



# **The Model of “Government, Schools & Self-financing Institutions Partnership (GSSIP)” in Hong Kong:**

## ***Successful Experiences of Education Bureau in Uplifting Kindergarten Teachers’ and Principals’ Qualification***

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# 1. Purpose of Study



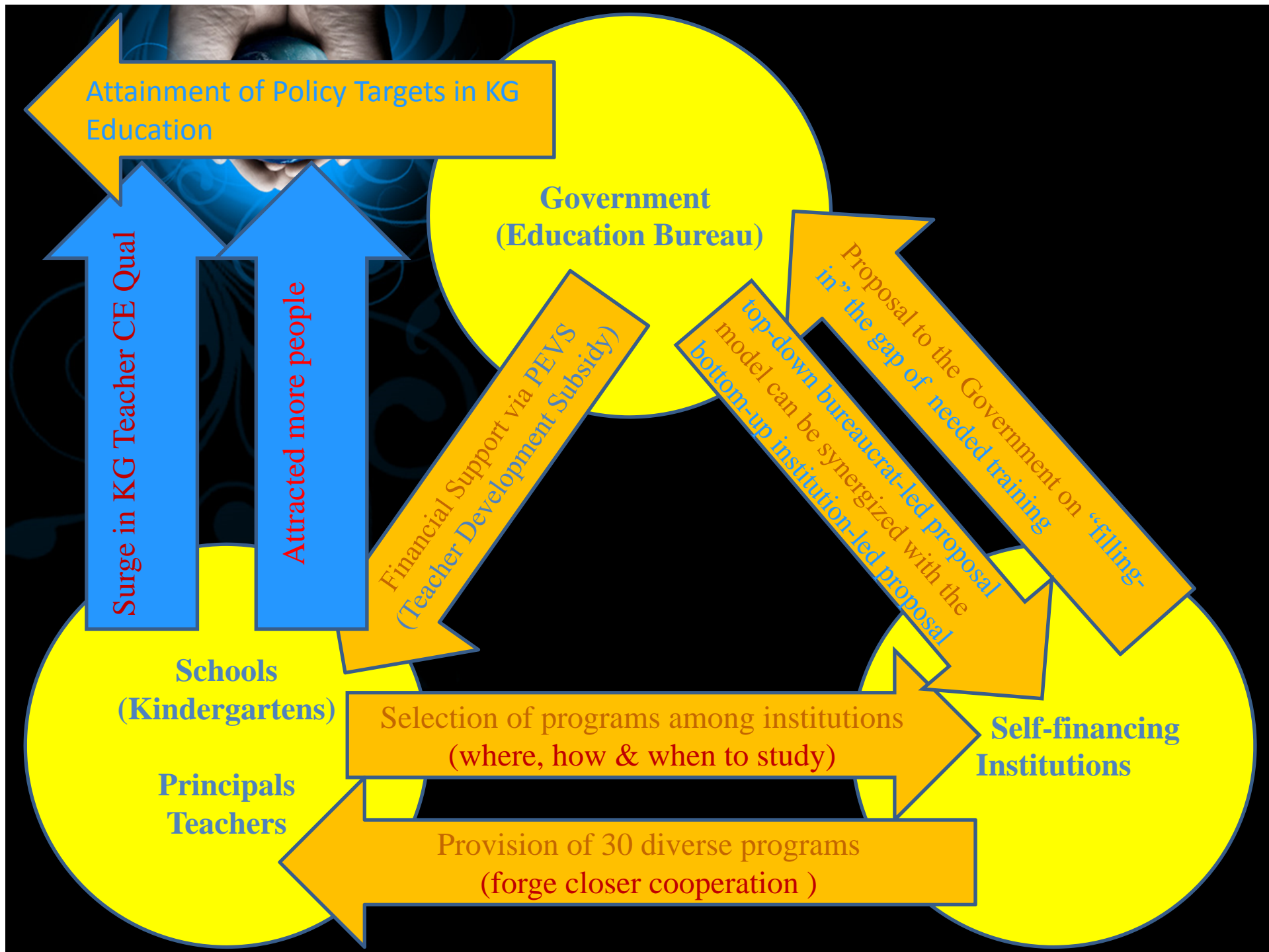
## Purpose of the Article

- share the *successful policy experience* of the Education Bureau (EDB) in HKSAR in enhancing the *academic qualification of KG teachers and principals*



## 2. Theoretical Framework

**Model of  
“Government, Schools & Self-financing  
Institutions Partnership (GSSIP)”**





# 3. Policy Background



## *Academic qualification of KG teachers and principals*

### *Pre-\*PEVS Era (Before 2007)* *(Pre-primary Education Voucher Scheme)*

1950s	Some KG teachers did not possess <b>Form 5 qualification</b>
2001/2002	min qualification for <b>KG teachers:</b> <b>5 passes (Grade E), including both Chi and Eng in HKCEE</b>
Sep, 2003	ED/ EDB requesting all newly appointed KG teachers: <b>possess a Qualified Kindergarten Teacher (QKT)</b>
2003/04 sy	All KGs were required: <b>To employ 100% QKT</b> of the required staff establishment based on a teacher-to-pupil ratio of <b>1:15</b>
2005/06 sy	<b>All serving KG principals</b> were required to possess the <b>Certificate in Kindergarten Education</b> or its equivalent.



## *Post-PEVS Era (After 2007)*

### **EDB Circular Memorandum NO.1/2007**

1	implementing PEVS from the 2007/08 school year;
2	providing financial support from the 2007/08 to the 2011/12 school year for ALL KG principals and teachers to upgrade their professional qualifications (focus of this paper);
3	disbursing a one-off School Development Grant to ALL KGs to enrich their teaching and learning resources;
4	providing a one-off Facilitation Grant for eligible private independent (PI) KGs in the conversion to non-profit-making (NPM)
5	subjecting all KGs joining the PEVS to a QA mechanism (Quality review)

## Policy Targets: Professional upgrading between the 2007/08 and 2011/12 school years

- 1 all serving KG teachers would obtain:  
the Certificate in Early Childhood Education [C(ECE)]  
qualification by the end of the 2011/12 school year;
- 2 all new principals from the 2009/10 school year would have:
  - a degree in early childhood education (BEd(ECE))
  - one-year post-qualification experience
  - and would have completed a certification course before, or exceptionally within the first year of, their appointment;  
and
- 3 serving KG principals and aspiring principals were expected to complete the certification course by the end of the 2011/12 school year,  
and all serving principals are encouraged to obtain the BEd(ECE) qualifications.



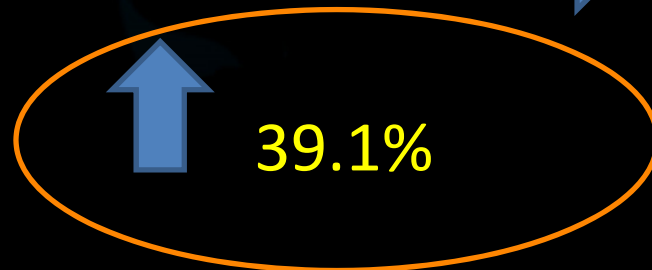
## 4. Findings



## *Finding 1 of this study:*

1. *surge of kindergarten teacher qualification (CECE)*

48.5% in 2008/2009 sy → 87.6% in 2013/2014 sy





## *Finding 2 of this study:*

2. booming of KG market indirectly attracted more people to join the profession:

- 9866 people in 2008/2009 →  
12384 people in 2013/2014
- ↑ 2518 to join the profession



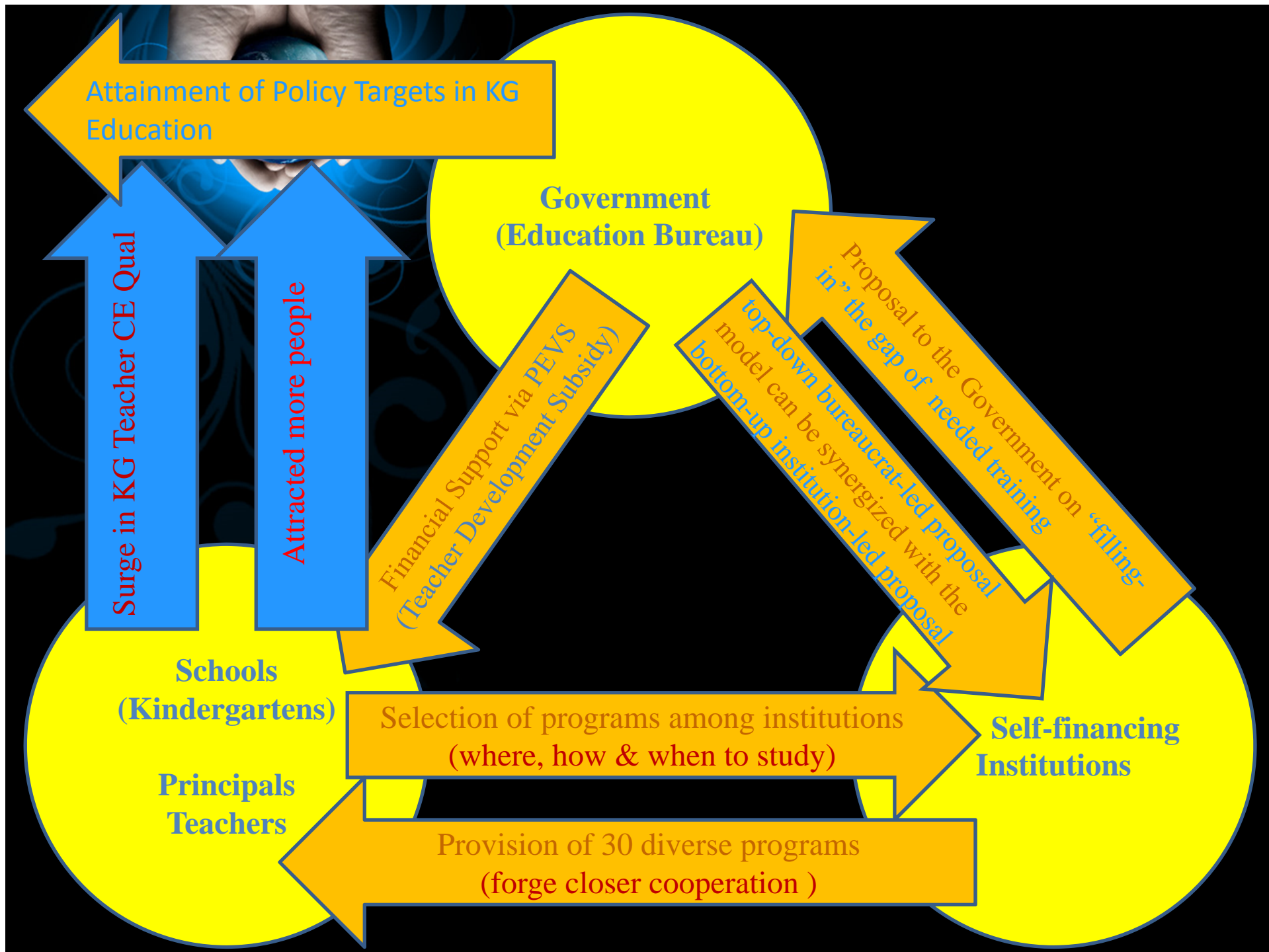
## 5. Policy Implications



# **Recap of Theoretical Model**

**Model of “Government, Schools  
& Self-financing Institutions  
Partnership (GSSIP)”**







# 1. Government:

## Teacher Development Subsidy



# 1. *Government: Teacher Development Subsidy*

- theoretical perspective: “school voucher”,
- whereas “money follows the service users”.
- school voucher programs “Town Tuitioning programs” in Vermont in 1869 and in Maine 1873 in the United States
- modern concept of vouchers: F. A. Hayek (1960) & Milton Friedman (1957, 1980)
- Proponents: school vouchers promote market competition among schools.
- As such, under-performed schools: “survive and be accountable to the public”.



## EDB:

- Allow flexibility: serving KG principals and teachers in HK might have different preferences in
  - “what program to study”,
  - “what institutions to study”
  - “when to study”.
- financial support for KG teachers and principals
  - “Approved Self-financing Programs” offered by Self-financing Institutions: provide flexibility
- via the means of TDS



## Teachers in PEVS-KG

School Year	Subsidy for Staff Professional Development per pupil per annum (HK\$)
2007/2008	3,000
2008/2009	3,000
2009/2010	2,000
2010/2011	2,000
2011/2012	0

### For Teachers in non-PEVS KGs

- up to 50% of the fees for an approved course, capped at \$60,000




## 2. Schools:

# Selection of Programs for KG Teachers and Principals




## Upgrading of Principals' qualification:

From	To
 Principal Certification Training	Principal Certification Training
Bachelor of Education Level (BEd)	Master of Education (MEd)
Higher Diploma Level (HD)	Bachelor of Education Level (BEd)





## Upgrading of Teachers' qualification:

From	To
 Principal Certification Training	Principal Certification Training
Higher Diploma Level (HD)	Bachelor of Education level (BEd)
QKT	Higher Diploma Level (HD)
5 passes in HKCEE (including Chinese & English)	Higher Diploma Level (HD)



### 3. Self-financing Institutions:

## Provision of Diverse Self- Financing Programs



### 3. Self-financing Institutions: Array of Self-financing Programs

- eligible principals and teachers could select their preferred self-financed programs out of **30 in total**:
- **13 Pre-service Training Courses** on Early Childhood Education, including
  - 9 Diploma/ Certificate Courses
  - 3 Degree Courses
  - 1 Postgraduate Diploma Course
- **15 In-service Training Courses** on Early Childhood Education, including
  - 6 Diploma/ Certificate Courses
  - 5 Degree Courses
  - 4 Postgraduate Diploma Courses
- **2 Certification Courses** for Kindergarten Principals

<b>Institutions</b>	<b>No of Approved Programs</b>
<b>HKIVE (Shatin)</b>	<b>3</b>
<b>HKIEd</b>	<b>9</b>
<b>SCE, HKBU</b>	<b>8</b>
<b>OUHK</b>	<b>5</b>
<b>LiPACE, OUHK</b>	<b>2</b>
<b>Yew Chung CC</b>	<b>1</b>
<b>HKU</b>	<b>1</b>
<b>CUHK</b>	<b>1</b>



## *5. Policy Implications*



# *Implications for Policy-makers in Government*



- *“financial support is the key to upgrade teacher qualification”.*
- *Without TDS, policy objectives hard to achieve*
- *Teachers are professional: sacrifice their own time and energy*
- *Without TDS, self-financing institutions find it too risky to heavily invest in the new program*
- *EDB: Could stipulate QA framework/ performance indicators but not micro-monitoring*
- *Maintain “dialogue platform” with self-financing institutions for achievement of policy targets*
- *top-down bureaucrat-led proposal model can be synergized with the bottom-up institution-led proposal*





*Implications  
for  
Policy-makers  
in  
Schools*



*a “strategic staff development plan” is essential to the direction of qualification upgrade*

- *Principals are figureheads*
- *formulate a strategic plan on “when, for whom, to study what”*
- *Principals should devise a well-balance on structural programs such as MEd as well as specific Professional Development Programs (PDP)*
- *KG can set up a team called “Staff Development Team (SDT)”*
- *KG can let the Self-financing Institutions know their needs for professional training*



*Implications  
for  
Policy-makers  
in  
Self-financing Institutions*



- *forge closer cooperation with principals and schools  
propose to the Government on “filling-in” the gap of  
training*
- *UGC-funded Institutions need to fulfill the  
performance indicators of the periodic Research  
Assessment Exercise (RAE)*
- *Self-financing Institutions have more flexibility and a  
stronger edge in cooperating with schools on  
“professional-based activities”*



## *6. Question & Answer Section*