there is “not clear identification of the responsibilities of deputy heads and PSM(CD)s” (22%) and that “their effort in school is not recognized by colleagues” (17.7%).

A recent study on Hong Kong school leaders provides similar findings. It identifies seven dimensions of responsibility pertaining to the role of vice-principals: *Quality Assurance and Accountability, Teaching, Learning, and Curriculum, External Communication and Connection, Staff Management, Resource Management, Leader and Teacher Growth and Development, and Strategic Direction and Planning*

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(Kwan & Walker, 2008). These findings reflect a shift in the role of vice-principals from educational leaders to administrative managers, because only two of the seven dimensions are directly linked to teaching and learning. As vice-principals are generally trained in their own fields of subject expertise and preoccupied with teaching and student matters earlier in their careers, they may not readily cope with the expanded role. The professional development of vice-principals in management knowledge and skills in addition to curriculum and student-related matters is thus central to effective school management.

Research on vice-principals in Hong Kong (Kwan, 2009a) also reports that they spend most of their time in *staff management*, and are heavily involved in activities such as “*supervising and reviewing the performance of teachers*”, “*handling grievances among teachers*” and “*assigning work to staff*”. These findings are again indicative of the increased staff management workload vice-principals must handle, and may reflect their lack of adequate training in the area, which would mean that more time than necessary is probably devoted to it. Initiatives such as curriculum reforms and school-based management inevitably cause changes to school operations, which results in modifications to teachers’ work. Facing swift change, teachers may be unwilling to or incapable of adjusting to a new working environment. Vice-principals are often tasked with staffing responsibilities by principals, who generally prefer to have vice-principals acting as a buffer against teacher disagreement when changes are to be implemented (Kwan, 2009b).

The expanded set of staff management responsibilities delegated to vice-principals is a source of anxiety (Walker & Kwan, 2009). The difficulties experienced by vice-principals in handling staffing matters are attributable to both their lack of competency in human relation skills and to the cultural context in Hong Kong schools in which the preservation of harmony is of utmost importance. Being the “man in the middle” is not an enjoyable experience; vice-principals often find it hard to strike a balance between being accountable to their principals to efficiently implement change in schools and maintaining friendly relationships with teachers. It appears that *staff management* training for vice-principals can help them to alleviate their work stress.

Kwan (2009a) reports that vice-principals in Hong Kong also have little opportunity to be involved in *resource management* in their work (Kwan, 2009a). Although their lack of experience in this area will not affect the daily operations of schools apart from any failure to fully deputize for principals, it may be a problem if and when vice-principals become principals. Therefore, training in *resource management* should be an essential component of vice-principal development programmes.

Training and development programmes for vice-principals are of particular significance in Hong Kong because many serving principals are due for retirement in the next couple of years. Although school sponsoring bodies have seldom been troubled by a lack of applications for vacant principal positions, they are concerned about strategies for selecting the best candidates. The most common approach to selecting, or at least shortlisting, candidates are to collect information about them through their

professional and personal networks (Kwan & Walker, 2009). This approach is considered an important and useful avenue in assessing applicants despite its possible subjectivity and time-costliness in the absence of a school succession plan. However, a well-formulated succession plan would be a more proactive way of helping school sponsoring bodies to ensure the most suitable candidates can be appointed.

The proposed programme will be the first of its kind in Hong Kong to provide a customarily devised development programme for the Anglican (Hong Kong) Primary School Council, one of the largest school sponsoring bodies. Targeting primary school vice-principals, the programme will take account of the attitudes, skills and knowledge sought in them as informed by the aforementioned research studies. It will also focus on helping them to relate and apply theories to their school contexts. The programme will benefit the participants, the participating schools, the school sponsoring body and the educational community at large.

Benefits to vice-principal participants: If vice-principals are more conversant with various management and communication skills in general and with human resource management and financial skills in particular, they will be able to handle their job problems more easily and discharge their expanded set of responsibilities more effectively. The improvement in their job performance will lead to higher levels of job satisfaction and job commitment.

Benefits to participating schools: The participating schools will definitely benefit from the programme. Not only will the trained vice-principals be better able to lead their teams of teachers, but they will also be able to immediately alleviate the workloads of their principals.

Benefits to the school sponsoring body: The proposed programme holds significant promise for the Anglican (Hong Kong) Primary School Council in informing it of the needs of serving vice-principals and in formulating principal succession plans. In addition, the design of the programme will provide considerable opportunities for participants from different schools to discuss and exchange views on various school issues and explore and pilot-run various school improvement initiatives. With such a sharing pattern developed, it is likely that the participants will maintain the interactive dialogue after completion of the programme. It is envisaged that a strong and effective learning community comprising all Anglican (Hong Kong) Primary School leaders can be formed.

Benefits to the educational community: Development programmes targeting vice-principals have just emerged in Hong Kong. A robust framework built on sound conceptual theories that can be pragmatically implemented is yet to be developed. The proposed programme will fill this niche by providing a foundation for constructing a professional development scaffold for vice-principals in Hong Kong to which other school sponsoring bodies can make reference.

References

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- Kwan, P. (2009b). The vice-principal's dilemma – career advancement or harmonious working relationships. *International Journal of Educational Management*, 23(3), 203-216.
- Kwan, P. & Walker, A. (2008). Vice-principalship in Hong Kong: aspirations, competencies and satisfaction. *School Effectiveness and School Improvement*, 19(1), 73-97.
- Kwan, P. & Walker, A. (2009). Are we looking through the same lens? Principal recruitment and selection. *International Journal of Educational Research*, 48(1), 51-61.
- Walker, A. & Kwan, P. (2009). Linking professional, school, demographic and motivational factors to desire for principalship. *Educational Administration Quarterly*, 45(4), 590-615.
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3. Project Design

- 3.1 The training project will be geared toward enhancing the leadership skills of the upper management level of the target schools, specifically the post of vice-principal (SPSM).
- 3.2 Based on the background outlined in section 3, the project design will be focused on the various challenging roles of vice-principals in Hong Kong primary schools and how their work can match with the spiritual dimension of the sponsoring body. The middle managers in a primary school are usually in charge of specific areas, whereas vice-principals not only deputise for principals or even take up the duties of principals in their absence but also look after certain school affairs and manage a group of middle managers. Therefore, the project will be different from that of an aspiring principal training or middle manager training programme.
- 3.3 The project also aims at fulfilling the training requirement for promotion to Senior Primary School Master (高級小學學位教師) in a primary school as stipulated by the EDB.
- 3.4 It is also intended to act as a train-the-trainer module to develop serving principals as tutors and trainers in the course, after which they can further enhance their own deputies in their schools.

4. Aims:

- 4.1 To offer both practical training and academic study across different aspects of job-related performance for primary school vice-principals; and
- 4.2 Through the development of a shared vision and mission with the school sponsoring body and

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global perspectives on education change, promote a cadre of committed and competent senior managers who are capable of taking up the duties of vice-principals in Hong Kong primary schools.

5. Target Participants:

One hundred either serving or aspiring vice principals from the 48 Anglican primary schools with rich teaching experience and strong academic and administrative backgrounds. The course participants will be grouped into two cohorts to enrich communication and enhance course effectiveness.

6. Project Components:

- 7.1. Needs analysis
- 7.2. Seminars and talks (including 36 hours of training and a two-day, one-night residential retreat)
- 7.3. Individual/small group action learning project
- 7.4. Shadowing/coaching/mentoring
- 7.5. Fostering a learning community for the SPSM for the future

7. Project Time Frame:

Theme	Content	Date
Preliminary work on Needs Analysis	A Focus group meeting with various stake holders (including principals and vice-principals) to ascertain the content of the training	Jan 2011 – Feb 2011
Preparation work	Commencement date of the programme	Oct 2011
Seminars and Talks (1)	12X3 hours Seminar sessions to be held at HKIEd (2 cohorts)	Nov 2011 to Dec 2011
Seminars and Talks (2)	A 2-day-1-night retreat at HKIEd Guest Lodge or Hotel/Guest House facilities at Hong Kong/Shenzen area (16 hours of various activities, 6 hours of which are group activities x 10 groups)	Jan 2012 to Feb 2012
Action Learning	A school-based strategic action plan is to be drafted up by individual participant and carry them out with the supervision of Project Staff	Jan 2012 till Jul 2012
Shadowing/Coaching/Mentoring	Each participant will attend two sessions of a two-day attachment in a group of 4 at:	Jan 2012 till Jul 2012

	a) an Anglican primary school and a non-Anglican primary school (one day each). b) an NGO/commercial firm (two days)	
Follow Up Work	Post-event of the programme related administrative work	End of Sep 2012

8. Themes for Study:

A focus group meeting was conducted on 24 January 2011 with 8 SKH vice-principals and 8 SKH principals to preliminarily determine the themes of study. Two subgroups were formed, to further discuss the content of the training and the arrangement of the project respectively. The results are outlined in Appendices 1 and 2. Training needs will be assessed upon confirmation of funding support from the QEF, with the results distributed to the course participants in September 2011.

8.1 School Mission and Spiritual Elements of the School Sponsoring Body

- 8.1.1 Mission and vision of the Anglican (Hong Kong) Primary School Council
- 8.1.2 Spiritual element and development
- 8.1.3 Spiritual leadership theories and practice

8.2 Vice-principals in Action – the Essential Characteristics and Theoretical Background of a Senior Manager in a Local Primary School

- 8.2.1 Crisis management (危機處理)
- 8.2.2 Knowledge management (知識管理)
- 8.2.3 Being the bridge between parents and teachers (作家長與教師的橋樑)
- 8.2.4 Facing change and dealing with emergencies (面對改變與學校應變力)
- 8.2.5 Managing complaint and harmonious relationships (投訴處理與和諧關係)
- 8.2.6 Financial management (財務管理)
- 8.2.7 Education law and legal aspects (教育與法律)
- 8.2.8 Creating a positive image of schooling (創建積極的學校形象)
- 8.2.9 Leadership and its Image (領導能力與領導形象)
- 8.2.10 Human resources and performance management (人力資源與表現管理)
- 8.2.11 Creating a healthy and effective team (with the use of Interlace-Belbin team role analysis, to find out the team role profiles of individual participants and their relationships with the core administrative group) (建立健康有效能的團隊)
- 8.2.12 Mentoring and coaching (附訓及影子學習)
- 8.2.13 Facing the media (面對傳媒)

8.3 Out of School/Educational Sector

- 8.3.1 Education trends and global perspectives (教育趨勢與世界觀)

8.4 Action Learning Project (行動學習)

8.5 Building up a Collective Learning Community of Senior Primary School Masters/Mistresses for Course Participants in the Future.

9. Intended Deliverables

- 9.1 To attain the aims as outlined in paragraph 5, the project will enrich the training model developed in the QEF project 2009/0258 for other primary vice-principals in Hong Kong.
- 9.2 The Research-based and field-tested performance standards developed in the QEF project 2009/0258 for vice-principals in Hong Kong primary schools that can be used for (a) the selection and appointment of senior primary teachers to the post of vice-principal; (b) developing training programmes for aspiring primary vice-principals; and (c) the performance appraisal of primary vice-principals will be enhanced.
- 9.3 Serving principals will participate in the project as tutors and will be developed as trainers to provide in-house training to their own teachers.
- 9.4 The case studies created specifically for this course will be turned placed in the public domain and disseminated via the homepage of the SPSM Learning Community.
- 9.5 A learning community whose on-going professional activities (such as regular seminars, professional-sharing meetings, on-line publications, etc.) will also accommodate the needs of the vice-principals in other Hong Kong primary schools.

10. Evaluation

- Performance indicators: A questionnaire survey and teaching of evaluation will be conducted.
- Outcomes indicators: Individual/small group Action Learning Project, Shadowing/Coaching/Mentoring, and Fostering a Learning Community for the SPSM for the future.

11 Budget Proposal

Expenses	Description	Quantity/Unit Cost	Total
1. One Half-time Professional Consultant and Teaching specialist for 12 months	<ul style="list-style-type: none"> • To oversee the Project Officer for the administrative work and to take up one third of the teaching (one-third of the teaching for the project and 1/4 of the shadowing tutorial), mentor training and managing work for the whole project 	\$34,552.50 X12 months + \$1,000 MPF x 12 months)	\$ 426,630
2. One Full-time Project Officer for 12 months	<ul style="list-style-type: none"> • Qualification and Pay Scale commensurable to HKIEd Non-academic Band E Grade plus 5% MPF • To take up the management, administrative and research support work for the whole 	\$16,000 X12 months + 5% MPF X12 months	\$ 201,600

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	project		
Total Staff Cost			\$ 628,230
3. Service from part-time Student Helpers	<ul style="list-style-type: none"> To assist the running of seminars and talks To help the clerical work of the Project Officer Help to build the website as a learning community for the project 	\$50 per hour X 600 hours + 5% MPF	\$31,500
4. One HKIEd Course teaching replacement for the Project Team members	<ul style="list-style-type: none"> To substitute 15% teaching duties of the HKIEd Project team members to release them from the work of the Institute to provide service to the Project. 	4 student groups X \$70,000 per group	\$280,000
5. Professional service for training and group tutorial tutors	Part-time speaker fee for the training sessions (20 hours) and group activities (6 hours per group X 5 groups X 2 tutors) for two cohorts at Teaching : \$800 per hour Group tutor \$600 per hour (1/3 teaching will be shared of the total teaching hours by the Project Professional Consultant at item 1 above and either serving principals or academic professional staff will be invited to serve as tutors or speakers)	\$800/hour X20 hours X2 cohorts \$32,000 \$600 X 24 hours X2 tutors X2 cohorts \$57,600	\$89,600
6. Professional Service for Interplace Analysis (The Belbin Team Role Analysis)	GBP10 per analysis Total 48 schools Each school 8 cabinet members (384 teachers total) Including 3 hours school based analysis sessions conducted by tutors	GBP 3840 1GPB=HK\$12.5 \$48,000 \$600X3hoursX48 schools \$86,400	\$ 134,400
7. Professional service for	3 hours per participants 100 participants	\$600 X 3 hours	\$135,000

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tutorials of Action Learning Project	(\$600 per hour and 1/4 will be taken up by the Professional Consultant at item 1 above)	X 100 persons X 3/4	
8. Professional service for Shadowing / Coaching / Mentoring	\$500 honorarium per hour for the schools and institutions 5 hours per day per visit 4 days total 4 participants in a group (25 groups)	\$500 X 20 hours X 25 groups	\$250,000
9. Retreat (Seminar)	Residential Expenses (2 days 1 night for 110 persons at HKIEd guest lodge or similar residential facilities) @400 per night at twin share basis (100 participants plus 20 staff) Staff Food and Beverage @\$500 (Participants' expenses to be shared by themselves) (Note 1) Transportation Seminar Facilities	\$400 X 1 nights X 120 persons =\$48,000 \$4,500 \$7,500	\$60,000
10. Substitute teacher for the course participants	100 course participants X 4 days (Six full-day training, 2 days will be scheduled on Saturdays and the rest 4 on school days by substitute teachers, 2 days retreat and 4 days mentoring will be absorbed by the participating schools)	\$840 X 1 day X 100 participants	\$84,000
Total Service Cost			\$1,064,500
11. Sundry	Consumable, Transport, Posting, Stationery, Souvenir, Expenses on Ceremonies (with tea reception) etc.		\$50,000
12. Clerical and other administrative support provided at HKIEd	EPL Dept., ITS, Library, HRO, EO (office and teaching venue) and FO support services		\$78,015
Total General Expense			\$128,015
13. Contingency	Emergency expenses and other		\$

	costs not covered in other items		36,255
Project Total	After deducting the amount of course fee, HK\$2,000 x 100 candidates = HK\$200,000, which to be charged to individual candidate	See Notes 2 and 3	\$ \$1,657,700

Notes:

1. Each Participant is expected to share \$500.00 for the Food and Beverages expense as per item 11;
2. \$2000.00 course fee will be charged to individual candidate; and (\$2,000x 100 candidates = \$200,000)
3. Application for QEF funding support \$1,657,000 (\$1,857,000-\$200,000)

12. Report Submission Schedule

My organization commits to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1 Oct 2011 – 31 Mar 2012	30 Apr 2012	Interim Financial Report 1 Oct 2011 – 31 Mar 2012	30 Apr 2012
Final Report 1 Oct 2011 – 30 Sep 2012	31 Dec 2012	Final Financial Report 1 April 2012 – 30 Sep 2012	31 Dec 2012

13. Asset Usage Plan

Category (in alphabetical order)	Item/ Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
Computer hardware	Notebook Computer and wireless presenter	1	\$6,000 (The cost was funded by the previous QEF project no. 2009/0258.)	for use by the Department of Education Policy and Leadership upon project completion
computer software	Related OS and Office Software	1	\$2,500 (The cost was	for use by the Department of

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			funded by the previous QEF project no. 2009/0258.)	Education Policy and Leadership upon project completion
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小學副校長培訓課程需要分析

日期：2011年1月24日

時間：2:15—3:15PM

地點：聖公會基福小學

對象：8位聖公會校長

A. 8位聖公宗校長的背景

性別：男性---4位；女性---4位

教學年資：25年或以上

擔任校長年資：5-10年---5位；11-15年---2位；16年或以上---1位

所屬學校班數：24班---2位；30班---4位；36班或以上---2位

所屬學校地區：九龍---3位；新界---5位

B. 校長對副校長有甚麼期望

1. 擴闊視野，更有前瞻性，增強在教育政策上的培訓，以達致多角度思考，不止站在老師的角度出發，以推動學校的發展
2. 增強危機處理及應變力，配合社會的轉變和要求；加強對危機的敏銳感，在危機發生前已先知先覺
3. 提升個人素質和教學的使命感，想校長所想，不單單只是工作
4. 提升領導能力，由教學層面到運作層面有更多的裝備，與校長有更好的配合，亦作同事的榜樣和學習對象，有能力帶領同事工作
5. 人力資源及表現管理，作校長和老師之間的橋樑，人事管理和磨合上可以做得更好
6. 增強知識管理能力，現時對新知識新事物的掌握並不太理想

C. 校長發覺副校長們有甚麼困難

1. 工作繁忙，未能讓副校長在處理學校事務與外出提升前瞻性取得平衡
2. 對學校內部十分了解，但對外(其他學校的情況、教育的趨勢、世界觀和教育政策的觀念)未有太大的把握
3. 缺乏危機感，未能處理突發事件
4. 缺乏財務管理知識，副校長不清楚財務的運作，外在的部分較難處理政策的制定
5. 需要有自我提升和轉化變通的能力，作為老師的榜樣，當看到老師有什麼問題時，要提出建議，協助老師作出改變

D. 課程上的建議

1. 副校長也會有學習差異，希望課程顧及不同年資的副校長，以年資分班
2. 多認識 Coaching 和其技巧，因為有很多機會與其他老師進行 Coaching
3. 進行師徒制，互相給予建議
4. 增加知識管理這一項課題
5. 有一段時間放下工作，專心上課程

小學副校長培訓課程需要分析

日期：2011年1月24日

時間：3:45—4:45PM

地點：聖公會基福小學

對象：8位聖公會副校長

A. 8位聖公宗副校長的背景

性別：男性---2位；女性---6位

教學年資：11-15年---2位；16-20年---3位；21年或以上---3位

所屬學校班數：18班---1位；24班---3位；30班---3位；36班或以上---1位

所屬學校地區：香港---1位；九龍---5位；新界---2位

B. 學校/教育局/辦學團體對副校長有甚麼期望

1. 能夠協助校長策劃學校發展方向，收集老師和主任的意見，與校長一同相討學校發展方向。
與老師一同相討政策落實的方案
2. 協助校長處理行政事務和人事上的協調
3. 成為學校與老師之間的橋樑，作平衡和緩和的角色

C. 副校長發覺自己在工作上有甚麼困難

1. 難以領導老師認同同一個理念工作，需要學習技巧
2. 人事管理的技巧不足，應如何推動教師工作，處理人事的問題和意見不合，老師和職員之間的工作和諧
3. 財務管理感覺陌生，需要多作理解，以作長遠計劃
4. 危機處理方面，當校長不在校的時候應作的應變方法
5. 作老師和家長之間的橋樑的技巧，希望可提供相關的課程
6. 在建立學校形象上知識不多

D. 建議題目

1. 理解學校背後的辦學理念和實踐
2. 如何建立一個健康有效率的團隊
3. 如何提升自己在人事的領導能力，在主任間建立鮮明的領導形象
4. 如何建立一個和諧的工作環境
5. 認識多些法律知識，例如保險
6. 不清楚學校整個理財過程，希望增進財務上知識
7. 如何面對傳媒和溝通技巧
8. 了解校長的工作及其難處
9. 希望可以邀請到資深副校長分享經驗，例如面對新挑戰和有新思維