

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

### **HEAD 156 – GOVERNMENT SECRETARIAT : EDUCATION BUREAU**

#### **Subhead 000 Operational expenses**

Members are invited to recommend to the Finance Committee the creation of the following supernumerary posts in the Education Bureau for four years with immediate effect upon approval of the Finance Committee –

2 Assistant Director of Education  
(D2) (\$179,350 - \$196,050)

1 Principal Education Officer  
(D1) (\$150,950 - \$165,200)

### **PROBLEM**

With the introduction of various major education initiatives in recent years and the emergence of more complex and sensitive issues involving strategic leadership and co-ordination, there is a dire need to strengthen the directorate manpower of the Education Bureau (EDB) in policy formulation, implementation and monitoring to ensure the effective and efficient delivery of quality education.

### **PROPOSAL**

2. We propose to create the following three supernumerary directorate posts in EDB for four years with immediate effect upon approval of the Finance Committee (FC) to strengthen directorate support to formulate, implement, monitor and review various education policies and to meet the upsurge in service needs for quality and effective education –

- (a) two supernumerary Assistant Director of Education (ADE) (D2) posts designated as Principal Assistant Secretary (PAS) (School Administration) (PAS(SA)) and PAS (Curriculum Support) (PAS(CS)) respectively; and
- (b) one supernumerary Principal Education Officer (PEO) (D1) post designated as PEO (Special Education)2 (PEO(SE)2).

## **JUSTIFICATION**

3. As highlighted in the 2020 Policy Address (PA), the Government continues to attach great importance to education and the vision is to nurture our young people into quality citizens with a sense of social responsibility and national identity, an affection for Hong Kong as well as an international perspective. The Chief Executive (CE) has also stressed that the role of the Government in education is not merely a provider of resources, but also a policy maker, administrator and regulator.

4. The directorate establishment of EDB has remained broadly the same since the merger of the former Education and Manpower Bureau and the former Education Department in 2003. EDB is a merger of a policy bureau and an executive department, and its various divisions are responsible for formulating education policies and measures, taking forward and overseeing their actual implementation as well as reviewing the effectiveness of such policies and measures. In the past two decades, the education landscape has undergone significant changes. Apart from implementing the recommendations of the eight Task Forces set up by CE to review various aspects of education, some new developments, notably the implementation of the National Security Legislation (NSL), warrant EDB's close and undivided attention with strategic steer and co-ordination at the directorate level. The creation of the three supernumerary directorate posts is an essential step to provide EDB with the necessary directorate complement to strengthen and optimise its high-level strategic functions to rise to the challenges ahead. Detailed justifications are set out in the ensuing paragraphs.

### **Creation of One Supernumerary ADE Post in the School Administration (SA) Division**

5. The SA Division is mainly responsible for the formulation and implementation of school administration policies and guidelines in respect of aided ordinary, Direct Subsidy Scheme (DSS) and caput schools, and private schools offering local curriculum (these types of schools account for nearly 90% of all

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schools in the territory). It also oversees policies and implementation of a number of support services for students as well as development of measures to address specific student matters, in addition to the promotion of home-school co-operation as well as parent education and the administration of the provision of student grant. Of particular note is its co-ordination role in respect of the formulation of measures relating to school administration strategies and measures relating to safeguarding national security and promotion of national security education (NSE) in schools.

6. Safeguarding national security is the constitutional responsibility of the Hong Kong Special Administrative Region. With the enactment of the NSL on 30 June 2020, there is an imminent need for EDB to formulate various related school administration policies and measures, take forward and oversee their actual implementation as well as review their effectiveness. EDB issued school guidelines in February 2021 on school administration arrangements concerning the NSL and NSE. Since national security is a novel concept to the school sector, we see the need for EDB to provide comprehensive guidance and support, taking into account the diverse abilities and needs of the schools, so that schools can sustain a peaceful and orderly learning environment for students. Furthermore, there remains a range of sensitive issues to be considered and rolled out in connection with the NSL, including implementation of the enhanced requirements for raising of national flag, and playing and singing of national anthem at schools in light of the latest legislative changes. Given the complexity and importance of these matters, directorate support is needed to provide steer at various stages of implementation, including analysis and input from the education perspective in the legislative process, promulgation of guidelines to assist school administration, conduct of briefings for the school personnel, monitoring of schools' implementation, and provision of advice on issues encountered by schools.

7. Meanwhile, issues relating to other school administration policy matters have become much more complicated than before. Tasks of grave importance and long-lasting impact have significantly increased the need for high-level directorate input in the formulation of policies and strategies, overseeing the smooth implementation of the new initiatives and policies, and monitoring the progress of the relevant measures. Some examples of major new policies and measures on school administration introduced in recent years or being in the pipeline are highlighted below –

- (a) ***Home-school Co-operation and Parent Education*** – EDB is committed to fostering home-school co-operation and promoting parent education with a view to facilitating the learning and healthy development of students. The Task Force on Home-School Co-operation and Parent Education has recommended a number of

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measures for this purpose. The SA Division is responsible for the rolling out of these measures. A directorate officer at D2 level is needed to liaise and co-ordinate with a wide variety of stakeholders to ensure smooth implementation of the measures.

- (b) **Administration of Student Grant** – The provision of the \$2,500 student grant for secondary day-school, primary school and kindergarten (KG) students to alleviate parents’ financial burden in defraying education expenses has been regularised starting from the 2020/21 school year. The Division is heavily involved throughout the process, from inviting, receiving and vetting applications, to answering enquiries and liaising with schools on the disbursement of grant. The modus operandi has been brought under review to identify room for further improvement of efficiency and user-friendliness. Directorate support is needed to steer working-level staff in the annual application and distribution process as well as the overall review for future enhancement.
- (c) **DSS Policy** – In response to public concerns over the operation of DSS in recent years, the SA Division has been reviewing the implementation of DSS to enhance the transparency and accountability of the operation of DSS schools, with a view to improving the implementation of the policy and hence ensuring the adherence to policy objectives. The SA Division has been drawing up guidelines and timetable for implementing the improvement measures. It will monitor and evaluate the new measures and adjust/fine-tune them as necessary. The proposed supernumerary ADE post is required to steer the process and work together closely with stakeholders in the school sector in taking forward the recommendations.

8. The SA Division is also responsible for, amongst others, the implementation and monitoring of one school executive officer for each school policy, the all graduate teaching force policy, the one social worker for each school policy, etc., the smooth implementation of which requires high-level directorate steer and co-ordination. Upon creation of the proposed supernumerary ADE post, the Division will be tasked to handle anti-epidemic policies and arrangements for schools in Hong Kong. Specifically, the ADE will lead the Division to closely monitor the development of Coronavirus Disease 2019 (COVID-19), and swiftly devise and implement tailor-made plans (covering class suspension/resumption, teacher/student vaccination and arrangement for cross-boundary students) in response to the evolving situations. The ADE is expected to analyse and balance the interest and needs of various stakeholders, and provide professional advice in the formulation of the Government’s anti-epidemic policies and strategies for

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schools. The post will also have to co-ordinate and communicate with various counterparts in the Government as well as stakeholders in the school sector, and steer EDB frontline staff to provide timely assistance and advice to schools. Such intricate tasks require the support of an officer with sufficient experience and seniority.

9. Under the present set-up, the SA Division is headed by a PEO. A deputy secretary is overseeing the SA Division together with the School Development Division, which is the largest division in EDB in terms of establishment. This has stretched the capacity of both the deputy secretary and the PEO to their limits. However, the complexity embedded with the tasks mentioned above calls for sustained higher-level directorate input encompassing experience, breadth of exposure and sensitivity to professional, sectoral and community sentiments to take forth policy reviews and development of new policies. We hence propose to create one supernumerary ADE post for four years to steer the above work while the duties of the existing PEO post will remain unchanged.

10. The job description of the proposed ADE post designated as PAS(SA) is at Enclosure 1.

Encl. 1

### **Creation of One Supernumerary ADE Post in the Curriculum and Quality Assurance (CQA) Branch**

11. The CQA Branch comprises three divisions, namely the Curriculum Development Institute (CDI) headed by a non-civil service position equivalent to D2 level, the Quality Assurance and School-based Support (QASBS) Division led by an ADE (D2), and the Education Infrastructure (EI) Division headed by an Administrative Officer Staff Grade C (D2). In recent years, the volume, scope and complexity of the work of the CQA Branch, particularly the CDI and the QASBS Division, have grown exponentially with the developments as set out in paragraphs 12 to 14.

#### *Impending Challenges Facing the CDI*

12. Apart from the continuous reviews of both the primary and secondary curricula in light of global and local trends and development, the CDI has to press ahead with new tasks, notably the promotion of NSE in accordance with the NSL. Since February 2021, EDB has launched the Curriculum Framework of NSE in Hong Kong and 15 related NSE subject frameworks to elucidate to schools how the learning elements of NSE can be connected naturally with and integrated organically into the relevant curriculum contents of different subjects. Meanwhile, to support the smooth promotion of the education of Chinese History, our country's

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developments, the Constitution, the Basic Law and national security in schools, EDB continues to update and enrich relevant learning and teaching resources, provide suitable professional training and organise diversified territory-wide activities for students. We aim not only to provide schools with correct information on the national history, current situation and developments of our country, but also to assist schools in creating a conducive atmosphere with diversified life-wide learning experiences and activities (including museum visits, exchange activities in the Mainland of China, quiz competitions, project learning, etc.) so as to help students develop a sense of belonging to the country, an affection for the Chinese people and a sense of national identity. All the above tasks involve strategic thinking, planning and co-ordination.

13. In tandem, the CDI has to follow up on the directional and broad recommendations of the Task Force on Review of School Curriculum accepted by EDB in December 2020. EDB has announced, among other things, the optimisation of the senior secondary core subjects including the reform and renaming of the Liberal Studies subject as “Citizenship and Social Development” for implementation from the 2021/22 school year. EDB continues to work on the provision of teaching reference materials and resources, professional development programmes, curriculum and assessment guidelines, and details about the Mainland Study Tour. Throughout the process, the CDI has to maintain close communication with the school sector and different stakeholders to ensure the smooth implementation of the refined curriculum. In addition, the CDI has to undertake new key curriculum initiatives such as Science, Technology, Engineering and Mathematics (STEM) education, values education and Applied Learning courses. These initiatives require strategic planning for whole-school implementation with the steer from school management and senior teachers, extensive involvement of teachers of different subjects/Key Learning Areas (KLAs) as well as engagement of different stakeholders (e.g. parents, alumni and community stakeholders).

#### *Challenges to the QASBS Division*

14. The QASBS Division is responsible for, inter alia, overseeing the implementation of the School Development and Accountability (SDA) framework to empower schools to strengthen their self-evaluation for continuous improvement while enhancing accountability and transparency under the notion of school-based management. School self-evaluation is complemented by various external school review measures to enable schools to benefit from feedback and suggestions for improvement from different perspectives. The implementation of the SDA framework is dovetailing with the latest curriculum initiatives. There is also much need to step up focus inspections covering different KLAs and themes with a view to keeping EDB abreast of schools’ progress in implementing various curriculum and education initiatives, and providing schools with timely professional feedback

on implementation. With the implementation of various new curriculum-related initiatives (including those relating to NSE), the workload, breadth and complexity of the work on quality assurance are increasing, warranting strategic planning and co-ordination.

*Room for Enhancement and Need for a New Division to Take Charge of Curriculum Support*

15. With the considerable increase in the volume, scope and complexity of work arising from policy initiatives and curriculum development in recent years as highlighted above, the existing manpower at the senior level of the CDI and the QASBS Division has been increasingly over-stretched. To enable EDB to deliver its mission-critical tasks and to enhance the quality of curriculum support and quality assurance, we consider it necessary to put the sections providing curriculum support and school-based support (SBS) services in the CDI and the QASBS Division under a new division headed by a new ADE post so as to enhance the services both in breadth and depth under dedicated steer and with central co-ordination in a strategic and holistic manner. Specifically, we propose that the new ADE post will be responsible for the strategic areas below –

- (a) ***Production of Multifarious Multi-media Resources*** – The CDI has been providing resource support for teachers and students as and when the curriculums of individual subjects/KLAs are renewed. To meet soaring demand and new development needs, the new division will oversee the strategic development of quality multi-media curriculum resources to support learning and teaching (such as video-clips, animated books and educational games), especially for themes related to the Constitution and Basic Law, NSE, other national education-related topics, and current issues such as COVID-19. Building on the encouraging response from the school sector and pleasing progress so far, the new division will also plan and produce more online courses for self-learning by teachers and students related to the Basic Law as well as ready-to-use PowerPoint slides for various themes of the Citizenship and Social Development subject, etc.
- (b) ***Monitoring of Textbook Quality*** – Textbooks are vetted under a mechanism which in general has gained confidence. With growing public concern about the quality of textbooks, the new post will provide directorate steer for the textbook review to ensure the smooth implementation of curriculum review initiatives and enhance the gate-keeping functions.
- (c) ***SBS Services*** – Diversified SBS services are provided for schools and KGs to enhance learning and teaching effectiveness in various KLAs/themes (including language support), having due consideration

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given to catering for learner diversity to suit different school contexts. As an intensive mode of professional development delivered in schools, SBS requires collaboration between teachers and support professionals, and covers different areas such as curriculum planning, pedagogies, classroom practices and assessment. Apart from professional support rendered by EDB officers, tertiary institutions and schools with exemplary practices are also engaged to provide SBS via commissioned services or networking with other schools in specific areas. Besides, expert teachers of various subjects are recruited annually from the Mainland of China to foster professional exchange and collaboration with local teachers. Given the scope, complexity and variety of the SBS services, the new post will oversee the strategic and professional development, coordination as well as holistic review of various SBS services to ensure that the content and delivery modes meet the changing needs of schools and students and keep pace with new curriculum measures.

- (d) ***Mainland Exchange Opportunities for Primary and Secondary School Students*** – At present, some 100 000 Mainland exchange places are provided by EDB annually for upper primary and secondary students. In addition, a Mainland Study Tour is embedded in the curriculum of the subject of Citizenship and Social Development. The new post will oversee the expansion and refinement of the exchange programmes to meet various new curriculum initiatives, particularly relating to STEM education, Chinese History/History, and other humanities subjects, so that the themes, contents and destinations of the Mainland Exchange Programmes will be modified and enhanced to better serve the learning needs in general and specific subject needs. In the process, the new post will ensure close collaboration with subject sections and relevant Mainland authorities on pertinent arrangements.
- (e) ***Professional Advice and Ongoing Monitoring on the Use of the Life-wide Learning Grant*** – In the 2018 PA, CE proposed the provision of a new recurrent Life-wide Learning (LWL) Grant starting from the 2019/20 school year with an annual provision of \$900 million for public sector and DSS schools to organise more out-of-classroom experiential learning activities in humanities, STEM education, physical and aesthetic development, and moral and civic education, etc. Such LWL activities may include community service, field studies, exchange programmes outside Hong Kong and workplace experience that enable students to learn in authentic contexts, broaden their horizons and foster their whole-person development. The enlivened and enriched learning experiences are conducive to developing students' positive values and attitudes, enhancing their spirit to serve and sense of responsibility, and

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fostering their better understanding of the development of our country and our relationship with the world. Professional advice has to be provided to schools for diversifying the modes and scales of activities through prudent and optimal use of the Grant, with more than \$1 million and \$0.7 million for a 24-class secondary school and primary school respectively. The new post will steer the implementation, notably the provision of professional support and advice for schools, the subsequent review and necessary fine-tuning to ensure that students can benefit from the Grant to enhance their life-wide learning experiences.

16. Designated as the Curriculum Support (CS) Division, the new division under the leadership of the proposed ADE (designated as PAS(CS)) will take charge of both curriculum support and SBS services. Two sections from the CDI and six sections from the QASBS Division responsible for curriculum support will be transferred en bloc to this new division. The PEO post currently in the QASBS Division will provide support for the proposed ADE as well as continuing to discharge his existing duties, and will be retitled as PEO (Curriculum Support and Quality Assurance (CSQA)). This can help balance the workload of the directorate staff of the CQA Branch and provide opportunities for enhancing vertical continuity and lateral co-ordination, synergising curriculum development support strategies and facilitating the building of curriculum interfaces. We will review this manpower deployment after setting up the CS Division to ensure that there is sufficient capacity at the PEO level to provide the necessary support for both the CS Division and the Quality Assurance (QA) Division (renamed from the QASBS Division).

17. The job description of the proposed ADE (i.e. PAS(CS)) and retitled PEO(CSQA) posts are at Enclosures 2 and 3 respectively. The revised job descriptions of the head of the CDI (i.e. PAS (Curriculum Development)) and the head of the QA Division (i.e. PAS(QA)) are at Enclosures 4 and 5 respectively.

### **Creation of One Supernumerary PEO Post in the Special Education (SE) Division**

18. The SE Division is responsible for the policies and services relating to support for students with Special Educational Needs (SEN). It is led by an ADE designated as PAS(SE), who is assisted by a PEO designated as PEO(SE). Special education is one of our areas of special attention. A series of new initiatives have been introduced following announcements in the 2018 PA, 2019 PA and 2020 PA. The volume, breadth and complexity of the SE Division's work has been continuously increasing. Some of the major tasks in hand include –

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- (a) ***Integrated Education*** – In light of the review on the implementation of integrated education in the 2017/18 school year, and the 18 recommendations on integrated education in the Director of Audit's Report No. 70, the SE Division has progressively implemented a series of improvement measures and will review the effectiveness of integrated education on an on-going basis. This includes measures on SEN co-ordinator and SEN support teacher, Enhanced School-based Educational Psychology Service, creation of school-based speech therapist posts, etc. Besides, we are now looking into strategic plans for sustainable professional development and capacity building of the relevant school personnel and specialists and stepping up cross-division co-ordination in offering support as well as the formulation, consolidation and review of relevant strategies and implementation details.
- (b) ***Resources for Special Schools*** – Various new initiatives have been introduced in special schools in recent years to improve the quality and effectiveness of their educational services. For example, professional support is enhanced for students with autism spectrum disorders, attention deficit/hyperactivity disorder, etc. We need to monitor and review the proper use of resources by special schools and assess the cost-effectiveness of these initiatives.
- (c) ***Monitoring of Boarding Sections of Special Schools*** – EDB is stepping up co-operation with the Social Welfare Department (SWD) to enhance professional competence of staff of the boarding sections in taking care of boarders more effectively. We need to formulate guidelines, devise strategies and offer support to special schools in managing the boarding sections and supporting boarders more effectively.
- (d) ***New Mode of Training in Special Education for Teachers*** – Starting from the 2021/22 school year, a new mode of online training will be adopted for the 30-hour Basic Course on Catering for Diverse Learning Needs, and the training target will be drastically raised. In view of the surge of online training places to around 13 000 in total for the 2021/22 to 2023/24 school years, there is a need to oversee the development and implementation of the new training mode.
- (e) ***Specialist Support for KGs to Cater for Children with Special Needs*** – With the regularisation of the On-site Pre-school Rehabilitation Services and tryout of the Pilot Project on Tier 1 Support Service in KGs/KG-cum-Child Care Centres by SWD, the SE Division has been stepping up professional training for KG teachers in supporting students at risk of developmental delay. In addition, the SE Division has been enhancing collaboration with the

Department of Health and the Hospital Authority to ensure smooth transition of students from pre-school rehabilitation services to education support services through diverse modes in primary schools. High-level cross-bureau/department (B/D) communication and collaboration are required.

- (f) ***Prevention of Student Suicides*** – The increase in student suicide cases has called for strengthened support on students’ development of a positive outlook on life and building up their resilience. Cross-division and cross-B/D communication and collaboration need to be strengthened to, inter alia, follow up on the recommendations made by the Task Force on Prevention of Youth Suicides under the Labour and Welfare Bureau and the Advisory Committee on Mental Health under the Food and Health Bureau.
- (g) ***Lining Up of Online Resources and Revamp of SE Website to Promote E-learning*** – The current SE website is being revamped to facilitate access to and retrieval of information and multimedia resources by parents and teachers in support of students with SEN. There is a dire need to consolidate and enrich the resources and ensure user-friendliness and easy accessibility.
- (h) ***Special Education Management Information System (SEMIS)*** – In view of the wide range of new initiatives recently launched, EDB has to revamp and enhance SEMIS to facilitate the monitoring and assessment of the effectiveness of the initiatives, for example, system enhancement to facilitate transfer of SEN information of school leavers from secondary schools to local post-secondary institutions/training organisations. The SE Division is taking a leading role in coordinating for and deciding on the enhancement of SEMIS.

19. To meet impending operational needs on various fronts, it is essential to have a directorate officer to steer the implementation of the wide range of initiatives including formulation of the frameworks and consolidation of the experiences in the early years of implementation. We see the need to enhance the directorate complement to the SE Division through the creation a supernumerary PEO post for four years. This could help enhance special education support and services, expedite response to problems, and provide the necessary policy support in adjustment of strategies for implementing the new measures.

20. Upon the creation of the proposed PEO post, the existing PEO(SE) post (to be retitled as PEO(SE)1) will assist PAS(SE) mainly on education services in aided special schools, school-based educational psychology and speech therapy

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services, educational psychology services (supporting students with autism spectrum disorder, attention deficit/hyperactivity disorder and intellectual disabilities), support services for students with visual impairment and physical disability, speech and hearing services and development of SEMIS. The new supernumerary PEO post, titled as PEO(SE)2, will assist PAS(SE) mainly on integrated education policies and measures (e.g. overseeing the deployment of SEN co-ordinators by public sector ordinary schools), special education training for teachers in special and ordinary schools, educational psychology services (supporting students with specific learning difficulties, physical disability and mental illness), professional development for KG teachers in supporting students with developmental needs, promotion of mental health at schools, crisis management and prevention of student suicides, and revamp of SE websites. The enhanced collaboration across-division and cross-B/D support for students with SEN will also be put under the charge of PEO(SE)2.

21. The job description of the proposed PEO(SE)2 post and the revised job description of the PEO(SE)1 post are at Enclosures 6 and 7 respectively.

22. The existing and proposed organisation charts of EDB are at Enclosures 8 and 9 respectively.

### **ADDITIONAL NON-DIRECTORATE POSTS**

23. Three posts of two Personal Secretary (PS) I and one PS II will be created to provide secretarial support for the two supernumerary ADE posts and one supernumerary PEO post respectively.

### **ALTERNATIVES CONSIDERED**

24. We have critically examined the possibilities of redeployment of existing directorate officers in EDB to take up the additional duties mentioned above. Other directorate officers in EDB are already fully occupied with their own portfolios and it is not operationally feasible for them to take up the additional duties. There is no alternative other than the creation of two supernumerary ADE and one supernumerary PEO posts for four years as proposed.

### **FINANCIAL IMPLICATIONS**

25. The proposed creation of the supernumerary posts of two ADE and one PEO will incur an additional notional annual salary cost at mid-point of \$6,490,800 as follows –

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<b>Post</b>	<b>Notional annual salary cost at mid-point (\$)</b>	<b>No. of posts</b>
ADE	4,567,200	2
PEO	1,923,600	1
Total	<u>6,490,800</u>	<u>3</u>

26. The additional full annual average staff cost of the proposals, including salaries and staff on-cost, is \$8,991,072.

27. For the non-directorate posts mentioned in paragraph 23 above, the additional notional annual salary cost at mid-point and the full annual average staff cost are \$1,215,120 and \$1,840,368 respectively.

28. We have included sufficient provision in the 2021-22 draft Estimates to meet the cost of the proposed posts and will reflect the resources required in the Estimates of subsequent years.

## **PUBLIC CONSULTATION**

29. EDB originally proposed to create five directorate posts of two ADE and three PEO on a permanent basis and one supernumerary ADE post up to 31 March 2022 to meet operational needs.

30. The proposal received the support of Legislative Council (LegCo) Panel on Education on 29 March 2019. EDB consulted the Establishment Subcommittee (ESC) of LegCo on 11 June 2019 and Members agreed to recommend EDB's proposal to FC.

31. Nevertheless, taking into account the latest views of LegCo Members on the creation of directorate posts amidst the current situation, EDB has revised the original proposal and now proposes to seek afresh the support of ESC to create three supernumerary directorate posts for four years as mentioned in paragraph 2 above to meet urgent operational needs. EDB will review the continued need for these posts before they lapse.

## **ESTABLISHMENT CHANGES**

32. The establishment changes in EDB for the past two years are as follows –

**/Establishment .....**

Establishment (Note)	Number of Posts			
	Existing (As at 1 July 2021)	As at 1 April 2021	As at 1 April 2020	As at 1 April 2019
A	33 <sup>#</sup>	33	33	33
B	1 623	1 608	1 531	1 397
C	4 598	4 580	4 579	4 569
<b>Total</b>	<b>6 254</b>	<b>6 221</b>	<b>6 143</b>	<b>5 999</b>

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

<sup>#</sup> - as at 1 July 2021, there was no unfilled directorate post in EDB

## CIVIL SERVICE BUREAU COMMENTS

33. The Civil Service Bureau supports the proposed creation of the supernumerary posts of two ADE and one PEO for four years with immediate effect upon approval of FC. The grading and ranking of the proposed posts are considered appropriate having regard to the level and scope of responsibilities.

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

34. 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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Education Bureau  
August 2021

**Job Description**  
**Principal Assistant Secretary (School Administration)**

**Rank** : Assistant Director of Education (D2)

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

**Major Duties and Responsibilities –**

1. To serve as division head and oversee the work of the School Administration (SA) Division;
2. To co-ordinate and formulate strategies and measures related to safeguarding national security and promotion of nation security education in schools from the school administration perspective;
3. To co-ordinate and formulate strategies and measures related to school anti-epidemic arrangements;
4. To monitor the implementation of the Direct Subsidy Scheme (DSS) policy, and steer the review of the policy as well as the implementation of improvement measures on strengthening the governance and internal control of DSS schools as recommended by the Working Group on DSS;
5. To monitor the implementation of and review as required various policy initiatives undertaken by the SA Division from time to time, including but not limited to the one school Executive Officer for each school policy, all graduate teaching force policy, one social worker for each school policy, various support services for students, etc.;
6. To provide steer and policy direction on the promotion of home-school co-operation and parent education; and
7. To provide steer and formulate implementation details on the administration of the student grant.

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**Job Description**  
**Principal Assistant Secretary (Curriculum Support)**

**Rank** : Assistant Director of Education (D2)

**Responsible to** : Deputy Secretary for Education (5)

**Major Duties and Responsibilities –**

1. To formulate, lead and review curriculum support services, including the provision of multifarious multi-media curriculum resources, vetting of textbooks to help schools implement curriculum and assessment initiatives;
2. To formulate, lead and review various school-based support services for schools;
3. To steer the development of strategies on life-wide learning activities for enriching students' experiences and enabling them to acquire essential learning experiences for whole-person development;
4. To oversee Mainland Exchange Programmes for primary and secondary school students, and make improvement upon continuous review;
5. To communicate with the relevant stakeholders, to review the effectiveness of support services, and to handle stakeholders' feedback to inform planning; and
6. To lead the collaboration and alignment of the curriculum support services provided by the Curriculum Support Division with other relevant divisions in the Education Bureau.

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**Job Description**

**Principal Education Officer (Curriculum Support and Quality Assurance)**

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

**Responsible to** : Principal Assistant Secretary (Curriculum Support)  
Principal Assistant Secretary (Quality Assurance)

**Major Duties and Responsibilities –**

1. To assist Principal Assistant Secretary (Quality Assurance) (PAS(QA)) in overseeing the implementation of the School Development and Accountability Framework comprising schools' self-evaluation and Education Bureau's external review for enhancing quality school education through schools' sustained efforts for self-improvement and greater accountability;
2. To assist PAS(QA) in planning and overseeing the implementation of focus inspections on the Key Learning Areas/thematic areas so that they are aligned with priorities of policy initiatives and the implementation of various initiatives in schools;
3. To assist Principal Assistant Secretary (Curriculum Support) (PAS(CS)) in overseeing the provision of school-based support services to schools, and the review of the effectiveness of support services to inform planning;
4. To assist PAS(CS) in overseeing the work of curriculum support; and
5. To assist PAS(CS) in overseeing the planning and implementation of Mainland Exchange Programmes for primary and secondary school students.

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**Job Description**  
**Principal Assistant Secretary (Curriculum Development)**

**Rank** : A non-civil service position equivalent to D2 level

**Responsible to** : Deputy Secretary for Education (5)

**Major Duties and Responsibilities –**

1. To tender expert advice to the Permanent Secretary for Education, Deputy Secretary for Education and the Curriculum Development Council on all matters relating to curriculum development in kindergarten, primary and secondary education, including those for the gifted, intellectual disabilities, and non-Chinese speaking students;
2. To formulate, lead and direct curriculum development and implementation strategies suited to Hong Kong's changing contexts and needs;
3. To communicate with the relevant stakeholders and conduct evaluation research to inform and monitor curriculum development;
4. To promote assessment literacy in schools and collaborate with the Hong Kong Examinations and Assessment Authority to ensure alignment of the Hong Kong Diploma of Secondary Education Examination with the senior secondary curriculum; and
5. To oversee the work of the Curriculum Development Institute as its chief executive and direct the alignment of the professional services provided by the Institute with other relevant parties.

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**Job Description**  
**Principal Assistant Secretary (Quality Assurance)**

**Rank** : Assistant Director of Education (D2)

**Responsible to** : Deputy Secretary for Education (5)

**Major Duties and Responsibilities –**

1. To direct the development of the quality assurance mechanism at both the system and school levels;
2. To oversee the implementation of the School Development and Accountability (SDA) Framework comprising schools' self-evaluation and the Education Bureau (EDB)'s external review for enhancing quality school education through schools' sustained efforts for self-improvement and greater accountability, including reviewing the implementation of the SDA Framework and dovetailing it with the renewal of the curriculum and the latest education measures;
3. To plan and oversee the implementation of focus inspections on the Key Learning Areas/thematic areas so that they are aligned with priorities of policy initiatives and the implementation of various initiatives in schools; and
4. To provide steer on the consolidation, analysis and sharing of school review and inspection findings with the school sector and EDB divisions/sections concerned by various means to heighten awareness of the issues concerned and to draw closer attention to the areas that need further development as well as good practices identified.

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**Job Description**  
**Principal Education Officer (Special Education)2**

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

**Responsible to** : Principal Assistant Secretary (Special Education)

**Major Duties and Responsibilities –**

1. To assist Principal Assistant Secretary (Special Education) (PAS(SE)) in overseeing, planning and reviewing the integrated education policies and support measures for students with special educational needs (SEN) in ordinary primary and secondary schools, including promotion of integrated education and provision of additional resources for students with SEN;
2. To assist PAS(SE) in planning, developing and reviewing policies and initiatives on specialist services, including educational psychology services for supporting students with specific learning difficulties, physical disability and mental illness, promotion of mental health at schools, tier-1 support measures for students at risk, school crisis management and prevention of student suicide;
3. To assist PAS(SE) in planning, developing and reviewing policies, initiatives on early identification and intervention, and support measures for students with special needs and at risk of developmental delay in kindergartens (KGs), including the development of support models, enhancement and monitoring of the mechanism for information transfer from KGs to primary schools, formulation of teacher professional development framework, etc.;
4. To assist PAS(SE) in overseeing, planning and reviewing teacher training on special educational needs for special and ordinary schools, development of the information website on integrated education and special education, and provision of online resources;
5. To liaise with major stakeholders and the bureaux/departments concerned with a view to refining implementation of various measures and policies on integrated education; and
6. To carry out any other duties in relation to the planning and implementation of the integrated education policy.

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**Job Description**  
**Principal Education Officer (Special Education)1**

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

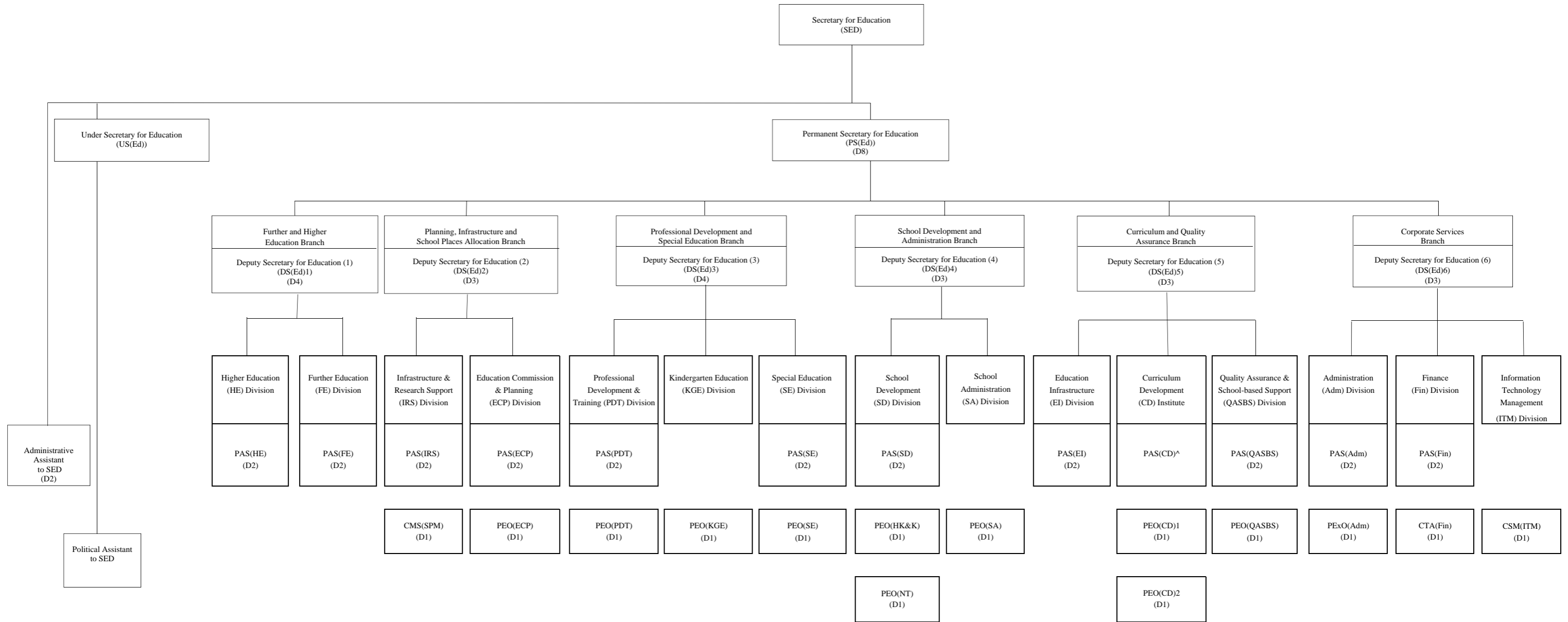
**Responsible to** : Principal Assistant Secretary (Special Education)

**Major Duties and Responsibilities –**

1. To assist Principal Assistant Secretary (Special Education) (PAS(SE)) in overseeing, planning, implementing and reviewing the policies, administration and support services for special schools, including the placement of students with disabilities in special schools, special school class structure as well as manpower and resources provision;
2. To assist PAS(SE) in overseeing and monitoring the delivery of school-based educational psychology and speech therapy services in ordinary schools and educational psychology services in special schools;
3. To assist PAS(SE) in planning, developing and reviewing policies and initiatives on specialist services, including educational psychology services for supporting students with autism spectrum disorders, attention deficit/hyperactivity disorder and intellectual disabilities, support services for students with visual impairment as well as speech and hearing services;
4. To supervise and monitor the operation and enhancement of the Special Education Management Information System to cope with the development of integrated education and special education;
5. To liaise with major stakeholders and the bureaux/departments concerned with a view to refining implementation of various measures and policies on special education; and
6. To carry out any other duties in relation to the planning and implementation of the special education policy.

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**EDUCATION BUREAU**  
**Existing Organisation Chart**



- Legend:
- CMS(SPM) - Chief Maintenance Surveyor (School Premises Maintenance)
  - CSM - Chief Systems Manager
  - CTA - Chief Treasury Accountant
  - HK&K - Hong Kong and Kowloon
  - NT - New Territories
  - PAS - Principal Assistant Secretary
  - PEO - Principal Education Officer
  - PEO - Principal Executive Officer
  - ^ - A non-civil service position equivalent to D2 level

