

**LEGISLATIVE COUNCIL  
PANEL ON EDUCATION**

**Implementation of the New Academic Structure for  
Senior Secondary Education and Higher Education –  
Additional Staffing Support**

**Proposal**

This paper seeks Members' advice on the Education and Manpower Bureau's proposal to create two supernumerary directorate posts to provide dedicated professional support 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 (the "3+3+4" academic reform), as well as to provide school-based professional support to individual schools to assist their smooth transition to the new academic structure.

**Background**

2. 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.

3. 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 Hong Kong Diploma of Secondary Education (HKDSE). 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. The broad design of the new system enjoys overwhelming support. However there remain areas where detailed development, primarily in respect of curriculum and assessment, require further consultation and continued dialogue. 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” published on 18 May 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 3+3+4 academic reform will affect the academic structure of both secondary and tertiary education and has far-reaching effect on the education system and manpower structure of Hong Kong, a huge amount of preparation work is required, at both the Bureau 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, the HKDSE, to replace the existing Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination;
- (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 school 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 Directorate Posts**

6. We have critically examined whether the existing directorate staff in the Bureau has spare capacity to absorb the additional workload arising from the 3+3+4 academic reform mentioned in paragraph 5 above. 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 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 all the additional duties without adversely affecting the discharge of their own schedule of duties.

7. In view of the scale, importance and complexity of the reform, the substantial amount of professional input required to implement the NSS curriculum and assessment framework, as well as the demand from the secondary school sectors for school-based support during the transition period, we propose that two directorate posts pitched at Principal Education Officer (PEO) (D1) rank be created for five years up to 30 June 2010 to professionally support the academic reform. The proposed posts are required 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 any problems identified during the early stage of implementation are fixed properly and without delay.

8. The first proposed supernumerary PEO post, designated as PEO(New Senior Secondary)1 (PEO(NSS)1), will be placed under 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 of the student learning profile, as well as reviewing the role and duties of workshop teachers and laboratory technicians under the new structure. He will be tasked, in particular, with the further development and refinement of the curriculum, status and delivery modes of the new career-oriented studies. Moreover, he is required to coordinate cross-divisional input to relevant implementation issues from the professional angle, identify problems and offer solutions. The job description of the proposed post is at Enclosure 1.

Encl. 1

9. 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 structure. We consider that the success of the new academic structure 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 academic structure. 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 new 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 co-ordinate all the supporting services to be provided to schools. The incumbent will report direct to the Deputy Secretary for Education and Manpower (4). The job description of the proposed PEO(NSS)2 post is at Enclosure 2. The proposed organization chart of the Bureau as at 1 July 2005 is at Enclosure 3.

Encl. 2

Encl. 3

10. 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.

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

### **Advice Sought**

12. Members are invited to advise whether the recommendation for creation of two supernumerary PEO posts for the purpose stated in paragraph 1 above is supported. Subject to Members' views, we intend to make a submission to the Establishment Sub-Committee of the Finance Committee on 9 June 2005.

Education and Manpower Bureau  
May 2005

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

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

**Responsible to** : Principal Assistant Secretary of Education and  
Manpower (Curriculum Development)

**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 Bureau to highlight and propose resolution to issues to support the professional implementation of the NSS curriculum and assessment framework.

**Job Description**  
**Principal Education Officer (New Senior Secondary) 2**

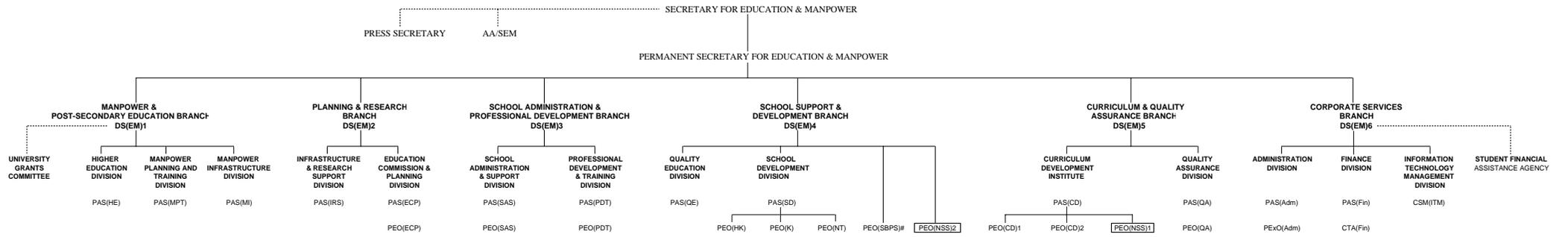
**Rank** : Principal Education Officer (D1)

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

**Main Duties and Responsibilities :**

1. To analyze 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 Bureau to provide tailor-made support to schools in the implementation of the NSS.

**PROPOSED ORGANISATION OF THE EDUCATION AND MANPOWER BUREAU**  
(as at 1.7.2005)



**Legends :**

- DS : Deputy Secretary
- PAS : Principal Assistant Secretary
- PEO : Principal Education Officer
- PEXO : Principal Executive Officer
- CSM : Chief Systems Manager
- CTA : Chief Treasury Accountant
- AA/SEM : Administrative Assistant/Secretary for Education and Manpower
- # : Supernumerary PEO post created until 13 August 2005

Supernumerary PEO posts proposed to be created up to 30 June 2010