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Research Topic:

**An exploration of teacher continuing professional
development (“CPD”) in Hong Kong primary
schools: impacts on teaching and learning, teachers’
attitudes and engagement**

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Declaration

I, Chan Hoi Ki, declare that this research report represents my own work under the supervision of Ms. Samson Elizabeth, and that it has not been submitted previously for examination to any tertiary institution.

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Abstract

This study aims at exploring teacher continuing professional development (“CPD”) in Hong Kong primary schools. This study adopted quantitative approach. Semi-structured interviews were conducted to investigate the influences of teacher CPD on teaching and learning, teachers’ attitudes towards and engagement in teacher CPD. Eight in-service teachers from three different primary schools were invited to be the participants in this study.

The findings of this study show that participants generally held positive attitudes towards teacher CPD; they have more favorable instrumental attitude than affective attitude. Moreover, it is found that teacher CPD matches the needs of current trends, such as curriculum renewal and the application of multimedia and online assessment software to foster teaching and learning. This study also discovered that teachers’ personal factors (years of teaching experience and teachers’ rank) caused teachers to have different initiatives and considerations and hence affected their engagement in teacher CPD.

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1. Contextual background

Teacher CPD is highlighted to help teachers deal with ever-changing needs. Facing rapid educational change and the demand for improving quality of teaching, teachers are required to update themselves and enhance their teaching skills through professional development (Craft, 2000). Furthermore, there is an emerging trend for broadening teachers' learning and improving their practices through teacher CPD (Collinson, Kozina, Lin, Ling, Matheson, Newcombe & Zogla, 2009). By engaging in teacher CPD, they would be provided with a platform to obtain more knowledge and skills through ongoing education in response to the complex reform in schooling.

Teacher CPD in Hong Kong was given wide attention in the early 2000s. The issue of the document “Towards a Learning Profession: The Teacher Competencies Framework and the Continuing Professional Development of Teachers” (“CPD document”) in 2003 has laid the foundation of sustainable development for Hong Kong teachers. The framework of teacher CPD is constituted by four core domains, namely teaching and learning, student development, school development and professional relationships and services (Advisory Committee on Teacher Education and Qualifications [“ACTEQ”], 2003). This document provided a systematic CPD blueprint for both schools and teachers; it also suggested the institutionalization of the practices

of CPD to acknowledge and enhance teachers' engagement in professional development (ACTEQ, 2006). In the CPD document, a soft requirement for teachers' participation in CPD was initiated. Teachers are encouraged to undertake CPD activities, including both structured learning activities and/or other CPD modes with not less than 150 hours within the three-year cycle (ACTEQ, 2003). With the CPD policy, teachers are required to participate in CPD activities.

Apart from Hong Kong, different countries around the world, such as Finland, also emphasize on teacher education and have the practice for teachers to attend the CPD activities. Finland has a holistic approach for the continuum of teacher education. For pre-service stage, prospective teachers are required to obtain a master's degree to fulfill teacher qualification. During in-service time, teachers have the professional training through training days and short courses; there are three mandatory in-service training days for teachers every year (Niemi, 2015). This shows that Finland has structured procedure for teacher CPD. Teacher professional development attracts global practice and attention, the issue of teacher CPD is of paramount importance. Therefore, there is a need to examine and explore teacher CPD in the Hong Kong context.

2. Purpose of the study

As a pre-service teacher, there are several reasons to conduct this study. Firstly, to keep pace with the changing education needs, it would be a good practice to have better understanding on teacher CPD in the early stage for self-enhancement. Teachers' professional development helps teachers learn how to improve their practice. It is thought that the ultimate goal for teaching profession is to achieve teacher professionalism. Teacher CPD drives teacher life-long learning and quality education; it is one of the essential elements that makes teachers become more professional. Hence, as a prospective teacher, it is necessary to explore more on the issue of teacher CPD.

Secondly, for the betterment of next generation, it is vital to know more about the impacts of teacher CPD on students' learning. Professional development of teachers plays a role in enhancement of students' learning. Phased into the period of continual curriculum renewal, teacher CPD programmes are designed to meet the aim of improving students' learning to learn ability by strengthening teachers' professional capacity (Education Bureau ["EDB"], 2018b). This implies that there is a bonding between teacher CPD and the students' learning.

To better prepare teachers for nurturing the future generation, the Hong Kong

government has put more attention and resources on promoting teacher CPD in the past few years. For instance, in “The Chief Executive's 2017 Policy address”, the government enhanced teacher CPD by setting up a teachers’ professional ladder to recognize teachers' expertise in certain subjects and also to encourage teachers to acquire other specialized skills; the EDB set up the Task Force on Professional Development of Teachers to follow up the measures (EDB, 2018c). Based on personal observation, non-specialized teaching is a common phenomenon in Hong Kong. Both subject-trained and non-subject-trained teachers might be assigned to teach certain subjects. By investigating the relationship between teacher CPD and teaching and learning, it could help to understand if teacher CPD can help out-of-field teaching and enhance teachers’ practice in classroom.

Thirdly, it is essential to investigate teachers’ perception towards teacher CPD. Teachers are the participants of CPD activities. By studying teachers’ attitudes, it will be valuable for the government to evaluate and improve future CPD planning. Lastly, teachers’ participation in CPD would be studied. By exploring the linkage between teachers’ personal factors and their engagement in the professional development activities, it could help to understand how teachers’ years of teaching experience and rank pose impacts on their involvement in teacher CPD.

Based on the objectives stated above, this study would explore the teacher CPD in Hong Kong. Three research questions are addressed in this study:

- 1) What are teachers' attitudes towards teacher CPD?
- 2) How does teacher CPD affect teaching and learning?
- 3) How do the teachers' personal factors (years of teaching experience and teachers' rank) affect teachers' engagement in teacher CPD?

3. Literature Review

In this section, some of the key concepts are discussed and relevant literature are reviewed and analyzed to consolidate the current study.

3.1 Understanding teacher CPD

According to Wan and Lam (2010), the definition for teacher CPD is not standardized due to the variation in educational backgrounds and contexts; in general, teacher CPD refers to teachers engaging in ongoing learning and it comprises of individualized learning and co-learning. It indicates that teacher CPD is a continuing process and it involves both personal and team development. Bredeson (2002) interprets teacher CPD as a learning opportunity for teachers and enables them to get involved by creative and reflective means that eventually consolidate their practice.

Rogan and Grayson (2003) further elaborate teacher CPD as a process involving learning activities that improve professional career growth. In this study, teacher CPD includes teachers' learning and engagement and subsequently enhances teachers' professional practice and development.

3.2 Teacher professionalism in relation to teacher CPD

To achieve teacher professionalism, teacher's quality and ability of being professional is highlighted. The objective of teacher professionalism is to fulfill the best standard in teaching professional ground on the professional knowledge, skills and attitude (Demirkasımoğlu, 2010). Teacher professionalism emphasizes on teachers being knowledgeable and committed; it also highlights teachers' ability to work as professionals (Ochs, Degazon-Johnson & Keevy, 2011). This implies that teacher professionalism concerns teacher's competence and dedication of being a professional teacher.

There is linkage between teacher professionalism and teacher CPD. Teacher CPD enhances teacher professionalism (Evans, 2008; Hargreaves, 2001; Kirkwood & Christie, 2006; Morris, 2008). Aligned with the focus of professionalism stated above, teacher CPD creates enhancement in teachers' quality and competence to achieve

professionalism. Fraser, Kennedy, Reid and Mckinney (2007) suggest that teacher CPD represents changes in professional knowledge, skills, belief of teachers that brings about qualitative improvement in terms of teachers' professionalism. In addition, Grieve and Mcginley (2010) conducted a study to evaluate teachers' views on CPD, teachers recognized that teacher CPD is the crucial element enhancing education practice; CPD has positive influence on their learning and deepening commitment to connecting theory with practices. The above implies that teacher CPD has inseparable relationship with professionalism. It plays a vital role and is similar to a stepping stone in realizing teacher professionalism.

3.3 Attitudes towards teacher CPD: affective attitude and instrumental attitude

Smith and Biddle (2008) point out that attitude is generally regarded as multidimensional, consisting of affective and instrumental perspectives. Affective attitude is emotional, reflecting on one's emotive feeling, such as pleasant or unpleasant; instrumental attitude is cognitive, usually used to present the views on usefulness of activities, such as useful or useless (Smith and Biddle, 2008). With reference to Blunt and Yang (2002), enjoyment of learning activities is considered as the affective element of attitude. Thus, emotional attitude discovers one's level of enjoyment towards specific activities.

For instrumental attitude, it puts focus on the existence of benefits, such as enhancement in career prospective (Dickinson, 1995). Hence, instrumental attitude measures the practicality of the activity. Wan (2011) conducted a research on teachers' perceptions of teacher CPD; teacher respondents had affirmative attitudes towards CPD activities as they regarded those activities were beneficial to schools, teachers and students. This reflects that there might be positive correlation between the usefulness of teacher CPD activities and teachers' instrumental attitude.

3.4 Functional development of teacher CPD

Apart from attitudinal measurement, functional, also named behavioral development is another highlight for teacher CPD. According to Evans (2002), functional development is one of the components of teacher development that teachers' professional abilities could be enhanced. Furthermore, professionalism embraces attitudinal and behavioral orientation that one hold towards his/her profession (Boyt, Lusch & Naylor, 2001). Functional development can enhance knowledge or understanding that are commonly regarded as the product of learning; it also involves learning to apply what has been learnt in one's practice (Evans, 2002). This implies that functional development is similar to the teachers' achievement obtained from teacher CPD activities and teachers adapt the knowledge or skills learnt for practice. In this

study, it is predicted that teachers would change their current teaching practice and apply the new teaching methods in the classrooms after attending CPD activities.

The attitudinal development is associated with functional development to some extent. Lessing and De Witt (2007) conducted a study on teacher perception of teacher CPD, the research results revealed that some teachers held positive attitude towards teacher CPD as some CPD workshops upgraded knowledge and helped to improve excellence and efficiency that contribute to critical thinking about existing teaching habit and inspiration in future practice. Nevertheless, some teachers had negative attitude as they thought that knowledge and skills acquired were not enough and applicable. This study predicts that teachers' attitudes towards teacher CPD would probably be influenced by the functional attribute and teacher CPD might affect teachers' future practice in teaching.

Moreover, as seen in the literature, teacher professional development brings impacts on teaching and learning. Take reference to the case in Finland, Finnish teacher education has drawn international attention due to its high scores in international assessments (Sahlberg, 2011). There is a general agreement that the excellent performance of Finland in international assessments, such as The Programme for

International Student Assessment (“PISA”), are mainly the result of high quality of teachers and teacher education (Hökkä & Eteläpelto, 2014). This reflects that there might have positive relationship between teacher professional development and students learning outcomes.

3.5 Teachers’ personal factors (years of teaching experience and teachers’ rank) and engagement in teacher CPD

Years of teaching experience and teachers’ rank are two of the demographic and personal characteristics of teachers, these two features bring uniqueness for teachers' professional lives and pose influences on the teachers’ participation in teacher CPD (Tang and Choi, 2009). Regarding years of teaching experience, teachers can mainly be categorized into two types: novice teachers and experienced teachers. Nolan's (2017) definition was applied in this study; novice teachers are teachers with three or less years of experience, second-stage teachers are teachers with four to ten years of teaching experience, teachers with more than ten years of experience are experienced teachers while teachers with more than twenty years of experience are veteran teachers. Concerning teachers’ rank, this study will make reference to the rank set by EDB (2017).

Teachers’ personal factors would likely affect teachers’ engagement in teacher

CPD. In terms of the kind and the level of participation in teacher CPD activities, Bayindir (2009) discovered that there is negative relationship between the number of years of teaching experience and teachers' level of participation in teacher CPD; accordingly, teachers with more years of teaching experience have lower level of participation. Furthermore, regarding the type of activities engaged, in the study done by ACTEQ, it is found that less experienced teachers preferred to take part in activities that could enhance their qualification and solve the problems they came across in daily teaching; meanwhile, basic rank teachers showed higher participation in structured courses while senior teachers had higher participation in seminars and literature review (ACTEQ, 2006). This indicates that teachers with different personal characteristics have varying preferences or considerations on what types of teacher CPD activities to participate in and have diverse degree of participation.

Furthermore, teachers' personal factors pose impacts on teachers' roles when participating in CPD activities, especially teacher CPD activities held within school. According to Reeves (2010), collaboration and sharing exist in teacher CPD within school, veteran teachers are capable of giving assistance to novices while novice teachers are able to support veterans to keep passion for the profession. In teacher CPD, learning between novice and veteran teachers is facilitated and teachers with different

personal factors play a unique role.

4. Significance of the study

Scholars such as Wan and Lam (2008) and government organizations conducted studies on teacher CPD. Nevertheless, previous studies put focus on analyzing the mode and preference of teacher CPD activities. This study will instead put teachers as the major subject and explore the notion of teacher CPD in multi-dimensional way. This research is significant in several perspectives. Firstly, it is hoped that this study will be useful in understanding different attitudes of teachers, specifically affective and instrumental attitudes towards teacher CPD activities. With reference to Section 3.3 (page 8), the research conducted by Wan (2011) mainly investigated teachers' attitude on the effectiveness of teacher CPD activities, which is the instrumental perception. This study divides attitudes into two aspects and thus could help to investigate teachers' attitudes towards CPD activities more comprehensively.

For the second significance, it is hoped that this research can have a review on different teachers' orientations in teacher CPD. This study will explore the connection between teachers' personal factors (years of teaching experience and teachers' rank) and their engagement in teacher CPD. Teachers' preferences of CPD activities might be

influenced by teachers' personal factors and considerations (ACTEQ, 2006). It is therefore worthwhile to investigate the relationship between teachers' personal factors and their participation in CPD.

Another significance is related to the collaborative relationship among colleagues in teacher CPD. When engaging in teacher CPD, teachers with different personal factors such as higher rank teachers and lower rank teachers might have role differences. It is expected that the study can help teachers understand the role and participation of other parties and enable them to work and collaborate together more effectively.

Lastly, one of the highlights of this study is to explore the impacts of teacher CPD on teaching and learning. The survey results of ACTEQ indicated that teachers' level of agreement and time allocation in the four teacher CPD domains were skewed towards "Teaching and Learning" (ACTEQ, 2006, 2009). Hence, it is meaningful to explore the effect of teacher CPD on this specific domain. This study fills the research gap. With reference to Section 3.4 (pages 9 to 10), Hökkä and Eteläpelto (2014) measured the impacts of teacher CPD on teaching and learning in terms of large-scale international assessments such as PISA. This study will instead evaluate the impacts on teaching and learning in smaller scale and in wider dimensions. The effects on teaching and learning

would make references to the four domains suggested by ACTEQ (2003), specifically 1) subject matter knowledge, 2) curriculum and pedagogical content knowledge, 3) teaching strategies and skills, use of language and multimedia and 4) assessment and evaluation. The impacts of teacher CPD on teaching and learning are measured in four different perspectives. It is hoped that this study can help to investigate the influences on teacher CPD on teaching and learning in various channels.

5. Research Design

5.1 Research methodology

Qualitative approach is adopted to investigate the three research questions. Using qualitative method is appropriate for researchers to discover and to have better understanding on participants' perception (Maxwell, 2012). Therefore, qualitative approach is likely to be an effective method to investigate teachers' attitudes towards teacher CPD and explore their experience and participation in teacher CPD.

In this study, semi-structured interview is chosen as the research methodology to collect comprehensive information from the participants. Semi-structured interview is useful in eliciting interviewees' detailed response, viewpoints and experience in a relaxing atmosphere (Boyce & Neale, 2006). Therefore, in-depth data could be

collected for the study. The instrument used to support the study was an interview guideline (shown in Appendix, pages 57 to 60) and the interview questions were self-developed. Opdenakker (2006) mentions that semi-structured interviews with interview guidelines allow researcher to formulate the questions beforehand, it assists the researcher what to ask and allows further follow-up. Semi-structured interviews with interview guidelines enables thorough discussion between interviewer and interviewees. It also provides flexibility for researchers to ask and interviewees to express their views more freely.

5.2 Sampling method, research participants and their respective schools

The sampling method used in this study was convenience sampling. The research participants were eight in-service primary school teachers in aided schools. Eight participants were from three aided schools; the schools were from different districts in Hong Kong. Among the participants, six of them were teachers from my Block Practice school while the other two were my friends. The language medium used in these three schools were Chinese. To match with the schools' language medium and to enable the participants to express their views more freely, the interviews were conducted in Cantonese.

The profiles of the participants are listed in the following table:

Participant	Age	Years of teaching experience	Major teaching subject in Year 2018-2019	Other teaching subject(s) in Year 2018-2019	Rank	Estimated number of hours that will be spent in teacher CPD in 2018-2019
T01	36-40	4-10	Mathematics	Information and Communication Technology	A.P.S.M.	~120
T02	31-35	11-20	Mathematics	Music	C.M.	~50
T03	41-45	>20	Chinese Language	Visual Arts	A.P.S.M.	~100
T04	31-35	4-10	Mathematics	General Studies	C.M.	~80
T05	41-45	11-20	Chinese Language	Physical Education and Putonghua	P.S.M.	~70
T06	20-25	1-3	English Language	General Studies	C.M.	~100
T07	26-30	1-3	Physical Education	Chinese Language and Mathematics	A.P.S.M.	~100
T08	>50	>20	Chinese Language	Music	P.S.M.	~110

Table 1 Profiles of the participants

5.3 Data collection

In this study, ethical issues were taken into consideration. Participants signed the consent forms beforehand to ensure that they noticed the confidentiality of the research data and their right to privacy. Interviews were conducted from mid-January to early-March 2019. Each interview lasted for around forty-five minutes. Six interviews were conducted inside the campus after school. Another two interviews were conducted in public area with quiet environment in weekends. The public sites were carefully

selected to ensure the interviews were conducted in a non-disturbing condition and with high level of privacy.

Responses provided from the interviewees were recorded under the participants' approval to facilitate transcription and content analysis. Five domains were covered in this study and the procedures of interview were as followed: (1) Some background information were asked to understand the personal factors of the interviewee, (2) a supplementary sheet listing different modes of teacher CPD was provided for the participant to choose the CPD activities he/she has participated in, (3) invited participant to share his/her attitudes towards teacher CPD activities, (4) asked participant's view of the impact of CPD on teaching and learning, (5) asked participant the relationship between personal factors and engagement in CPD activities.

5.4 Data analysis

The process of data analysis was divided into three steps. Firstly, as the interviews were conducted in Cantonese, data collected from the interviews were translated into English after the process of data collection. Secondly, to facilitate data analysis, during the process of translation, the collected data had slightly altered to enhance the textual coherence and cohesion. Thirdly, the significant phases and paragraphs of the collected data were chosen; they were gathered and categorized to respond to the research

questions.

6. Results

This chapter shows the results gathered in the interviews. The findings are correlated to the research questions (refer to Section 2, page 5); they are categorized into three major areas as follows:

- 1) Attitudes towards teacher CPD,
- 2) Impacts of teacher CPD on teaching and learning, and
- 3) Relationship between personal factors (years of teaching experience and teachers' rank) and engagement in teacher CPD

6.1 Attitudes towards teacher CPD

Firstly, regarding the classification of attitudes suggested by Smith and Biddle (2008), attitudes are divided into affective and instrumental aspects (refer to Section 3.3, page 7).

6.1.1 Affective attitude

For affective attitude, it is measured by participants' level of pleasure in teacher CPD activities. Participants had reported various levels of pleasure, ranging from 4 to

8 out of 10 marks (Interview Question 3.1). The average score for the level of pleasure in teacher CPD activities of the participant is 6.5 out of 10 marks.

Participants	T1	T2	T3	T4	T5	T6	T7	T8
Participants' scores for the level of pleasure in teacher CPD activities (out of 10 marks)	4	5	7	8	7	8	5	8

Table 2 Affective Attitude towards teacher CPD

As shown in Table 2, three of the participants (T1, T2 and T7) rated 5 marks or below while the rest of the participants graded 7 marks or above for the level of pleasure in teacher CPD activities. The rating of 4 and 5 marks might imply that T1, T2 and T7 have neutral or even negative affective attitude toward teacher CPD.

Extract 1

*“It is **required** to engage in teacher CPD to fulfill the requirement.”* (T1)

Extract 2

*“I think **I am representing the school to join certain CPD activities.**”* (T2)

Extract 3

*“Some activities **emphasized on theories instead of real practice**, in addition, some speakers were **boring**, they also **shared their points in flat tone**”* (T7)

Extracts 1 to 3 shared by T1, T2 and T7 reveal the reasons for them rating relatively low marks for the level of pleasure in teacher CPD activities. Both T1 and T2

suggested that joining teacher CPD activities was due to the requirement or administrative arrangement by EDB or the school. T7 mentioned that the content of teacher CPD activities and the speech style of the speaker influenced her level of pleasure in teacher CPD activities. Extract 4 mentioned by T3 shows similar viewpoint when talking about other factor(s) that affect the attitude towards teacher CPD (Interview Question 3.3).

Extract 4

*“If the **tone of the speaker is attractive and interesting** and the **content** are practical, I will have **more positive attitude** towards teacher CPD activities, and vice versa.” (T3)*

Nevertheless, the following extracts reveal that some participants felt pleasure for teacher CPD activities.

Extract 5

*“The Science, Technology, Engineering and Mathematics workshop had **hands-on activities**. It introduced some interesting ideas which made me feel pleasant.” (T4)*

Extract 6

*“It was **fresh and interesting** to attend CPD activities that **involved experiential learning**.” (T5)*

Extracts 5 to 6 given by T4 and T5 specifically show that both participants found pleasant and interesting as the CPD activities composed of hands-on activities or experiential learning. From Extracts 3 to 6, T3, T4, T5 and T7 all agreed that the features of teacher CPD activities would affect their level of pleasure in teacher CPD activities.

6.1.2 Instrumental attitude

For instrumental attitude, it is measured by the level of usefulness of teacher CPD activities. Compared to affective attitude, the instrumental attitude held by the participants was slightly more concentrated. All participants rated the level of usefulness of teacher CPD activities 6 marks or above, ranging from 6 to 9 out of 10 marks (Interview Question 3.2). The average score for the level of usefulness of teacher CPD activities of the participant is 7.25 out of 10 marks, which is higher than that of the level of pleasure in teacher CPD activities. This implies that in general, participants have more positive instrumental attitude than affective attitude.

Participant	T1	T2	T3	T4	T5	T6	T7	T8
Participants' scores for the level of usefulness of teacher CPD activities (out of 10 marks)	7	8	7	7	7	7	6	9

Table 3 Instrumental Attitude towards teacher CPD

Extract 7

“From observing other teachers’ lessons. I can learn from both good and bad practice and apply good practice in the future.” (T1)

Extract 8

“I can acquire relevant and most updated information about the new Mathematics curriculum in advance.” (T2)

Extracts 7 to 8 given by T1 and T2 respectively indicate that both participants found teacher CPD activities useful. T1 mentioned that teacher CPD activities helped to learn from colleagues’ practice while T2 suggested that CPD activities provided the most up-to-date details for the new curriculum.

6.2 Impacts of teacher CPD on teaching and learning

Teaching and learning is one of the core domains of teacher CPD, there are four elements under teaching and learning domain (refer to Section 4, page 14). It is found that teacher CPD posed positive impacts for the four elements, except for subject matter knowledge. Teacher CPD also brought favorable effect on out-of-field teaching.

6.2.1 Subject Matter Knowledge

Among the eight participants, five of them (T2, T3, T5, T6 and T7) thought that teacher CPD activities had posed little impact on their subject matter knowledge

(Interview Question 4.1.2). These participants mentioned that they had acquired relevant knowledge in the bachelor's degree, master's degree or the postgraduate diploma in education. The responses from the participants reveal that there was no significant effect of teacher CPD activities on teachers' subject matter knowledge. Teachers had obtained related knowledge in their previous degree or studies.

6.2.2 Curriculum and Pedagogical Content Knowledge

All participants stated that teacher CPD activities had positively enhanced their curriculum and pedagogical content knowledge (Interview Question 4.1.3).

Extract 9

“Some activities can focus on showing the novel elements added in the new curriculum. I can adjust the curriculum and pedagogical content more easily.”

(T3)

Extract 10

“It is useful to attend teacher CPD activities to know the updated requirements and pedagogical knowledge set by the authority” (T4)

Extracts 9 and 10 given by participants T3 and T4 reveal that with ongoing renewal of the curriculum, there are updated elements and requirement for the new curriculum.

As suggested by T3 and T4, teacher CPD enabled teachers to obtain more details about

the new curriculum and helped to equip teachers with the up-to-date curriculum and pedagogical content knowledge.

6.2.3 Teaching Strategies and Skills, Use of Language and Multimedia

Regarding teaching strategies and skills, use of language and multimedia, all participants agreed that teacher CPD activities bring positive impacts on this domain (Interview Question 4.1.4). Participants especially highlighted the impacts of teacher CPD activities on the use of multimedia. All participants shared about how teacher CPD activities affect their use of multimedia in the lessons. The following interview extracts (Extracts 11 to 12) are two of the examples.

Extract 11

*“In some **peer lesson observations or talks**, teachers **introduced some software** that are **useful in certain themes**. Afterwards, I tried to **apply** the software to **organize relevant activities in class** to **teach students more interactively**.” (T4)*

Extract 12

*“Originally, I **did not know the functions of certain keys in the eBook**. After participating in the workshops, I learnt how to **make good use of the eBook** in the lessons to **display more video clips** or to **have more interesting games or quizzes**.”*

(T6)

Extracts 11 and 12 given by T4 and T6 specifically show that both teachers obtained skills from CPD activities on how to apply multimedia. T4 tried to apply multimedia learnt from teacher CPD activities to motivate students' learning while T6 obtained skills from teacher CPD activities that fostered the use of resources in the multimedia eBook.

6.2.4 Assessment and Evaluation

All participants stated that teacher CPD activities bring positive impacts for them to handle students' assessment and evaluation (Interview Question 4.1.5). Participants emphasized on online mode assessment and evaluation.

Extract 13

*“The **form of assessment** changed from traditional **pen-and-paper tests** to novel **online assessment**. CPD activities introduced some **online assessment software** and **online question banks**. I learnt and applied them in my lessons to collect **immediate response from students**.” (T4)*

Extract 14

*“Some assessments were conducted by **using online platform** that can **generate statistics to analyze the performance of students** on each question. With the statistics, it is **easier to identify students' learning effectiveness**.” (T8)*

Extracts 13 to 14 reflect that participants adopted online assessment and evaluation in their lessons. T4 suggested that the mode of assessment and evaluation switched from pen-and-paper form to electronic; this helped teacher to obtain instant response and data from students. T8 mentioned that statistics produced by the online platforms enabled her to efficiently review students' learning strength and weakness.

6.2.5 Out-of-field teaching

Apart from the four elements within teaching and learning domain (Section 6.2.1 to 6.2.4), this study also discusses the effect of teacher CPD activities on out-of-field teaching (Interview Question 4.2). According to the responses from the interviews, except T4, other participants (T1 to T3 and T5 to T8) are required to teach out-of-field; they all agreed that teacher CPD posed positive impact on their out-of-field teaching. Interview extracts below are two of the examples.

Extract 15

*“Teacher CPD activities helped to **enhance my knowledge and skills** on teaching ICT. I **felt more confident** in teaching ICT afterwards.” (T1)*

Extract 16

*“I **explored more and received relevant skills and strategies** in teaching General Studies.” (T2)*

Extracts 15 and 16 reflect the positive influence brought by teacher CPD activities

on out-of-field teaching. As suggested by T1 and T2, teacher CPD activities helped them in acquiring relevant knowledge, skills or/and strategies for teaching out-of-field, therefore, it is noted that in certain extent, teacher CPD boosts participants' confidence and ability in teaching the subject that they are not specialized in.

6.3 Relationship between personal factors (years of teaching experience and teachers' rank) and engagement in teacher CPD

6.3.1 Teachers' role

The role of teachers in teacher CPD activities concentrated on CPD activities that were held within school. Responses from the interviews show that years of teaching experience did not pose direct impact on teachers' role in teacher CPD activities. However, participants suggested that teacher's rank, with the post he/she is responsible for had posed influence on teachers' role (Interview Question 5.1.2). The following interview responses (Extracts 17 to 18) reveal that teachers who are assigned with certain post and with higher rank usually have more active role.

Extract 17

*“My rank and my post required me to share relevant content and skills of e-Learning to colleagues, therefore, my **role** was **quite active**. I think for teachers with **higher rank** would be more **active to operate or lead CPD activities** as they*

*have the **responsibilities**.*” (T1)

Extract 18

*“Teachers with **higher rank** have **more power and responsibilities**, they will have **more initiatives in teacher CPD activities**.* (T6)

As T1 explained, since she is a teacher with relatively high rank and she is in charge of e-Learning, she has the responsibility to take a more active role. T6 stated that teachers with higher rank possess power and commitment, hence, they have more initiatives and their role will be more active. Both participants suggest that teachers’ rank and teachers’ role in CPD activities that organized in school are positively correlated. Teachers with higher rank have more active role in teacher CPD activities that held in school.

6.3.2 Collaboration among teachers

Similar to previous section (Section 6.3.1), the context emphasized in this section is within the school. This section discusses how teachers’ personal factors affect the collaboration among teachers within school (Interview Question 5.2.2). Regarding the linkage between teachers’ rank and collaboration among colleagues, participants’ viewpoints are similar to that of the connection between teachers’ rank and teachers’ role (Interview Question 5.1.2). Extract 19 mentioned by T5 shows that teachers with

higher rank play more active role to facilitate collaboration among colleagues.

Extract 19

*“In joint lesson preparation, the **panel head or teachers with higher rank** will be **more active in reminding** other teachers and they **may even conduct demonstration for colleagues.**” (T5)*

For years of teaching experience, the following interview responses (Extracts 20 to 21) reveal that teachers with different years of teaching experience would have mutual support in the collaborative relationship.

Extract 20

*“Experienced teachers **share some teaching strategies** to novice teachers. **Oppositely, novice teachers share some IT skills** with experienced teachers.” (T4)*

Extract 21

*“I think the collaborative relationship is in **two-way**: novice teachers **share some IT skills** with experienced teachers while experienced teachers **share their view on the feasibility of certain plan.**” (T6)*

T6 described the collaborative relationship between teachers with different years of teaching experience as “two-way”. From Extract 20 to 21, both T4 and T6 believed that novice teachers helped experienced teachers with the IT skills while experienced teachers supported novice teachers by advising teaching methods or predicting the

practicability of the plan. Nevertheless, T2 and T3 suggested that collaboration among teachers depends on teacher's own personalities and attitude, it might also subject to school culture and atmosphere.

6.3.3 Level of participation

According to the responses given by the participants, the relationship between teachers' personal factors and their level of participation can be summarized in Table 4.

Years of teaching experience	Rank	Level of participation in teacher CPD
More	Lower	Low
More	Higher	Low/High
Fewer	Lower	High
Fewer	Higher	High

Table 4 Relationship between teachers' personal factors and their level of participation in teacher CPD

Table 4 is the overview of participants' view on the linkage between teachers' personal factors and the level of participation in teacher CPD (Interview Question 5.3.2). For experienced teachers with higher rank, participants have different opinions for the level of participation of these kinds of teachers. T2, T4, T5 and T7 suggested that experienced teachers with higher rank will have low level of participation in teacher CPD while T1, T3, T6 and T8 claimed that these kinds of teachers will have high level of participation.

All participants agreed that experienced teachers with lower rank have low level of participation in teacher CPD. Extract 22 given by T2 explains that experienced teachers with lower rank are less motivated due to the low promotion opportunity, they might also need to take care of their family members. These two factors lead to low participation in CPD activities for experienced teachers with lower rank.

Extract 22

“Experienced teacher might need to handle family factors, the level of participation in CPD would thus be decreased; if that teacher has relatively low rank, he/she has low chance for promotion, his/her incentive to participate will be low.” (T2)

All participants also agreed that for novice teacher, no matter his/her teacher’s rank, he/she has high participation in teacher CPD. As suggested by T3 and T6 in Extracts 23 and 24, novice teachers can have higher competitiveness and chance for promotion if they have high participation in teacher CPD activities.

Extract 23

“It helps novice teachers to stabilize their career path as they will become more competitive.” (T3)

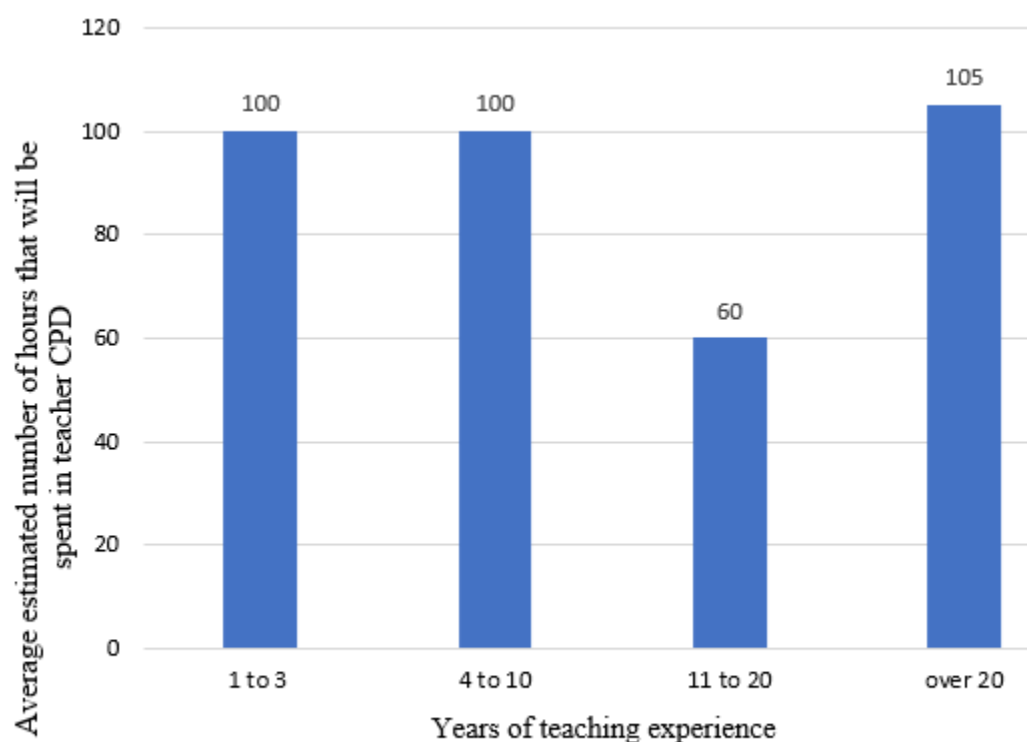
Extract 24

“Joining CPD activities is useful for my career development, enhances my

competitiveness and the chance for promotion.” (T6)

Teachers’ level of participation in teacher CPD can also be measured in terms of quantity. Refer to Table 1 (Section 5.2, page 16), all participants were asked to estimate the number of hours they will be spent in teacher CPD in 2018-2019 (Interview Question 1.9). T2 is an experienced teacher with relatively low rank. The estimated number of hours she will be spent in teacher CPD is 50 hours, which is the lowest among all the participants. For T6 and T7, although their ranks are different, they are both novice teachers. Both participants estimated that they will spend 100 hours in teacher CPD in this academic year, their estimated number were double more than that of T2. The above data match with the overview of teachers’ level of participation in Table 4 (refer to page 30): experienced teachers with lower rank have relatively low level of participation while novice teachers have relatively high level of participation in teacher CPD.

The relationship between years of teaching experience and average estimated number of hours that will be spent in teacher CPD is shown in the following graph (Graph 1).



Graph 1 Relationship between years of teaching experience and average estimated number of hours that will be spent in teacher CPD

A "U-shaped" pattern is found in Graph 1, participants with 10 or less years of teaching experience and participants with 20 or more years have higher estimated number of hours that will be spent in teacher CPD. This pattern fits with the opinions of the participants: level of participation for experienced teachers was diversified while that of novice teachers (regardless of their rank) was high.

6.3.4 Types of teacher CPD activities engaged in

For Interview Question 5.4.2, regarding teachers' rank, for teachers with lower rank, there were no significant trend for what types of teacher CPD activities these kinds of teachers chose to engage in. For teachers with higher rank, responses from the

interviews show that they preferred to attend activities that match the needs of the schools. Extract 25 is one of the examples.

Extract 25

*“I will join some CPD activities that **suit with the development of the school.**”*

(T1)

Regrading years of teaching experience, participants suggested that for experienced teachers, especially those with lower rank will simply fulfill the requirement set by EDB and prefer CPD activities that do not have assignments to avoid having extra burden and workload. Extract 26 explained the view given by T5.

Extract 26

*“**Experienced teachers with lower rank may not have the incentive to participate, they would tend to join activities like sharing or activities that do not need to submit assignments to prevent having extra burden. They may concern about the attendance only.**”* (T5)

Participants believed that for novice teachers, specifically those with lower rank would have more time to join teacher CPD activities. Participants also suggested that these kinds of teachers prefer to apply for high recognition degree-awarding courses to increase their competitiveness. The claims below provided by T4 and T6 (Extracts 27 and 28) reveal their views.

Extract 27

“Novice teachers with lower rank would like to join continuing education, for example degree awarding programme to enhance the chance for promotion.”

(T4)

Extract 28

“I think novice teachers, especially those with lower rank have more free time so they can apply for activities that are more time-consuming, for example degree awarding programmes. Degree awarding programmes have high recognition that are beneficial for future career development like promotion.” (T6)

The above responses from participants imply that teachers with different personal factors would engage in various types of teacher CPD activities.

7. Discussion

This study examines teacher CPD in Hong Kong primary schools. The results reveal the following phenomena:

- 1) teachers have more positive instrumental attitude than affective attitude
- 2) teacher CPD matches the needs of current trends to foster teaching and learning
- 3) teachers with different personal factors have various initiatives and considerations that affect the engagement in teacher CPD

7.1 More positive instrumental attitude than affective attitude

In general, participants held positive affective and instrumental attitudes towards teacher CPD. By comparison, participants have more favorable instrumental attitude than affective attitude. For affective attitude, half of the participants (T3, T4, T5 and T7) suggested that the features of the speakers or teacher CPD activities will affect their attitudes towards teacher CPD (refer to Section 6.1.1, pages 19 to 20); participants did not like dull speakers and they tended to enjoy hands-on or experiential learning that can transform theories into practice. This result is similar to the findings of previous research. Tran (2018) points out that if speakers tediously present their points, audiences will lose their motivation. Moreover, Hustler, McNamara, Jarvis, Londra and Campbell (2003) suggest that teachers' negative attitude towards CPD is usually linked with the standardized CPD provision which ignores teachers' existing knowledge, experience and needs. Muzaffar and Malik (2012) further elaborate that if teachers are not interested in teacher CPD activities or the activities are not effective, fruitful outcome will not be obtained. This study argues that if the content of teacher CPD activities put emphasis on the theories instead of teachers' needs of transfer knowledge from theories to future practice, teachers would probably feel bored and not interested in it. This may explain why T7 had rated relatively low marks for her level of pleasure in teacher CPD activities. The tedious features of the speakers and the CPD activities

are the inhibiting factors of teachers' affective attitude towards teacher CPD.

T1 and T2 have relatively negative affective attitude towards teacher CPD. They claimed that they are required or representing the school to undertake CPD activities. To a certain extent, this study considers T1 and T2 were responding to pragmatic reason of joining teacher CPD. The adoption of certain behaviors out of necessity is considered as serving pragmatic function, this may result in low attitude score towards the behaviors. (Tok, 2012). This could explain the reasons for T1 and T2 holding relatively negative emotional tendency. T1 and T2 undertook teacher CPD activities due to pragmatic reason, their participation in CPD activities are "required" and "assigned" but not in "voluntary-based", therefore they have rather negative attitude towards teacher CPD.

Another attitude highlighted in this study, instrumental attitude also focuses on the practicality of teacher CPD. Results showed that participants found teacher CPD activities practical and thus had positive instrumental attitude. The findings coordinate with Doherty's findings. By joining professional development activities, teachers achieved learning outcomes and they can put it into practice, hence, teachers have positive evaluation towards those activities (Doherty, 2011). This verifies that the

practicality of teacher CPD activities serves as impetus that might facilitate teachers' positive instrumental attitude towards teacher CPD.

7.2 In response to current trends in teaching and learning

As suggested by the participants, curriculum renewal and adoption of multimedia and technological software are two trends in Hong Kong education. These trends play a role in transforming the practice in teaching and learning.

There is ongoing renewal in Hong Kong school curriculum; EDB has new subject curriculum guides for different subjects (EDB, 2018a). A study about the effects of teacher education on pedagogic practices reveals that CPD is a facilitating factor that supports effective pedagogy by aligning with latest curriculum and providing specific pedagogic practices (Westbrook, Durrani, Brown, Orr, Pryor, Boddy & Salvi, 2013). The results from this study match with the research done by Westbrook et al. By attending teacher CPD activities, participants are able to acquire up-to-date curriculum and pedagogical content knowledge.

Another current trend, active application of different multimedia and software is worth paying attention as this phenomenon was found in the third (teaching strategies

and skills, use of language and multimedia) and fourth aspects (assessment and evaluation) under teaching and learning domain. There are emerging technological teaching and assessment tools that can instantly check the understanding of students and foster students' engagement in the lessons; teacher should be trained with the technology they will be used in classroom setting (Hanover Research, 2014). Participants in this study pointed out that they were trained and learnt the employment of different multimedia and software to foster teaching and learning.

For the use of multimedia, the research conducted by Certin (2016) examined teachers' views about the impact of professional development programme on computer usage in teaching and learning. The research results revealed that after joining the professional development programmes, around 60% of the participants developed skills in computer technology and participants reported that they will use computer software more widely and often in the lessons. The research results from Certin helped to explain the occurrence of increase in utilization and application of software in lessons to motivate students' learning after joining the CPD activities.

Regarding assessment and evaluation, Labonte (2016) suggests that that there is a shift from pen-and-paper assessment to technology-based assessment in this new era;

applying technology for assessment not only allows teachers to interact with students in direct and meaningful mode, but also improves efficiencies, data analysis and provides immediate feedback for students. The claim shared by Labonte can explain the change of form of assessment and evaluation suggested by T4 and the increase in efficiency in evaluating students' performance by statistics generated by the software.

Subject matter knowledge is one of the perspectives under teaching and learning domain. It is surprising to discover that more than half of the participants (T2, T3, T5, T6 and T7) suggested that teacher CPD did not pose significant effect on their subject matter knowledge. The findings are different from the results of a case study done by Hodgen and Askew. Hodgen and Askew (2007) state that teacher may improve their subject matter knowledge after taking part in CPD.

For out-of-field teaching, participants responded that teacher CPD boosts their confidence and ability in teaching out-of-field. This study results harmonize with the findings from Faulkner, Kenny, Campbell and Crisan (2019), the out-of-field teachers from their research reported growth in confidence for teaching non-specialized discipline and gain in new knowledge and insights by having teacher professional learning. Therefore, teacher CPD bring positive influence on out-of-field teaching.

7.3 Non-identical initiatives and considerations held by teachers with different personal factors influence the engagement in teacher CPD

Teachers' personal factors (years of teaching experience and teachers' rank) pose effect on their engagement in teacher CPD. Teachers' role and collaborative relationship among colleagues in teacher CPD activities emphasize on activities that held within school. Postholm (2012) claims that school leaders actively engaged in and supported professional learning may due to the commitment; they developed learning community among colleagues and created opportunities for other teachers to develop new knowledge. Same phenomenon was found from the results in this study: teachers with higher rank usually have more active role and they would foster the collaboration among teachers; the reasons for teachers with higher rank to have more active role and facilitate teachers' collaboration might be related to their commitment and responsibilities.

For collaboration among colleagues, Tanang and Abu (2014) state that school teachers form a collaborative professional development community; this community promotes teachers' innovation in teaching practice and exploration in different knowledge and experience. Similarly, the collaborative relationship founded in this

study aligned with the phenomenon suggested by Tanang and Abu. With reference to the results, teachers with different years of teaching experience have mutual support. As suggested by T6, the collaborative relationship is “two-way” where exchange of expertise or experience occur among teachers with different years of experience.

Regarding the level of participation, in this study, the linkage between years of teaching experience and the estimated number of hours that will be spent in teacher CPD forms "U-shaped" structure. Identical pattern was founded in ACTEQ's study (ACTEQ, 2006). In this study, participants uniformly claimed that novice teachers have high level of participation in teacher CPD, participants' response on the estimated number of hours that will be spent in teacher CPD also verified this statement. Participants stated that novice teachers have high level of participation as they would like to have higher chance of promotion. The promotion eligibility requests teachers to fulfill specific training requirements (EDB, 2018c). This might explain why novice teachers have active participation in teacher CPD.

For experienced teachers, especially those teachers with lower rank, all participants claimed that these kinds of teachers will have low level of participation. As suggested by participant T2, the hidden reasons for low participation by experienced

teachers with lower ranks are family factors and low promotion opportunity. The results from this study match with the following findings. Day, Elliot and Kington (2005) suggest that experienced teachers need to balance work and personal life such as having a family, thus diminish the commitment and participation in their career. Wan (2013) also mentions that family aspect is one of the factors that affect teacher's participation in CPD activities. Furthermore, Al-Ahdal (2014) states that there is a career cycle for teachers; teachers in their later career stage would encounter career frustration that seeing no further opportunity for promotion and hence suffer from lack of incentives. The three findings above further elaborate consideration of family factors and low promotion opportunity are two inhibiting elements for experienced teachers with lower rank to have low level of participation in teacher CPD.

In terms of the types of CPD activities engaged in, for teachers with higher rank, they did not have specific preference for the types of activities. Nevertheless, they tended to attend activities that match the development of school. Teachers with higher rank manage to meet the demands of the school; they would take actions responding to school visions and directions (Koh, Gurr, Drysdale & Ang, 2011). This illustrates that teachers with higher rank might consider choosing CPD activities that can help fostering school development and realizing school directions.

For novice teachers, participants stated that they preferred some degree-awarding programmes that would be beneficial for future career development. The results from this study are consistent with the research done by ACTEQ. The chance to upgrade the qualification is one of the considerations for novice teachers; teachers with less teaching experience preferred to engage more in medium/long structure courses (ACTEQ, 2006). This reveals that upgrade in qualification or career development acts as a stimulus for novice teachers and hence novice teachers preferred to participate in teacher CPD activities that can give a higher position to their qualification.

For experienced teachers, particularly those with lower rank, participants mentioned that these kinds of teachers tended to join CPD activities that do not have extra assignments to prevent extra workload. With reference to research conducted by ACTEQ, teachers with lower rank tended to engage more in seminars and sharing activities with specific topics (ACTEQ, 2006). Seminars and sharing activities match with the features suggested by participants that they do not require to submit assignments. Therefore, experienced teachers with lower rank might consider the workload of CPD activities when choosing which type of activities to participate in.

8. Conclusions

To conclude, effects on teaching and learning, teachers' attitudes towards and engagement of teacher CPD were investigated in this study. For teachers' attitudes, participants generally held positive attitudes towards teacher CPD; they have more positive instrumental attitudes than affective attitude. Furthermore, regarding impacts on teaching and learning, it is found that teacher CPD activities are responding to current trends such as curriculum renewal and the use of multimedia and technological software. Lastly, in terms of teachers' engagement, teachers have different personal factors (years of teaching experience and teachers' rank) and hence they have various initiatives and considerations that affect their engagement in teacher CPD. It is hoped that this study can provide a clearer picture for government to understand teachers' attitude towards and engagement in teacher CPD and raise the awareness of both pre-service and in-service teachers the impacts of teacher CPD on teaching and learning.

9. Limitations and Implications

There are two limitations in this study. Firstly, the sample size of the study was eight. It is realized that the research design of this study involved relatively small number of participants that could not represent the entire population of primary school teachers. Secondly, the interviews were conducted in the middle of the academic year.

Participants were asked to estimate the number of hours they will be spent in teacher CPD. The actual number of hours participants spent on teacher CPD might be different from the estimated one.

Though the sample size of this study is relatively small and the teachers' estimated number of hours spent in teacher CPD activities might not be accurate, significance still exists. Regarding the first limitation, participants were purposefully and carefully chosen. In this study, the third research question is about the relationship between teachers' personal factors (years of teaching experience and teachers' rank) and their participation in teacher CPD. It is necessary to collect data from teachers in different career phases and with varying ranks. Thus, the selected participants have different years of teaching experience and with various ranks to ensure the objectivity and validity of the study. Furthermore, participants were in diverse age range and they taught across different subjects to represent the variety of teacher groups. For the second limitation, during the interviews, participants were first invited to calculate the number of hours they already spent, afterward they were asked to predict the activities they will join in the future and the respective number of hours for the activities. Participants' estimated number of hours that will be spent in CPD activities were partly based on the known data (number of hours participant already attended), therefore, it can enhance

the degree of accuracy of teacher' estimated number of hours that will be spent in teacher CPD.

In terms of implication, this study found that tedious features of the speakers or teacher CPD activities would pose negative influence on teachers' attitudes. In order to improve the situation, EDB might consider examining the quality of current activities and speakers and arrange new CPD activities and/or speakers to enhance the teachers' interest and attitudes. Furthermore, this study discovered that experienced teachers, specifically those with lower rank might have low engagement in teacher CPD. Schools can help experienced teachers reflect on their professional growth and self-adjustment (Day & Gu, 2007). Leaders in school for example principal might consider sharing and renewing the educational beliefs with experienced teachers with lower rank, encourage them to review on their initial goal for education and professional path to trigger their incentive.

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Appendix (Interview guideline)

1. Personal Information

1.1 Which age range are you in?

- ☐ 20 – 25 ☐ 26 – 30 ☐ 31 – 35 ☐ 36 – 40
☐ 41 – 45 ☐ 46 – 50 ☐ Above 50

1.2 What was your degree major? (if applicable: What was your second major and minor?)

1.3 Was your degree major related to education field?

1.3.1 If yes, do you have other educational qualification(s)?

1.3.2 If no, how did you get qualified as a teacher? (example: The Postgraduate Diploma in Education)

1.4 How many years of teaching experience do you have?

- ☐ 1 – 3 ☐ 4 – 10 ☐ 11 – 20 ☐ over 20

1.5 What is/are your major subject(s) to teach in 2018-19?

1.6 Do you have other teaching subjects in 2018-19? If yes, what is/are the other teaching subject(s)?

1.7 What is your teaching rank/ post/ position? (examples: C.M./A.P.S.M./A.M./P.S.M./S.A.M.)

1.8 Are you a basic rank teacher or middle leader?

1.9 Please estimate the number of hours you spend on teacher CPD activities in 2018-2019.

2. The mode of teacher CPD (ACTEQ, 2003) (a supplementary sheet will be provided for interviewee to choose)

2.1 What type(s) of teacher CPD activities have you participated in?

Structured learning activities:

- | | |
|---|--|
| <input type="checkbox"/> Symposia | <input type="checkbox"/> Conferences (local or overseas) |
| <input type="checkbox"/> Workshops | <input type="checkbox"/> Degree Awarding Programmes |
| <input type="checkbox"/> Talks | <input type="checkbox"/> Other example(s): _____ |
| <input type="checkbox"/> Seminars | _____ |
| <input type="checkbox"/> Courses | _____ |
| <input type="checkbox"/> Study visits (local or overseas) | |

Other CPD modes:

- | | |
|--|--|
| <input type="checkbox"/> Sharing of teaching practices with stakeholders within and outside school | (example: school-based quality education fund) |
| <input type="checkbox"/> Peer lesson observations | <input type="checkbox"/> Publications |
| <input type="checkbox"/> Joint lesson preparation | <input type="checkbox"/> Serving in education-related committees |
| <input type="checkbox"/> Mentoring (being mentor to a beginning teacher or student teacher) | <input type="checkbox"/> Other example(s): _____ |
| <input type="checkbox"/> Participate in school-based projects | |

2.2 Do you prefer structured learning activities to other CPD modes? Please provide reason(s).

2.3 Which of the above teacher CPD activities do you prefer the most? Please provide reason(s).

2.4 In general, do you choose which teacher CPD activities to participate in by yourself? If yes, answer questions 2.5-2.6. If no, answer questions 2.7-2.8.

2.5 Do you consider “pleasure” as a factor that affect your willingness to participate in certain teacher CPD activity?

2.6 Do you consider “usefulness” as a factor that affect your willingness to participate in certain teacher CPD activity?

2.7 Who decides which teacher CPD activities you participate in?

2.8 Would it make a difference if you can choose which teacher CPD activities to participate in? (if applicable: how would it be different?)

3. Teachers’ attitudes towards teacher CPD

3.1 Based on your previous engagement in teacher CPD, what is the score for your level of pleasure in teacher CPD activities? Please use one example to support your choice for the score.

(1 to 10 scale, 1 refers to very unpleasant and 10 refers to very pleasant)

3.2 Based on your previous engagement in teacher CPD, what is the score for the level of usefulness of teacher CPD activities? Please use one example to support your choice for your score.

(1 to 10 scale, 1 refers to very useless and 10 refers to very useful)

3.3 Is there other factor(s) affect your attitude towards teacher CPD activities?

3.4 What is your overall attitude towards teacher CPD activities? Positive, negative or neutral?

4. Impacts of teacher CPD on teaching and learning

4.1 Do you think teacher CPD pose any impact on your own teaching and learning?

If no, answer question 4.1.1. If yes, answer questions 4.1.2-4.1.5.

(a supplementary sheet will be provided for interviewee as reference)

4.1.1 What factor(s) do you think will affect your own teaching and learning?

4.1.2 Do you think teacher CPD affects your own subject matter knowledge? In positive way/negative way/both ways?

4.1.3 Do you think teacher CPD affects school curriculum and your own pedagogical content knowledge? In positive way/negative way/both ways?

4.1.4 Do you think teacher CPD affects your own teaching strategies and skills, use of language and multimedia? In positive way/negative way/both ways?

4.1.5 Do you think teacher CPD affects how you handle students' assessment and evaluation? In positive way/negative way/both ways?

(Please provide example(s) to support)

Teaching and Learning Domain (ACTEQ, 2003)			
Subject Matter Knowledge	Curriculum and Pedagogical Content Knowledge	Teaching Strategies and Skills, Use of Language and Multi-Media	Assessment and Evaluation
<ul style="list-style-type: none"> - command of subject matter knowledge - updating of subject matter knowledge and search for new subject knowledge - sharing and exchange of subject teaching practice 	<ul style="list-style-type: none"> - command and application of pedagogical content knowledge - curriculum design, implementation and improvement - updating and sharing of pedagogical content knowledge 	<ul style="list-style-type: none"> - knowledge and application of teaching strategies and skills - language proficiency - motivation of student learning through different teaching methods and multimedia - research and dissemination on teaching strategies and skills 	<ul style="list-style-type: none"> - student assessment methods and procedures - use of student assessment results - evaluation and review of teaching and learning programmes

4.2 Do you think teacher CPD pose any impact on teaching out-of-field subject(s)?

Please provide example(s) to support.

5. Relationship between teachers' personal factors and engagement in teacher CPD

5.1 Do you think your personal factors (years of teaching experience and teachers' rank) affect your role in teacher CPD activities that held within school? If no, answer question 5.1.1. If yes, answer question 5.1.2.

5.1.1 How will you describe your roles in teacher CPD activities that held within school?

5.1.2 Can you provide example(s) of how personal factors influence your role in teacher CPD activities that held within school?

5.2 Do you think different personal factors (years of teaching experience and teachers' rank) affect collaboration among teachers within school? If no, answer question 5.2.1. If yes, answer question 5.2.2.

5.2.1 What factor(s) do you think will affect collaboration between teachers within school?

5.2.2 Can you provide example(s) of how personal factors influence the collaboration among teachers within school?

5.3 Do you think your personal factors (years of teaching experience and teachers' rank) affect your level of participation in teacher CPD? If no, answer question 5.3.1. If yes, answer question 5.3.2.

5.3.1 How will you describe your level of participation in teacher CPD?

5.3.2 Can you provide example(s) of how personal factors influence your level of participation in teacher CPD?

5.4 Do you think your personal factors (years of teaching experience and teachers' rank) affect the types of teacher CPD activities you engaged in? If no, answer question 5.4.1. If yes, answer question 5.4.2.

5.4.1 What is your consideration when engaging in specific teacher CPD activity?

5.4.2 Can you provide example(s) of how personal factors influence the types of teacher CPD activities you engaged in?