



中華人民共和國香港特別行政區政府總部教育局
Education Bureau

Government Secretariat, The Government of the Hong Kong Special Administrative Region
The People's Republic of China

香港添馬添美道 2 號政府總部東翼 6 樓教育局專業發展及培訓分部
Professional Development and Training Division, 6/F, East Wing, Central Government Offices,
2 Tim Mei Avenue, Tamar, Hong Kong

本局檔號 Our Ref.: EDB(PDT)/ADM/55/1/5C(1)

電話 Telephone: 3509 8509

來函檔號 Your Ref.:

傳真 Fax Line: 2537 2446

13 July 2017

Chairman of Finance Committee
Legislative Council Complex,
1 Legislative Council Road, Central,
Hong Kong

(Attn: Ms Anita SIT)

Dear Ms SIT,

**Finance Committee Meeting on 14 July 2017
(Item No. FCR (2017-18)24)**

Enquiries on Contract Teachers

I refer to the letter of 12 July 2017 from Hon Nathan LAW to the Chairman of Finance Committee and the Secretary for Education requesting supplementary information from the Government. Regarding the questions raised in his letter, our reply is enclosed at **Annex** for Members' reference.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Benjamin YUNG', written over a faint circular stamp.

(Benjamin YUNG)

for Secretary for Education

**Legislative Council
Finance Committee Meeting on 14 July 2017
(Item No. FCR (2017-18)24)**

Reply to Hon Nathan LAW on Enquiries on Contract Teachers

- (1) The Government proposed to increase the teacher-to-class ratio of public sector secondary and primary schools (including special schools) by 0.1 across the board starting from the 2017/18 school year so as to provide additional teaching staff for schools to take forward various education initiatives and enhance the quality of education. To provide a stable teaching force, schools will be reminded through different channels to optimize the usage of the additional teaching posts. Schools are required to fill the newly created teaching posts substantively with surplus teachers, existing contract teachers or other suitable candidates subject to consideration of their merit and suitability for the posts. Schools are not expected to freeze these posts to obtain a cash grant. In view that the development needs and school-based circumstances vary among schools, under the principle of school-based management, schools should have proper planning for the teaching manpower in accordance with their genuine needs. We will keep in view schools' arrangements on the filling of the additional teaching posts and follow up unjustifiable cases.

- (2) The Guidelines on Optimising the Use of Teaching Manpower Resources was issued by the Education Bureau in 2016 after gathering views from the school sector and consolidating various basic principles of making good use of resources and being a good employer. We believe that schools understand their responsibility of being good employers and provide their staff with reasonable remuneration with an aim to fostering a stable working environment for the delivery of quality education. We will continue to draw the schools' attention to the importance of good human resource management through our day-to-day contact with the school management, monitor the use of resources in schools and if necessary, provide advice and appropriate follow-up actions to individual schools. On the issues relating to contract teachers, we have been keeping close communication with the school sector and various stakeholders and listen to their views for timely updating of the aforesaid

Guidelines with a view to providing a suitable and stable working environment for teachers for maintaining the stability of the teaching force.

- (3) All along, EDB has requested schools to create e-Services accounts for all monthly-paid teachers, including regular and temporary teachers who are paid by Salaries Grant, cash grants from the government or schools' private funding, and to report information on their academic qualifications, teaching loads, duties, etc. Teachers' data collected through the Portal will be used for various educational purposes such as data analysis and compilation of teacher statistics. To achieve a better understanding of the sector's situation, we plan to request schools to report information of all teaching assistants.
- (4) The number of drop-out regular teachers in public sector primary and secondary schools for the school years from 2010/11 to 2016/17 are as follows:

Public Sector Primary Schools (Government and Aided)

School Year	Number of Teachers*
2010/11	750
2011/12	670
2012/13	620
2013/14	590
2014/15	570
2015/16	590
2016/17	540

* Numbers are rounded to the nearest 10.

Public Sector Secondary Schools (Government, Aided and Caput)

School Year	Number of Teachers*
2010/11	960
2011/12	690
2012/13	1 310
2013/14	740
2014/15	790
2015/16	790
2016/17	700

* Numbers are rounded to the nearest 10.

The EDB do not collect information on the number of regular posts arising from dropout of teachers and filled by contract teachers.

The figures on the number of regular teachers (including regular teachers with Defined Contract Period (DCP)) and ratio of regular teachers to contract teacher outside teaching establishment in public sector primary and secondary schools for the school years from 2012/13 to 2016/17 are as follows: (Regular Teacher on DCP Terms is applicable to Aided Primary and Secondary Schools only)

Public Sector Primary Schools (Government and Aided)

School Year	Number of Regular Teachers*#	Number of Contract Teacher Outside Establishment*	Ratio of Regular Teachers to Contract Teacher Outside Establishment
2012/13	15 900	2 020	7.9 : 1
2013/14	16 910	1 410	12.0 :1
2014/15	17 330	1 620	10.7 :1
2015/16	17 500	1 940	9.0 :1
2016/17	17 760	2 140	8.3 :1

* Numbers are rounded to the nearest 10.

Regular teachers include regular teachers on DCP terms (for aided schools only). It is anticipated that the number of DCP teachers will gradually decrease with the increasing of education resources allocated to schools.

Public Sector Secondary Schools (Government, Aided and Caput)

School Year	Number of Regular Teachers*#	Number of Contract Teacher Outside Establishment*	Ratio of Regular Teachers to Contract Teacher Outside Establishment
2012/13	20 430	3 640	5.6 : 1
2013/14	20 860	2 640	7.9 : 1
2014/15	20 590	2 680	7.7 : 1
2015/16	20 040	2 850	7.0 : 1
2016/17	19 740	2 750	7.2 : 1

* Numbers are rounded to the nearest 10.

Regular teachers include regular teachers on DCP terms (for aided schools only). It is anticipated that the number of DCP teachers will gradually decrease with the increasing of education resources allocated to schools.