

**The Hong Kong Institute of Education Jointly Organized with  
The Catholic Diocese of Hong Kong (Catholic Education Office)**

**Quality Education Fund Application Proposal (Feb 2010)**

**Technical & Budget Proposal**

Project No.: 2009/0258

**Project Theme**

**Management and Organization – Effective School Management**

**Project Title**

**Training for Effective Primary School Vice Principal for the New  
Era (優化副校長領導才能 提升學校運作果效)**

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1. **Project Theme: Management and Organization – Effective School Management**
2. **Project Title: Training for Effective Primary School Vice Principal for the New Era (優化副校長領導才能 提升學校運作果效)**
3. **Background:**

The introduction of school-based management and other reform initiatives in Hong Kong schools has led to a proliferation of responsibilities entrusted to school leaders who may have difficulties to attend to all of them because of time constraint. Vice-principals are then expected to play an important role to assist school principals to ensure the smooth running of schools. To be able to proficiently discharge the enlarged and enriched job, vice-principals require professional training and development. However, the number of development programmes designed for vice-principals appears to lag behind those for principals and school teachers in Hong Kong.

A recent study on Hong Kong school leaders finds seven responsibility dimensions pertaining to the role of vice-principals; they are *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* (Kwan & Walker, 2008). The findings reflect a shift in the role of vice-principals from an educational leader to an administrative manager as only two of the seven responsibility dimensions are directly linked to teaching and learning whereas the remaining are related to human, financial, and communication skills. In the light that vice-principals have been generally trained in their own field of subject expertise and predominantly preoccupied with teaching and student matters in their earlier careers before taking the position, they may not readily cope with the expanded role. Therefore, professional development of vice-principals in management knowledge and skills in addition to curriculum and student-related matters is central to effective school management.

Research on vice-principals in Hong Kong (Kwan, 2009a) also reports that vice-principals have spent most of their time in *Staff Management*; and they were heavily involved in activities such as: “*supervising and reviewing performance of teachers*”, “*handling*

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*grievances among teachers*” and “*assigning work to staff*”. The findings can be an indication of the increasing staff management workload vice-principals have to handle on the one hand, and it may reflect their incompetency in managing staffing matters and so more time has to be devoted to this area on the other. Reform initiatives, such as curriculum reforms and school-based management, inevitably will cause changes to school operations, which will in turn result in modifications to the work of teachers. Facing swift changes, teachers may be incapable and/or unwilling to adjust to a new working environment. Vice-principals are often tasked with staffing responsibilities by the 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 has been a source of anxiety (Walker & Kwan, 2009). The difficulties experienced by vice-principals in handling staffing matters are attributable to their lack of competency in human skills on the one hand and to the cultural context in Hong Kong schools in which preservation of harmony is of utmost importance on the other. 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 the principals to efficiently implement changes in schools and maintaining a friendly relationship with teachers. It appears that *Staff Management* training for vice-principals can help them alleviate their work stress.

It is also reported that vice-principals in Hong Kong 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 failing to fully deputize for the principals, it may be a problem if and when they take up the principal position. Therefore, training in *Resource Management* appears to be an essential component in vice-principal development programmes.

Training and development programmes for vice-principals are of great significance in Hong Kong at the present time when many of the serving principals are due for retirement in the next couple of years. Although School Sponsoring Bodies have seldom been troubled with the number of applications for a vacant principal position, they are concerned about the strategies to select the best candidate from the pool. The most commonly approach adopted by School Sponsoring Bodies to select, or at least to shortlist, candidates is to collect information on the candidates through tapping 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. It is thus believed a well-formulated succession plan in school is a more proactive way to help school sponsoring bodies to ensure the most suitable principal incumbent can be appointed.

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The proposed programme is the first of its kind in Hong Kong to provide a customarily devised development programme for The Hong Kong Catholic Diocese, one of the largest school sponsoring bodies. Targeting at the vice-primary school principals, the programme not only takes account of the attitude, skills and knowledge sought in them as informed by the above research studies, but also focuses at helping participants to relate theories to and apply them in their school contexts. The programme is believed to be able to bring benefits to the vice-principal 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 can handle their job problems more easily and discharge their expanded set of responsibilities more effectively. The improvement in their job performance will lead to a higher level of job satisfaction and job commitment.

*Benefits to participating schools:* The participating schools will definitely benefit from the programme. Not only that the trained vice-principals can be better managers to lead the team of school teachers, but also they can immediately alleviate the workload of their principals.

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

*Benefits to the educational community:* Development programmes targeting at vice-principals has just emerged in Hong Kong. A robust framework which is built on sound conceptual theories and can be pragmatically implemented is yet to be developed. It is believed that the proposed programme can fill this niche in 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:

- Kwan, P. (2009a). The vice-principal experience as a preparation for the principalship, *Journal of Educational Administration*, 47(2), 191-205.

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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.

#### 4. Project Design

- 4.1 The whole training project will be geared toward enhancing the leadership skill of the upper management level of the target schools, holding the post of vice-principals (SPSM).
- 4.2 The project was initiated by the Catholic Diocese of Hong Kong and gone through a tendering process, in which, HKIED was selected as the provider of the course and responsible for seeking funding support from QEF, the overall development, management and delivery of the project.
- 4.3 Based on the background as outlined in section 3 above, the project design will be focused on the different challenging roles of a vice-principal in Hong Kong primary schools and at the same time how their work can match with the spiritual dimension of the sponsoring body. The middle managers in a primary school usually in charge of a specific area only whereas the vice-principal not only deputise the principal or even take up the duty of a principal in his/her absence but also to look after a group of school affairs and also manage a group middle managers. Therefore, the whole project will be different from that of an aspiring principal training and a middle manager training.
- 4.4 It also aims at fulfilling the training requirement for the promotion to Senior Primary School Master (高級小學學位教師) in a primary school as stipulated by the EDB.
- 4.5 It is also intended to act as a train the trainer module to develop the serving principals as tutors and trainers of the course by which they can then further enhance their deputy in their own school in future.

#### 5. Aim:

- 5.1 To offer both practical training and academic study across different aspects of job related performance of a primary school vice-principal;

5.2 Through the development of a shared vision and mission with the school sponsoring body as well as global perspectives on education change, promote a cadre of committed and competent senior managers who are capable of taking up the duty of a vice-principal in Hong Kong primary schools.

#### 6. Target Participants:

One hundred either serving or aspiring vice principals from the 58 primary schools of the Catholic Diocesan of Hong Kong with rich teaching experiences and strong academic and administrative backgrounds. The course participants will be grouped into two cohorts to enrich communication and to enhance course effectiveness.

#### 7. Project Components:

7.1. Needs Analysis

7.2. Seminars and Talks (including 36 hours training and a 2 days 1 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

#### 8. Project Time Frame:

Theme	Content	Date
Needs Analysis	A Focus group meeting with various stake holders (inc. Principals, Vice-principals and Senior Middle Managers) to ascertain the content of the training	Feb 2010
Submission of Proposal	Draft up and submit the QEF Proposal	Feb 2010
Needs Analysis	A Questionnaire Survey will be conducted with the potential participants to finalise the content of the training	Sep 2010
Seminars and Talks (1)	12X3 hours Seminar sessions to be held at HKIED (2 cohorts)	Oct 2010 to Nov 2010
Seminars and Talks (2)	A 2 days 1 nights retreat at HKIED Guest Lodge or Hotel/Guest House facilities at Hong Kong/Shenzen area (16 hours of various activities, 6	Dec 2010 to Jan 2011

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	hours of which are group activities x 10 groups)	
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 2011 till June 2011
Shadowing / Coaching / Mentoring	Each participants will attend two sessions of a two-day attachment in a group of 4 at a/ a Catholic Diocesan school and a non Catholic Diocesan school. (one day each) b/ a NGO/Commercial Firm (two days)	Jan 2011 till June 2011

### 9. Themes for Study:

A focus group meeting was conducted on 3 February 2010 with a group of vice-principals and principals to preliminary determine the themes of study. Two subgroups were formed to further discuss about the content of the training and the arrangement of the project respectively. The results are outlined in Appendix 1 and 2. Further training needs will be assessed upon confirmation of the funding support from QEF through a set of questionnaire to be distributed to the course participants in September 2010. Detail proportion of the following themes and training topics will be determined after the survey conducted in September, 2010.

#### 9.1 School Mission and Spiritual Elements of the School Sponsoring Body

- 9.1.1 Mission and Vision of Hong Kong Catholic Diocesan schools
- 9.1.2 Spiritual element and the development
- 9.1.3 Spiritual Leadership theories and practice

#### 9.2 Vice-principals in Action- The Essential Characteristics and Theoretical Background of a Senior Manager in local primary school

- 9.2.1 Working with your senior
- 9.2.2 Dealing with difficult people
- 9.2.3 Assessing and managing Risk
- 9.2.4 Conflict management
- 9.2.5 Managing Complaint
- 9.2.6 Financial Management
- 9.2.7 Education Law and Legal Aspect
- 9.2.8 Creating a positive image of school
- 9.2.9 Supervision and Management

- 9.2.10 Performance management and Motivation
- 9.2.11 Creativity and Change
- 9.2.12 Team and Team Building (with the use of Interplance - Belbin Team Role Analysis, to find out the Team Role profiles of individual participant and the relationship with the core administrative group)
- 9.2.13 Mentoring and Coaching
- 9.2.14 Communication Skills
- 9.2.15 Facing the Media
- 9.3 Out of School/Educational Sector
  - 9.3.1 Global perspective of modern schooling
  - 9.3.2 Working with external agencies
  - 9.3.3 Understanding the Commercial Sector
- 9.4 Action Learning Project
- 9.5 Build up a collective Learning Community of Senior Primary School Masters/Mistresses for the course participants for future.

## **10. Intended Deliverables**

- 10.1 To attain the aims as outlined at paragraph 5 above, the project also intends to set a training model for other primary vice-principals in Hong Kong.
- 10.2 A research-based and field-tested performance standards for vice-principals of Hong Kong primary schools which can be used for (a) selection and appointment of senior primary teachers to the post of vice-principal; (b) developing training programmes for aspiring primary deputy principals; and (c) performance appraisal of primary vice-principals.
- 10.3 The serving principals served in the project as tutors can be developed as trainers to provide in-house training to their own teachers.
- 10.4 The case studies created specifically for this course will be turned into public domain and disseminated via the homepage of the Learning Community of SPSM.
- 10.5 The Learning Community whose on-going professional activities (e.g. regular, seminars, professional-sharing meetings, on-line publications, etc.) can also accommodate the needs of the vice-principals in other Hong Kong primary schools.

## **11. 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.



## 12. 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"> <li>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</li> <li>Qualification and Pay Scale commensurable to HKIEd Academic Associate Professor Grade plus 5% MPF and \$3200 Yearly Medical Insurance</li> <li>HK\$58,200-87,300 per month (Calculated at mid point \$72,750 half time at \$36,375 + \$1818.75 MPF per month)</li> </ul>	\$33,410 X12 months MPF 5% (\$1,000) X12 months	\$412,920
2. One Full-time Executive Assistant for 12 months	<ul style="list-style-type: none"> <li>Qualification and Pay Scale commensurable to HKIEd Non-academic Band E Grade plus 5% MPF and \$3200 Yearly Medical Insurance</li> <li>HK\$12,400 – 22,300 per month (Calculated at maximum rate set by QEF for RA HK\$16,000 + \$800 MPF per month)</li> <li>To take up the management, administrative and research support work for the whole project</li> </ul>	\$16,000 X12 months MPF 5% (\$800) X12 months	\$201,600
3. Service from part-time Student Helpers	<ul style="list-style-type: none"> <li>To assist the running of seminars and talks</li> <li>To help the clerical work of</li> </ul>	\$50 per hour X 400 hours MPF 5%	\$21,000

	<p>the Project Officer</p> <ul style="list-style-type: none"> <li>• Help to build the website as a learning community for SPSM of the Catholic Diocese schools</li> </ul>	(\$2.5/hour)	
4. One HKIED module teaching replacement for the Project Team members	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	3 student groups X \$70,000 per group	\$210,000
5. Professional service for curriculum and programme development consultancy Fee	<ul style="list-style-type: none"> <li>• Need analysis design,</li> <li>• Development of the curriculum,</li> <li>• Writing up educational administration cases for problem-based learning and case studies</li> <li>• Evaluation instrument design</li> <li>• Payment to the Project leader, one team member, the consultant and an external advisor</li> </ul>	\$40,000 X 4	\$0
6. Professional service for training and group tutorial tutors	<p>Team Building Session 3 hours X 2 sessions</p> <p>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</p> <p>Teaching : \$800 per hour Group tutor \$500 per hour (1/3 teaching will be shared 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</p>	<p>\$5,000 X2</p> <p>\$800/hour X20 hours X2 cohorts MPF at 5%</p> <p>\$500 X 24 hours X2 tutors X2 cohorts MPF at 5%</p>	\$68,000

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	speakers)		
7. Professional Service for Interplace Analysis (The Belbin Team Role Analysis)	\$400 for first 20 and \$300 for the rest 444 Total 58 schools Each school 8 cabinet members (464 teachers and principals)	\$400X20 \$300X444	\$141,200
8. Professional service for tutorials of Action Learning Project	3 hours per participants 100 participants (\$500 per hour and 1/4 will be taken up by the Professional Consultant at item 1 above)	\$500 X 3 hours X 100 persons MPF 5%(\$25/hour) X3/4	\$112,500
9. 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 MPF 5%(\$25/hour)	\$250,000
10. Retreat (Seminar)	Residential Expenses (2 days 1 night for 110 persons at HKIED guest lodge or similar residential facilities) @300 per night at twin share basis (100 participants plus 20 staff) Staff Food and Beverage @\$250 (Participants' expenses to be shared by themselves) Transportation Seminar Facilities	\$300 X 1 nights X 120 persons =36,000  \$250 X 20 staff=5,000  \$3,000 \$7,500	\$51,500
11. 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) 5% MPF	\$999 X4days X100 participants MPF 5%	\$399,600

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12. Rental of Office with essential furniture	110 ft for 12 months (to be charged by Dept of EPL, HKIEd)	\$7.27/ft X110 ft X12months	\$9,597
13. Rental of teaching venues at HKIEd	30 training hours X 2 cohorts (2 hours as buffers for each 6 hours sessions for 2 cohorts total 70 hours) 6 tutorial hours X 5 groups X 2 cohorts (5 rooms per cohorts) Action Learning Tutorial Sessions (50 groupsX3 hours)	\$65 per hour X70 hours  \$35/hr X60 hours \$35 per hour X3hours X50groups	\$11,900
14. Equipment	1x Notebook Computer with OS and related Office Software PowerPoint Presenter	1 number (at rate set by QEF)	\$8,500
15. Sundry	Consumable, Transport, Posting, Stationery, Souvenir, Expenses on Ceremonies (with tea reception) etc.		\$50,273
16. Sub-total of above			\$1,948,590
17. Contingency	Emergency expenses and other costs not covered in other items	Approximately 2% of the project cost	\$41,460
18. Clerical and other administrative support provided at HKIEd	EPL Dept., ITS, Library, HRO and FO support services	Approximately 2% of the Project cost	\$44,250
19. Project Total			\$2,034,300

## Notes:

1. Each Participant is expected to share \$250.00 for the Food and Beverages expense as per item 10;
2. \$200,000.00 is to be responsible by individual participant (or to be supported by the Participating Schools): 100 participants X \$2000
3. Application for QEF funding support \$2,034,300.

**13. 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 Sep 2010 – 28 Feb 2011	31 Mar 2011	Interim Financial Report 1 Sep 2010 – 28 Feb 2011	31 Mar 2011
Final Report 1 Sep 2010 – 30 Jun 2011	30 Sep 2011	Final Financial Report 1 Mar 2011 – 30 Jun 2011	30 Sep 2011

#### 14. Asset Usage Plan

Category (in alphabetical order)	Item/ Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
audio and video equipment	To be loaned by HKIEd			
computer hardware	Notebook Computer and wireless presenter	1	\$6,000	See Note 1 below
computer software	Related OS and Office Software	1	\$2,500	See Note 1 below
office equipment	To be loaned by HKIEd			
office furniture	To be loaned by HKIEd			
Others	Fax service and photocopy service to be charged by HKIEd			

*Note: for use by the Department of Education Policy and Leadership upon project completion*

#### 15. Project Staff (HKIEd):

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- Consultant and Supervisor: Professor Alan Walker  
Chair Professor of International Educational Leadership  
Head, Department of Education Policy and Leadership
- Project Leader: Mr. CHAN Tsan-ming, Kenneth  
Lecturer, Dept. of Education Policy and Leadership
- Team Member: Dr. Paula Kwan  
Associate Professor, Asia Pacific Centre for Leadership  
and Change

An external advisor will be appointed when the funding support is successful.

#### 16. Advisory Committee

An advisory committee composes of representatives from the HKIEd, School Sponsoring Body, school principals and vice principals will be formed to monitor and to advice the design and conducting of the whole project. Membership are as follows:-

- |           |              |                                    |
|-----------|--------------|------------------------------------|
| 教院代表:     | 徐國棟副教授       | 課程與教學學系 (邀任委員)                     |
|           | 陳湛明講師        | 教育政策與領導學系                          |
|           | 關譽綱副教授       | 亞太領導與變革研究中心                        |
|           | 校外獨立代表(有待委任) |                                    |
| 教區代表:     | 教育事務主教代表助理:  | 陳繼賢助理                              |
|           | 教區學校中央校董會成員  | 葉成標校長                              |
|           | 教區學校聯會主席     | 陳順清校長、丁德貞校長                        |
|           | 副校長代表        | 潘素湄副校長、余美好副校長                      |
| 教區顧問校長小組: |              |                                    |
|           | 蘇蘊珩校長        | 教區學校中央校董會成員                        |
|           | 高明校長         | 教區學校中央校董會成員、學生輔導服務協調小組召集人          |
|           | 阮瑞嫻校長        | 教區學校中央校董會成員                        |
|           | 廖慕賢校長        | 教區學校中央校董會成員、新任校長培訓計劃 Blue Skies 成員 |
|           | 葉介君校長        | 教區學校服務中心主席、新任校長培訓計劃 Blue Skies 成員  |
|           | 麥惠貞校長        | 教區學校聯會小學組副主席                       |
|           | 李炯輝校長        | 新任校長培訓計劃 Blue Skies 成員             |
|           | 梁淑儀校長        | 新任校長培訓計劃 Blue Skies 成員             |
|           | 何永聰校長        | 新任校長培訓計劃 Blue Skies 成員             |
|           | 劉偉明校長        | 新任校長培訓計劃 Blue Skies 成員             |

#### 17. Potential Guest Speakers, experience sharing guests and Tutors:

- 校董參與分享: 顧爾言先生、張秀文女士、李世乾先生、區耀佳醫生、蔡楷俊先生
- 小組校長導師: 李杞年、何綺霞、馮淑楷、鄧烈文、林月霞、  
梁綺薇、胡豔芬、陳蕙珍、林貴蓮、譚煜雄

**Summary of the Results of the Focus Group Discussion Held  
on 3 February 2010 at St. Patrick School**

### **Introduction**

The meeting was held to enable representatives of the major stakeholders to present their views and concerns about the planning and implementation of the Project. It was attended by the HKIEd project team, 6 principals and 5 vice-principals from the Catholic Diocese primary schools.

### **Views Expressed and Consensus Reached**

#### ***1. Course Objectives and Contents***

Some vice-principals queried if the objectives and contents will overlap those of the Aspiring Principal (AP) training courses offered by various teacher education institutions. This concern was eased by the explanations of HKIEd Project Team and the principals who had been coordinating the development of the Project. It was explained that the programme was designed specifically for the serving and aspiring vice-principals of the Catholic Diocese primary schools. Therefore it will offer its participants a unique professional development that cannot be repeated elsewhere. The provision of the shadowing experiences in both school and NGO sector settings was enthusiastically received by both principals and vice-principals present. Finally, they all agreed that the programme will be instrumental in greatly enhancing the capacity of senior teachers to assume the role of vice-principals in the Catholic Diocese primary schools.

#### ***2. Course Assignments***

Concerns were also raised about the objectives of the Action Learning Project assignment and the workload it will incur. Specifically, it was queried if it would duplicate some potential programme participants' experience with the Action Research Project assignment of their previous/concurrent Aspiring Principal Training Course. It was answered that the proposed Action Learning Project would differ that of AP course both in terms of its academic demand and level of school work targeted. It is expected that programme participants will select a school-level task which they will lead or coordinate irrespective of their status in this programme as the focus of their project. In anticipation of the added workload, the Project will programme participants with professional coaches to provide on-site support from project inception to evaluation.

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The meeting agreed that the design and organization of this Action Learning Project will achieve the twin goals of vice-principal development and sustained school improvement.

### 3. *Course Organization*

The meeting also discussed some major issues concerning the organization of the Programme. It was agreed that, pending for approval of the QEF proposal, the Programme will commence in September 2010. The taught course part will be delivered in 2 three-whole-day periods. Supply teachers will be provided to cover part of the workload of the participants. Views were also expressed on the arrangement and timing of the shadowing exercise and the Retreat. There were also lengthy discussions on the number of eligible participants from each school and how they will be organized into different cohorts. The meeting agreed that these organizational matters will be firmed up after the Project has received green light from the QEF Secretariat.

*Note: A separate focus group meeting with the vice-principals were held on the same day. The results are presented in Appendix 2*



## Appendix 2

## Catholic Primary School Vice-Principal Focus Group

3 February, 2010

Participants: 5 vice-principals from Catholic primary schools

Main themes concerned or roles suggested by the group:

- Conflict Management
- Coordinator 協調者
- Active Listener
- Complaint Management
- Building bridge between teachers and the principal
- Balancing needs between teachers and the school
- Personnel Management
- Role model
- Knowing about the strengths and weaknesses of teachers
- Managing negativity of teachers
- Managing negative emotion of teachers
- Building school culture
- Problem-solving skills
- Communicative skills 應對及說話技巧
- Working with your boss
- Being a critical friend with the principal 俾友
- Building trust with teachers and the principal
- Building rapport with teachers 親和力