

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### **Part I**

<b>Programme Title</b>	<b>: All Undergraduate Programmes</b>
<b>Programme QF Level</b>	<b>: 5</b>
<b>Course Title</b>	<b>: Essential Knowledge for Teachers: Basic Law and Professional Ethics</b>
<b>Course Code</b>	<b>: GEK2036</b>
<b>Department</b>	<b>: EPL</b>
<b>Credit Points</b>	<b>: 3</b>
<b>Contact Hours</b>	<b>: 39</b>
<b>Pre-requisite(s)</b>	<b>: N.A.</b>
<b>Medium of Instruction</b>	<b>: EMI</b>
<b>Course Level</b>	<b>: 2</b>

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### **Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- 1. Professional Excellence;**
- 2. Ethical Responsibility; &**
- 3. Innovation.**

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

Teachers, regardless of where they teach, what they teach, and how they teach, are held accountable to different stakeholders according to a set of core values and ethical principles established by the teaching profession. These core values and ethical principles which inform professional ethics may vary from place to place, subject to differences in cultural and social practices, governance structures, and specific localities. This course supports students to build up their repertoire of essential knowledge as teachers in the context of Hong Kong, with reference to the Basic Law, National Security Law (NSL), professional ethics as shaped by the core values and ethical principles of the teaching profession, and other policy initiatives like T-Standard<sup>+</sup>. To facilitate students' knowledge construction, global, national, and local perspectives on professional ethics drawn from various countries or places will be introduced and used for class discussion. Students' understanding of professional ethics will be enriched by probing deeper into what is considered 'best' for school children and stakeholders. Students will look into professional commitment to help them identify ways to integrate the essential knowledge into daily practices. To enhance the students' understanding of the meaning of teacher professional ethics, this course assesses students' learning through a group presentation on a comparative analysis of professional ethics between Hong Kong and a country/place and an essay based on an inquiry study on teachers' responses to issues related to the commitment of Teacher professionalism and professional ethics interacting with the changes in the school and larger governance contexts of Hong Kong.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Demonstrate an understanding of the core values and ethical expectations of the teaching profession with reference to teacher professionalism and professional ethics from the global, national and local perspectives.
- CILO<sub>2</sub> Understand the contexts and contents of Basic Law in relation to the teaching profession
- CILO<sub>3</sub> Increase awareness and reflect on the implications and complications of the changes in the school and larger governance contexts for the teaching profession.
- CILO<sub>4</sub> Identify strategies to respond to the ethical expectations of the teacher professional to sustain the professional commitment to students and other stakeholders in relation to the school and larger governance contexts.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<b>Teacher professionalism and professional ethics</b> a. Teacher professionalism and professional ethics in the HK	CILO <sub>1, 3</sub>	Lectures, Class Discussions

<p>context</p> <ul style="list-style-type: none"> <li>• Concepts of teacher professionalism and professional ethics</li> <li>• Professional core values and ethical expectations of the teaching profession at different levels, e.g. national, school and curriculum level, embedded in T-Standard<sup>+</sup> and the professional codes of teachers in HK, Teachers Law of the People's Republic of China</li> <li>• Related ethical issues, e.g. privacy, child rights, sexual crimes</li> </ul>		
<p>b. Professional ethics and ethical expectations of the teaching profession from the global, national, and local perspectives</p> <ul style="list-style-type: none"> <li>• Similarities and differences of professional ethics and ethical expectations between different countries/places</li> </ul>	<i>CILO<sub>1,3</sub></i>	Studying examples of various countries and places such as core values, ethical principles and standards from the global, national, and local perspectives.
<p>c. Group investigation and comparative analysis of professional ethics and ethical expectations at the global and national levels between different countries/places</p>	<i>CILO<sub>1,3,4</sub></i>	Self-directed study, group presentation, students' peer feedback, class discussion, online group consultations
<p><b>Contexts and contents of the NSL and HKSAR Basic Law in relation to teacher professionalism and professional ethics,</b></p> <p>a. Introduction of NSL as a constitutional law, Basic Law as a constitutional instrument for Hong Kong, e.g. One Country Two Systems</p>	<i>CILO<sub>2,3</sub></i>	Lecture, case studies, discussion, EdUHK videos <sup>#</sup> (e.g. Decoding National Security Law, Implementation of National Security Education in Schools), guest sharing – teachers and education professionals
<p>b. Introduction of NSL</p>	<i>CILO<sub>2</sub></i>	
<p>c. Aspects of education and the teaching profession in relation to the Basic Law and NSL, e.g.</p> <ul style="list-style-type: none"> <li>• Contextual aspects of NSL</li> <li>• Committed role models of professionalism in T-Standard<sup>+</sup></li> <li>• Understanding the principles of the Basic Law and respecting the rule of law as</li> </ul>	<i>CILO<sub>2,3,4</sub></i>	

<ul style="list-style-type: none"> <li>• a core value of Hong Kong*</li> <li>• Professional codes of conduct</li> <li>• Changes in teacher training requirements</li> <li>• Implementation of Values Education and National Security Education</li> </ul>		
d. Implications and complications of the changes in school and larger governance contexts, as influenced by the Basic Law and NSL, for the teaching profession (e.g., tensions and impact on teachers' role, advocacies, values and professional practice in schools)	<i>CILO</i> <sub>3,4</sub>	
<b>Teacher professional commitment to students and other stakeholders in relation to the changes in school and larger governance contexts</b> <ul style="list-style-type: none"> <li>• Meaning of professional commitment</li> <li>• Strategies for teachers to respond to new changes within the ethical expectations of the teaching profession (e.g., aligning the changes with the school vision and mission)</li> </ul>	<i>CILO</i> <sub>3,4</sub>	Problem-solving scenarios, group discussion, post-presentation discussion

\* source: extracted from COTAP T-Standard<sup>†</sup>

# see appendix for more examples

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Class participation <ul style="list-style-type: none"> <li>- The participation in classroom activities, e.g. discussion and report back</li> </ul>	10%	<i>CILO</i> <sub>1,2,3,4</sub>
(b) Group presentation <ul style="list-style-type: none"> <li>- a 20-minute presentation, 4-5 in a group (20%)</li> <li>- a comparative analysis of professional ethics at the global and/or national level with selected countries/places</li> <li>- submit a summary of the comparative analysis after the presentation (1,000 words in English) (20%)</li> </ul>	40%	<i>CILO</i> <sub>1,3</sub>
(c) Inquiry essay	50%	<i>CILO</i> <sub>1,2,3,4</sub>

<ul style="list-style-type: none"> <li>- 1500 words in English, individual</li> <li>- Examining and reflecting on how teachers face the changes in the school and larger governance contexts, as influenced by the Basic Law and NSL, and address issues related to the commitment of teacher professionalism and professional ethics. Based on the collected information, students will analyze and reflect on what teachers should do in such scenarios.</li> <li>- Students are requested to conduct an inquiry study, e.g. interviewing or having a conversation with in-service teachers as the basis of the analysis and reflection.</li> </ul>		
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## 5. Required Text(s)

NIL

## 6. Recommended Readings

David Carr. (2005). *Professionalism and Ethics in Teaching*. Taylor and Francis.

<https://doi.org/10.4324/9780203979396>

Fan, X., Johnson, R., Liu, J., Zhang, X., Liu, X., & Zhang, T. (2019). A Comparative Study of Pre-Service Teachers' Views on Ethical Issues in Classroom Assessment in China and the United States. *Frontiers of Education in China*, 14(2), 309–332. <https://doi.org/10.1007/s11516-019-0015-7>

Ehrich, L. C., Kimber, M., Millwater, J., & Cranston, N. (2011). Ethical dilemmas: a model to understand teacher practice. *Teachers and Teaching, Theory and Practice*, 17(2), 173–185. <https://doi.org/10.1080/13540602.2011.539794>

Gittings, D., & China. (2013). Introduction to the Hong Kong basic law. Hong Kong: Hong Kong University Press.

Helen, B. (2011). Raising the bar: Ethics education for quality teachers. *The Australian Journal of Teacher Education*, 36(7), 76–93. <https://doi.org/10.14221/ajte.2011v36n7.2>

Joshi, R. (2018). Importance of professional ethics for teachers. *International Education and Research Journal*, 4(3), 16-18.

Liu, Y., Sun, C., Tao, L., & Lee, J.C.K. (2021). Professional Ethics and Conduct: Perspectives of Chinese Pre-Service Teachers. In Zhu, X., & Song, H. (Eds.). *Envisioning Teaching and Learning of Teachers for Excellence and Equity in Education* (1st ed. 2021.). Singapore: Springer.

Maphosa, C., Bhebhe, S., & Dziva, M. (2015). Interrogating the Significance of Professionalism and Professional Ethics in the Teaching Profession. *Journal of Sociology and Social Anthropology*, 6(2), 263-272.

Peterson, A., & Arthur, J. (2020). Ethics and the good teacher : character in the professional domain. Abingdon, Oxon ; New York, NY: Routledge.

- Tatto, M. T. (2021). Professionalism in teaching and the role of teacher education. *European Journal of Teacher Education*, 44(1), 20–44. <https://doi.org/10.1080/02619768.2020.1849130>
- Walters, S., Heilbronn, R., & Daly, C. (2018). Ethics education in initial teacher education: pre-service provision in England. *Professional Development in Education*, 44(3), 385–396. <https://doi.org/10.1080/19415257.2017.1318773>
- Warnick, B. R., & Silverman, S. K. (2011). A Framework for Professional Ethics Courses in Teacher Education. *Journal of Teacher Education*, 62(3), 273–285. <https://journals.sagepub.com/doi/10.1177/0022487110398002>
- Wong, K. L., Lee, C. K. J., Chan, K. S. J., & Kennedy, K. J. (2017). Constructions of civic education: Hong Kong teachers' perceptions of moral, civic and national education. *Compare*, 47(5), 628–646. <https://doi.org/10.1080/03057925.2016.1262756>
- Wong, K. L., Lee, C. K. J., & Kennedy, K. J. (2021). Teachers' perceptions of moral, civic and national education practices in Hong Kong schools. In K. J., Kennedy (Ed.), *Social Studies Education in East Asian Contexts* (pp. 136–147). London: Routledge. <https://doi.org/10.4324/9780429053313-9>
- Kennedy, K. J., & Ng, H. Y. (2017, May). Law education for young Hong Kong citizens: A framework for education about the basic law. Paper presented at the Conference on the 20th Anniversary of Hong Kong SAR, The Education University of Hong Kong, Hong Kong, China.

## 7. Related Web Resources

- Teacher Competencies Framework: <https://www.cotap.hk/index.php/en/sub-committee-on-teachers-professional-development-sctpd/teacher-competencies-framework-tcf-sctpd>
- Professional Standards for Teachers of Hong Kong: <https://www.cotap.hk/index.php/en/t-standard/t-standard-pst>
- Code for the Education Profession of Hong Kong: [https://cpc.edb.org.hk/en/code\\_01.htm](https://cpc.edb.org.hk/en/code_01.htm)
- 中華人民共和國教師法: [http://big5.www.gov.cn/gate/big5/www.gov.cn/banshi/2005-05/25/content\\_937.htm](http://big5.www.gov.cn/gate/big5/www.gov.cn/banshi/2005-05/25/content_937.htm)
- Code of Ethics for Educators (Association of American Educators): <https://www.aeteachers.org/index.php/about-us/ae-code-of-ethics>
- Teachers' Standards (Department for Education, UK): [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007716/Teachers\\_Standards\\_2021\\_update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers_Standards_2021_update.pdf)
- National Security Education, EDB, Hong Kong. <https://www.edb.gov.hk/en/curriculum-development/kla/pshe/national-security-education/index.html>
- Richard Cullen (6 July 2021) Comparative National Security Law: Australia and Singapore. <https://www.chinadailyhk.com/article/227147#Comparative-National-Security-Law:-Australia-and-Singapore>
- Security Laws in Singapore and Hong Kong : A comparison (25 Jul 2020). <https://video.law.hku.hk/security-laws-in-singapore-and-hong-kong-a-comparison/>
- 教師專業操守 <https://www.legco.gov.hk/yr20-21/chinese/panels/ed/papers/ed20210507cb4-924-1-c.pdf>

選定地方對教師專業操守的規管 <https://www.legco.gov.hk/research-publications/chinese/2021in03-regulation-of-teachers-professional-conduct-in-selected-places-20210219-c.pdf>

促進及維護教師專業操守現行架構及機制檢討報告 [https://www.e-c.edu.hk/doc/tc/publications\\_and\\_related\\_documents/education\\_reports/Chinese\\_Version\\_of\\_EC\\_CPC\\_Report.pdf](https://www.e-c.edu.hk/doc/tc/publications_and_related_documents/education_reports/Chinese_Version_of_EC_CPC_Report.pdf)

公开征求意见！《中华人民共和国教师法（修订草案）（征求意见稿）》发布 [http://www.majiang.gov.cn/xwzx/ldhd/202112/t20211202\\_71899293.html](http://www.majiang.gov.cn/xwzx/ldhd/202112/t20211202_71899293.html)

新版教师法拟规定：教师与学生发生不正当性关系或终身“禁教” <https://news.sina.com.cn/c/2021-11-29/doc-ikyamrmy5789077.shtml>

立法會十二題：憲法及國家安全的教育

<https://www.info.gov.hk/gia/general/202011/11/P2020111100386.htm>

「尊重法律、鞏固法治」教師培訓課程 2021 年 3 月 17 日 律政司司長鄭若驊資深大律師致開課詞

[https://www.doj.gov.hk/tc/community\\_engagement/speeches/pdf/sj20210317c1.pdf](https://www.doj.gov.hk/tc/community_engagement/speeches/pdf/sj20210317c1.pdf)

申素平,郝盼盼 (2021 年 12 月 14 日)。《教師法》修訂為教師發展賦權強責。光明日報。 <http://theory.people.com.cn/BIG5/n1/2021/1214/c40531-32307207.html>

戴小橦 如何做好國民教育？中學校長黃晶榕：老師身教言教尤為關鍵 <http://ebook.hk01.com/article/8919>

## 8. Related Journals

NIL

## 9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 10. Others

NIL