

## **ITEM FOR ESTABLISHMENT SUBCOMMITTEE OF FINANCE COMMITTEE**

### **HEAD 156 – GOVERNMENT SECRETARIAT : EDUCATION AND MANPOWER BUREAU Subhead 000 Operational expenses**

Members are invited to recommend to Finance Committee the creation of the following two supernumerary posts for a period of two years and six months up to 31 December 2007 starting from 1 July 2005 –

2 Principal Education Officer  
(D1) (\$92,650 - \$98,300)

### **PROBLEM**

The Secretary for Education and Manpower (SEM) needs dedicated professional support at directorate level for the implementation of the new senior secondary (NSS) curriculum and assessment framework under the new Academic Structure for Senior Secondary Education and Higher Education, as well as to provide school-based professional support to individual schools to assist their smooth transition to the new academic structure.

### **PROPOSAL**

2. SEM proposes to create two supernumerary posts of Principal Education Officer (PEO) (D1) for two years and six months up to 31 December 2007 starting from 1 July 2005 to cope with the additional work arising from the new academic structure. The continued need of these posts will be subject to review nearer the time.

**/JUSTIFICATION .....**

## JUSTIFICATION

### Public Consultation on the New Academic Structure

3. The Chief Executive in his 2004 Policy Address set out the direction to develop a new senior secondary and university system that will effectively prepare our next generation to cope with the challenges of the 21<sup>st</sup> century and the demands of our rapidly developing knowledge-based society. The Administration on 20 October 2004 launched a public consultation exercise to seek community feedback on the design blueprint, timetable for implementation and financial arrangement for the reform and proposed a new structure comprising three-year junior secondary, three-year senior secondary and four-year undergraduate academic system. The three-month consultation ended on 19 January 2005.

4. The views and concerns expressed by the community during the consultation have guided the Administration in mapping the way forward. While the proposed changes enjoy overwhelming support in principle, there are issues of concern from various quarters, primarily in respect of curriculum and assessment, that require further consultation and continued dialogue for consensus building. These have been incorporated into the consultation report – “The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong” (Report) published on 18 May 2005. The Administration has also briefed the Legislative Council Panel on Education on the way forward in respect of the new academic structure and consulted the Panel on the related funding and staffing arrangements on 3 June 2005. We will implement the new academic structure with effect from the 2009/10 school year. The Administration will continue to engage the public and the stakeholders in rolling out the new academic structure.

### Additional Workload from the New Academic Structure

5. As the new academic structure will affect both secondary and tertiary education and has far-reaching effect on the education system and manpower structure of Hong Kong, a huge amount of preparatory work is required, at both the Education and Manpower Bureau (EMB) and institution/school levels. Specific tasks include the following –

- (a) development of the NSS curriculum with focus on a broader knowledge base and more diversified learning experiences to suit individual aptitude and interest;
- (b) development of a new and comprehensive assessment system leading to a single qualification, called the Hong Kong Diploma of Secondary Education (HKDSE) to replace the existing Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination;

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- (c) intensive liaison with the tertiary institutions on the interface between secondary and tertiary education sectors in respect of a new curriculum for four-year undergraduate programmes and revised university admission criteria;
- (d) review of various policies on school administration to facilitate smooth implementation of the NSS structure;
- (e) provision of related support measures including adequate senior secondary school places, training and professional development for secondary teachers, quality learning materials and textbooks; and
- (f) close liaison with and intensive tailor-made school-based support for all secondary schools on the NSS curriculum and future class structure to ensure a smooth transition to the new academic structure.

### **Proposed Supernumerary PEO posts**

6. We shall try to absorb the additional workload by redeploying our existing manpower resources through reengineering and reprioritising our work. However, in view of the scale, importance and complexity of the reform, the substantial amount of professional input required to implement the NSS curriculum and the new assessment framework, as well as the demand from the secondary school sector for school-based support during the transition period, we propose that two directorate posts pitched at PEO rank be created initially for two years and six months up to 31 December 2007 to professionally support the academic reform. It is highly likely that the proposed posts will be required beyond this period, probably in the run-up to and during the first year of implementation of the new academic structure to ensure that all necessary preparation work is completed in time and that problems identified during the early stage of implementation are fixed properly and without delay.

7. The first proposed supernumerary PEO post, designated as PEO(New Senior Secondary)1 (PEO(NSS)1) will be placed under the Principal Assistant Secretary (Curriculum Development). He will be responsible for the overall planning and provision of professional support to implement the NSS curriculum and assessment framework under the new academic structure and conducting regular review and evaluation of the implementation processes. He is required to monitor the timely development of new proposed subjects, curriculum and assessment guides, quality textbooks and other teaching and learning materials as well as to ensure that training and professional development of teachers and principals are well planned and targeted. In addition, he will be responsible for drawing up and rolling out the student learning profile, as well as reviewing the roles and duties of workshop teachers and laboratory technicians under the new academic structure. He will be tasked, in particular, with the further development

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and refinement of the curriculum, status and delivery modes of the new “Career-oriented Studies” (COS). Moreover, he is required to coordinate cross-divisional input to relevant implementation issues from the professional angle, identify problems and offer solutions. Specifically, the incumbent is required to –

- (a) work in collaboration with the Hong Kong Examinations and Assessment Authority on the new assessment system and certification including the design of the school-based assessment, standard-referenced assessment and the student learning profile;
- (b) follow up with school councils, principals, teachers, tertiary academics, parents, students, education and professional associations, business bodies, etc. to refine implementation details for the NSS curriculum and to timely address their concerns/manage expectations so as to ensure commitment and cooperation;
- (c) oversee the curriculum development of and delivery arrangement for COS under the new academic structure; and
- (d) coordinate cross-divisional implementation strategies on various related issues including the development of new proposed subjects, curriculum and assessment guides, professional development of teachers and principals, learning and teaching materials and textbooks, research and development projects.

8. The second proposed supernumerary PEO post, designated as PEO(New Senior Secondary)2 (PEO(NSS)2), will be responsible for providing intensive school-based professional support to the senior secondary school sector to ensure their smooth transition to the new academic structure. We consider that the success of the reform hinges very much on the successful adaptation of the new structure, curriculum and culture at the school level. During the consultation, some school heads have expressed concern and worries on their schools’ smooth transition to the new system. To address these problems, we consider that there is a genuine operational need for the provision of site-based, focused and professional support to secondary school heads and teachers to help them implement the new academic structure and curriculum. Having regard to the intricacy relating to the diversified needs and concern of schools and the extensive number of stakeholders involved, a full time professional officer at PEO level is required to plan, steer and coordinate all the supporting services to be provided to schools. The incumbent will report direct to the Deputy Secretary for Education and Manpower (4). Specifically, the post holder is required to –

- (a) map out comprehensive and holistic plans and strategies on professional support services to address the wide complexities in secondary schools in terms of receptivity and readiness to change and competency in coping with the NSS curriculum;

/(b) .....

- (b) identify and provide intensive and tailor-made support to schools in accordance with the unique context and needs of the schools at both the whole school and the Key Learning Areas levels in specific areas including strategic planning and management of the new academic structure and the NSS curriculum, modeling of timetabling, interface between junior/senior secondary curriculum, curriculum planning and pedagogical development and learning assessment, etc.; and
- (c) inculcate the collaborative school culture to develop schools into learning communities and solicit the concerted efforts and collaboration amongst all key players including EMB staff, school personnel and parents by enhancing their level of trust and confidence in the development of the NSS curriculum.

9. The two PEOs will each be supported by dedicated task forces formed by internal redeployment comprising non-directorate officers of various grades and ranks to ensure prompt coordination and timely advice and follow-up work amongst various stakeholders. Where absolutely necessary, we may also procure expertise service from outside individuals or organisations. The job descriptions of the proposed PEO(NSS)1 and 2 are at Enclosures 1 and 2 respectively. The proposed organisation chart of EMB as at 1 July 2005 is at Enclosure 3.

Encls. 1  
& 2  
Encl. 3

### **Alternatives considered**

10. We have critically examined whether the existing directorate staff in EMB has spare capacity to absorb the duties of the proposed two posts. As the education and curriculum reforms and many of the new initiatives introduced in the last couple of years are in their full swing, all Branches and Divisions of EMB have already taken steps to reprioritise their work and reengineer and streamline work processes to absorb as far as possible the additional workload arising from both their original schedules and the new academic structure. It is operationally not possible for the existing directorate staff to take up the duties of the two supernumerary PEO posts without adversely affecting the discharge of their own schedule of duties.

### **FINANCIAL IMPLICATIONS**

11. The additional notional annual salary cost at mid-point of the proposal is \$2,288,400. The full annual average staff cost, including salaries and staff on-cost, is \$3,416,000.

**/BACKGROUND .....**

## BACKGROUND INFORMATION

12. In 2000, the Education Commission (EC) recommended the adoption of a continuous three-year senior secondary academic system to facilitate the implementation of a more flexible, coherent and diversified senior secondary curriculum. In May 2003, the EC Working Group on the Review of the Academic Structure for Senior Secondary Education and Interface with Higher Education (RASIH) made further recommendations on the development of a new curriculum, assessment and examination, and university admissions. In his 2004 Policy Address, the Chief Executive accepted the RASIH Working Group recommendations and undertook to consult the public on the implementation details.

13. A consultation exercise was launched on 20 October 2004. In the consultation document, we proposed a three-year junior secondary and three-year senior secondary education linking to a broader set of post-school pathways, including articulation for students to proceed to further study locally or overseas, to join the workforce or to return to study in future. Changes in curriculum and examination system focus on providing a broader knowledge base, more diversified learning experiences to suit individual aptitude and interests, and a single examination leading to the award of the HKDSE. The three-month consultation ended on 19 January 2005. The proposed changes in the consultation document enjoyed overwhelming support in principle and the Report was published on 18 May 2005 for public information. It consolidates areas where a high degree of consensus has established, as well as highlights issues that need further study and deliberation. The Administration has decided to implement the new senior secondary academic structure starting from the 2009/10 school year. As it will take at least four years' lead time for the implementation of the new structure, we have to start the preparation work immediately.

## ESTABLISHMENT CHANGES

14. The establishment changes in the Bureau for the last two years are as follows –

| Establishment<br>(Note) | Number of posts                  |                    |                    |
|-------------------------|----------------------------------|--------------------|--------------------|
|                         | Existing<br>(as at 1 April 2005) | as at 1 April 2004 | as at 1 April 2003 |
| A                       | 32 + (3)#                        | 32                 | 32 + (2)           |
| B                       | 1 198                            | 1 271              | 1 319              |
| C                       | 4 748                            | 4 852              | 5 155              |
| Total                   | 5 978 + (3)                      | 6 155              | 6 506 + (2)        |

/Note .....

Note:

A – ranks in the directorate pay scale or equivalent

B – non-directorate ranks, the maximum pay point of which is above MPS Point 33 or equivalent

C – non-directorate ranks, the maximum pay point of which is at or below MPS Point 33 or equivalent

( ) – number of supernumerary directorate posts

# – as at 1 April 2005, there is no unfilled directorate post in EMB

## **CONSULTATION WITH LEGISLATIVE COUNCIL PANEL**

15. We briefed the Legislative Council Panel on Education on 3 June 2005 on the way forward of the new academic structure and the necessary support conditions for the Administration to proceed to the next stage of development. We also consulted the Panel in the same meeting on the proposed creation of the two supernumerary directorate posts pitched at the PEO (D1) level, for five years up to 30 June 2010. While Members agreed to the functional need for the two posts in question, they advised that the Administration should adopt a prudent approach and shorten the tenure of the posts concerned. Taking Members' advice, we now propose to create the two posts initially for two years and six months, subject to a review on their continued need in mid 2007.

## **CIVIL SERVICE BUREAU COMMENTS**

16. The Civil Service Bureau considers that the staffing proposal contained in this Paper is functionally justified. The grading and ranking of the proposed posts are appropriate, having regard to the level and responsibilities.

## **ADVICE OF THE STANDING COMMITTEE ON DIRECTORATE SALARIES AND CONDITIONS OF SERVICE**

17. As the posts are proposed on a supernumerary basis, their creation, if approved, will be reported to the Standing Committee on Directorate Salaries and Conditions of Service in accordance with the agreed procedure.

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**Job Description**  
**Principal Education Officer (New Senior Secondary) 1**

**Rank** : Principal Education Officer (D1)

**Responsible to** : Principal Assistant Secretary (Curriculum Development)  
(PAS(CD))

**Main Duties and Responsibilities –**

1. To assist PAS(CD) to plan and provide support to the new senior secondary (NSS) curriculum under the new academic structure including: embedding design curriculum and assessment principles in all the proposed new subject guides and support materials; producing and implementing a NSS planning guide for school leaders; reviewing the roles, qualifications and training needs of workshop teachers and laboratory technicians, as well as to ensure the professional development of teachers and principals are well-planned, targeted and timely.
  2. To establish on-going consultation and dialogue with various stakeholders such as school councils, principals, teachers, education and professional bodies, and post-secondary institutions in refining implementation details for the NSS curriculum.
  3. To facilitate collaboration between the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority on the development of a new curriculum and assessment framework, in particular, to provide professional input in the development and rolling out of the Senior Secondary Student Learning Profile for the use of students, schools and the wider community.
  4. To oversee the design, curriculum development and delivery modes of the Career-oriented Studies including their place and status in the NSS structure.
  5. To collaborate and communicate with relevant divisions within the Education and Manpower Bureau to highlight and propose resolution to issues to support the professional implementation of the NSS curriculum and assessment framework.
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**Job Description**  
**Principal Education Officer (New Senior Secondary) 2**

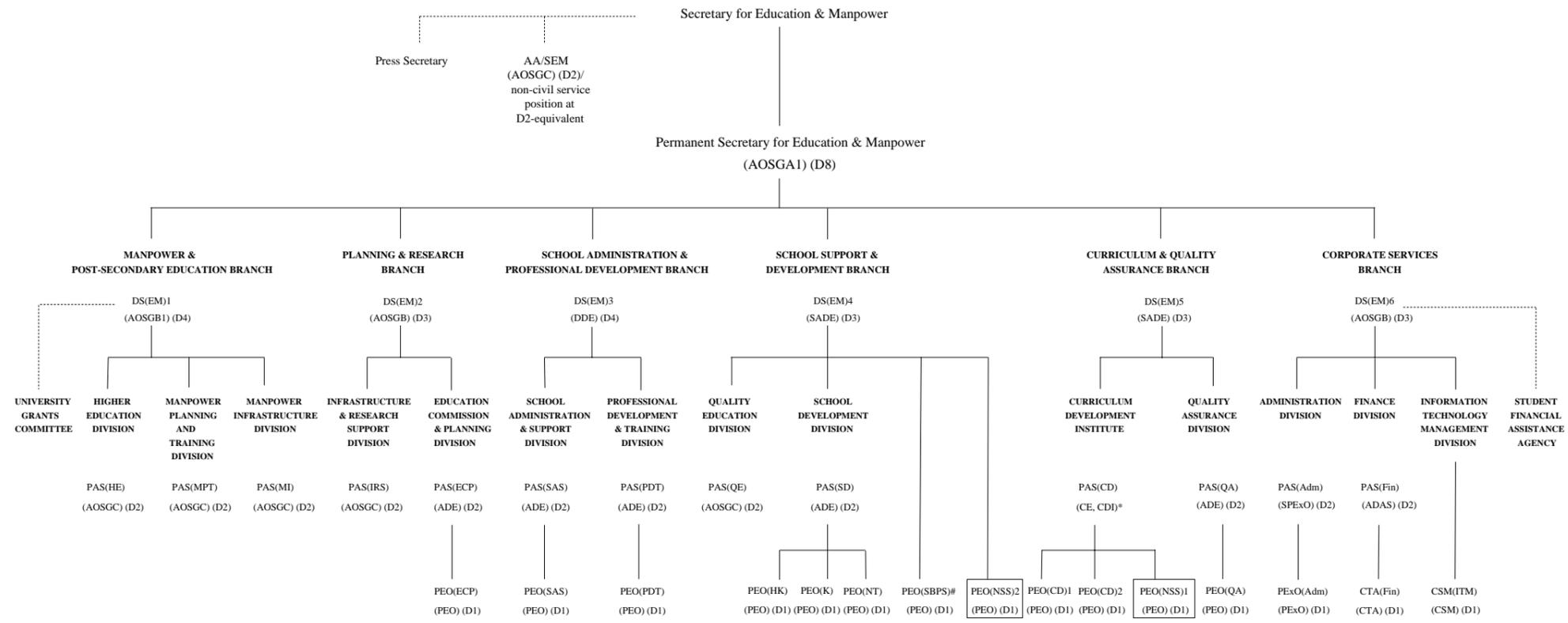
**Rank** : Principal Education Officer (D1)

**Responsible to** : Deputy Secretary (Education Manpower) 4

**Main Duties and Responsibilities –**

1. To analyse and identify specific needs of schools with regard to the implementation of the new senior secondary (NSS) curriculum and to map out comprehensive plans and strategies for providing professional support on a school, district and regional basis.
  2. To set direction, design and strengthen the professional development for the school personnel through multiple modes (e.g. seminars, workshops, site-based consultancy, networking activities, coaching, collaborative lesson planning and action research) on the core themes underpinning the NSS curriculum.
  3. To forge school partnership projects through principal networking and seconded teachers schemes and various other networking activities to entail better cooperation and collaboration among schools and facilitate experience sharing in school and curriculum development and planning for NSS.
  4. To devise support mechanism including development of resource banks, database, website and help desk with a view to providing an immediate reference for schools to facilitate stakeholders to develop their school plans and development to suit the requirements of the NSS.
  5. To oversee, monitor and evaluate the implementation of the professional support in alignment with the principles and strategies of the new academic structure and the NSS curriculum.
  6. To coordinate and collaborate with relevant divisions within the Education and Manpower Bureau to provide tailor-made support to schools in the implementation of the NSS.
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**Proposed Organisation Chart of the Education and Manpower Bureau  
(as at 1.7.2005)**



**Legends :**

- |          |  |            |  |
|----------|--|------------|--|
| DS :     | Deputy Secretary   | PEO :      | Principal Education Officer  |
| PAS :    | Principal Assistant Secretary                                    | SPEXO :    | Senior Principal Executive Officer   |
| AA/SEM : | Administrative Assistant to Secretary for Education and Manpower | PEXO :     | Principal Executive Officer  |
| AOSGA1 : | Administrative Officer Staff Grade A1                            | ADAS :     | Assistant Director of Accounting Services  |
| AOSGB1 : | Administrative Officer Staff Grade B1                            | CTA :      | Chief Treasury Accountant  |
| AOSGB :  | Administrative Officer Staff Grade B                             | CSM :      | Chief Systems Manager  |
| AOSGC :  | Administrative Officer Staff Grade C                             | *CE, CDI : | Chief Executive, Curriculum Development Institute - a NCSC post equivalent to D2 level |
| DDE :    | Deputy Director of Education                                     | #          | Supernumerary PEO post created until 13 August 2005                                    |
| SADE :   | Senior Assistant Director of Education                           | □          | Supernumerary PEO posts proposed to be created up to 31 December 2007                  |
| ADE :    | Assistant Director of Education                                  |            |  |