

立法會
Legislative Council

LC Paper No. CB(4)1538/17-18
(These minutes have been seen
by the Administration)

Ref : CB4/PL/ED

Panel on Education

Minutes of meeting
held on Friday, 13 July 2018 at 9:45 am
in Conference Room 2 of the Legislative Council Complex

Members present : Dr Hon CHIANG Lai-wan, SBS, JP (Chairman)
Hon IP Kin-yuen (Deputy Chairman)
Hon LEUNG Yiu-chung
Hon Tommy CHEUNG Yu-yan, GBS, JP
Hon Starry LEE Wai-king, SBS, JP
Dr Hon Priscilla LEUNG Mei-fun, SBS, JP
Hon Mrs Regina IP LAU Suk-ye, GBS, JP
Hon Claudia MO
Hon MA Fung-kiwok, SBS, JP
Hon Charles Peter MOK, JP
Hon CHAN Chi-chuen
Hon CHAN Han-pan, BBS, JP
Hon LEUNG Che-cheung, SBS, MH, JP
Ir Dr Hon LO Wai-kiwok, SBS, MH, JP
Hon CHU Hoi-dick
Dr Hon Junius HO Kwan-yiu, JP
Hon HO Kai-ming
Hon Holden CHOW Ho-ding
Hon Wilson OR Chong-shing, MH
Hon Tanya CHAN
Hon CHEUNG Kwok-kwan, JP
Hon HUI Chi-fung
Hon LAU Kwok-fan, MH
Dr Hon CHENG Chung-tai
Hon AU Nok-hin
Hon Vincent CHENG Wing-shun, MH

Members absent : Hon Abraham SHEK Lai-him, GBS, JP
Hon Michael TIEN Puk-sun, BBS, JP

Hon Dennis KWOK Wing-hang
Dr Hon Fernando CHEUNG Chiu-hung
Dr Hon Helena WONG Pik-wan
Dr Hon Elizabeth QUAT, BBS, JP
Hon SHIU Ka-chun

Public Officers attending : Agenda item II

Mr Kevin YEUNG, JP
Secretary for Education

Mr Brian LO, JP
Deputy Secretary for Education (1)

Professor Anthony CHEUNG, GBS, JP
Chairman
Task Force on Review of Self-financing
Post-secondary Education

Agenda item III

Mr Kevin YEUNG, JP
Secretary for Education

Mrs Michelle WONG, JP
Deputy Secretary for Education (3)

Mr Benjamin YUNG
Principal Assistant Secretary
(Professional Development and Training)
Education Bureau

Clerk in attendance : Ms Angel WONG
Chief Council Secretary (4)4

Staff in attendance : Ms Mina CHAN
Senior Council Secretary (4)4

Miss Mandy NG
Council Secretary (4)4

Ms Sandy HAU
Legislative Assistant (4)4

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I. Information paper(s) issued since the last meeting

(LC Paper No. CB(4)1270/17-18(01) -- Letter dated 9 May 2018 from Hon IP Kin-yuen concerning student guidance service in primary schools

LC Paper No. CB(4)1270/17-18(02) -- Letter dated 9 May 2018 from Hon HO Kai-ming concerning student guidance service in primary schools

LC Paper No. CB(4)1270/17-18(03) -- Information provided by the Administration on 19 June 2018 in response to the two letters dated 9 May 2018 from Hon IP Kin-yuen and Hon HO Kai-ming respectively concerning student guidance service in primary schools)

Members noted the above papers issued since the last meeting.

2. Mrs Regina IP said that she had just received the Administration's written reply to her letter dated 1 June 2018 concerning a case of sexual harassment in a secondary school. She considered that the Administration's reply had come too late and the school concerned had not dealt with the case properly. She requested the Education Bureau ("EDB") to take up the case seriously. The Secretary for Education ("SED") apologized for the late reply. He explained that EDB took a longer time to issue the written reply because he wished to study the case and the reply thoroughly and carefully. He assured members that EDB would continue to follow up seriously with the school concerned.

II. Progress of the Task Force on Review of Self-financing Post-secondary Education

(LC Paper No. CB(4)1340/17-18(01) -- Paper provided by the Administration

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LC Paper No. CB(4)1340/17-18(02) -- Background brief entitled "Issues related to the self-financing post-secondary education sector" prepared by the Legislative Council Secretariat

LC Paper No. CB(4)1376/17-18(01) -- Submission from 民間青年政策倡議平台

LC Paper No. CB(4)1393/17-18(01) -- Submission from Presidents of self-financing degree-awarding institutions)

Briefing by the Administration

3. SED briefed members on the progress of the Task Force on Review of Self-financing Post-secondary Education ("Task Force"). Professor Anthony CHEUNG, Task Force Chairman, briefed members on the preliminary observations and proposals put forward in the Task Force's consultation document on the review of self-financing post-secondary education. Details were set out in the Administration's paper [LC Paper No. CB(4)1340/17-18(01)].

4. In response to some members' concerns over the implementation of the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies ("NMTSS") since the 2017-2018 academic year, SED advised that about 20 000 students had benefitted from NMTSS in 2017-2018 and it was not evident from the information available that NMTSS had entailed any impact on student admissions of University Grants Committee ("UGC")-funded and self-financing post-secondary institutions in general. EDB would continue to keep in view the implementation of support measures to facilitate the development of self-financing post-secondary education.

Discussion

Regulatory and quality assurance framework

5. Mrs Regina IP relayed the concern of some students of self-financing post-secondary institutions that some programmes provided a curriculum comparable to that of secondary schools. In her view, accreditation by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications was merely a paper exercise. Moreover, the surge in the number

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of self-financing institutions in the past decade had resulted in the provision of largely similar programmes, which impacted graduates' competitiveness. To address the problem, the Administration should establish a uniform regulatory and quality assurance ("QA") framework for all self-financing post-secondary institutions.

6. Mr MA Fung-kwok was worried about the possible disputes on the establishment of a mechanism under which operators whose development and institutional capabilities fell short of their original plan after reasonably long trial period might be de-registered. He requested the Administration to elaborate on the assessment criteria, length of trial period and support arrangements for students whose institutions were de-registered. Professor Anthony CHEUNG explained that the Task Force saw a need for a de-registration mechanism to be established as part of an intact QA framework. However, in practice any decision on de-registration should not be made lightly and should take into account the impact on students. Details of the de-registration mechanism would be considered later, bearing in mind the interests of the students concerned.

7. Mr MA Fung-kwok also expressed concern over the application of the updated Post Secondary Colleges Ordinance (Cap. 320) to all institutions providing self-financing post-secondary programmes. He was worried that the quality of teaching would be affected if the self-financing subsidiaries/community colleges of UGC-funded universities were to detach from the resource-rich university proper. He asked whether there were any support measures for these subsidiaries/community colleges to migrate to the new regulatory framework. Mr AU Nok-hin shared similar concern and stressed that the overall quality of self-financing post-secondary education sector should not be affected by the application of Cap. 320.

8. Professor Anthony CHEUNG clarified that the recommendation of applying Cap. 320 to all self-financing institutions sought to require all post-secondary institutions registered under the Education Ordinance (Cap. 279) and all self-financing subsidiaries/community colleges of UGC-funded universities to register under the updated Cap. 320 so that they would be subject to a unified regulatory regime. At present, UGC-funded institutions were required to keep separate financial accounts for the publicly-funded and self-financing operations. Hence, the existing facilities and resources of the self-financing subsidiaries/community colleges of UGC-funded universities should not be affected after the migration. As articulated in the consultation document, the Task Force considered it necessary to manage the migration process with care, taking into account any possible impact on students and teachers.

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9. The Deputy Chairman asked how the unified regulatory and QA framework established under the aegis of Cap. 320 could ensure the parallel development of the publicly-funded and self-financing post-secondary education sectors and that both the self-financing privately-run institutions and the self-financing subsidiaries/community colleges of UGC-funded universities would be benefitted. Professor Anthony CHEUNG responded that applying the updated Cap. 320 to all institutions would open up new opportunities for institutions with good potential to become private universities. Moreover, those operators whose development and institutional capabilities fell short of their original plan after a reasonable trial period might be de-registered. The Task Force therefore considered that the quality of both the privately-run institutions and the self-financing subsidiaries/community colleges of UGC-funded universities would be enhanced under the updated regulatory regime.

10. Mr CHAN Chi-chuen noted with grave concern over the recommendation of relaxing the present 10% admission quota for Mainland, Macao and Taiwan students to facilitate self-financing institutions in recruiting more students from the Greater Bay Area. He enquired whether the admission quota would be relaxed by raising the prescribed percentage or by classifying students from the Greater Bay Area as local students, and whether the rationale behind the proposed relaxation was to increase the student intake of self-financing institutions in anticipation of a continuous drop in the number of secondary school graduates in the coming years. While having no strong view on raising the prescribed percentage for non-local students, the Deputy Chairman considered that the self-financing post-secondary education sector should serve primarily the educational needs of local students.

11. Professor Anthony CHEUNG explained that the self-financing institutions were generally of the view that greater flexibility should be allowed in admitting non-local students. To this end, the Task Force considered it necessary to take heed of the public views before coming up with a concrete proposal on the relevant issue given its significant implication on public resources.

Differentiation of self-financing post-secondary institutions

12. Referring to paragraph 3.3 of the consultation document, Dr CHENG Chung-tai considered it inappropriate to classify self-financing institutions in terms of their student population only. In identifying the distinctive roles and positioning of self-financing institutions, due consideration should be given to the uniqueness of each institution in terms of its mission, pedagogy and programmes offered. Professor Anthony CHEUNG clarified that the Task Force had no intention to categorize the self-financing institutions according to

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their student population although such factual information was provided in the consultation document for reference. Instead, the institutions' expertise and programmes meeting societal needs would be taken into account in identifying their unique positions.

13. Mr CHEUNG Kwok-kwan relayed the concerns of some privately-run institutions that they were not competing on a fair playing field with the eight UGC-funded universities in the operation of self-financing programmes because of the branding of the latter, and enquired about the Administration's role in facilitating self-financing institutions to identify and promote their unique positions. SED responded that in view of stakeholders' concerns, the Task Force recommended a unified regulatory and QA framework with an aim of aligning the standards and practices of all self-financing post-secondary institutions, including the extension arms of the eight UGC-funded universities. Subject to the finalized proposals of the Task Force, the Administration would maintain close communication with the self-financing institutions in the formulation and implementation of their strategic plans.

Sub-degree programmes

14. Dr CHENG Chung-tai sought clarification about the Administration's stance on the way forward of associate degree ("AD") programmes. Ms Starry LEE enquired about the Administration's future position on the role of AD programmes.

15. SED responded that since the public consultation exercise was still ongoing, the Administration had no predetermined position on the role and way forward of AD programmes. In mapping out the future direction of sub-degree education, EDB would take into account the Task Force's recommendations which were expected to be made by the end of 2018. Professor Anthony CHEUNG supplemented that the Task Force considered that the prevailing binary system of sub-degree education should be maintained at large for overall educational purposes and the positioning of AD and higher diploma ("HD") should be better differentiated and fit for purpose.

16. Mr CHEUNG Kwok-kwan recognized the need to have a clearer positioning of AD and HD qualifications. Mr AU Nok-hin supported better differentiation of the positioning of AD and HD and considered that AD qualification should be positioned as primarily supporting articulation to undergraduate degree programmes. However, he was given to understand that there were some 20 000 AD intake places per year and the number of UGC-funded senior-year undergraduate places for sub-degree graduates would only be 5 000 in the 2018-2019 academic year. He suggested the Administration to substantially increase the subsidized undergraduate degree places for articulation purpose.

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17. Ms Starry LEE pointed out that many AD graduates failed to articulate to degree programmes and HD qualification were better recognized by employers. She asked whether consideration would be given to reducing the number of AD programme places to ensure that a reasonable number of AD graduates could further their studies at the degree level. Professor Anthony CHEUNG opined that the Task Force saw a need to retain both AD and HD qualifications as these programmes contributed to the development of more articulation opportunities and multiple pathways for secondary school leavers, which achieved the aim of a diversified education system.

18. Ms Starry LEE further enquired about the numbers of AD graduates who articulated to undergraduate programmes in local, overseas and mainland universities, and those who took up employment upon graduation for the past few years. Professor Anthony CHEUNG advised that statistics showed that around 80% of AD graduates and 40% of HD graduates continued with their studies at UGC-funded or self-financing degree programmes in recent years. Deputy Secretary for Education (1) added that the UGC-funded sector and self-financing sector together had provided sufficient local top-up degree programmes for eligible AD graduates. Some AD graduates would articulate to Year 3 of four-year undergraduate programmes while some had to start from Year 2 or even Year 1. EDB undertook to provide the relevant statistics.

(Post-meeting note: The Administration's response was issued to members vide LC Paper No. CB(4)1488/17-18(01) on 15 August 2018.)

19. Noting that not all AD graduates could articulate to Year 3 of a four-year undergraduate programme, the Deputy Chairman considered it necessary for the Task Force to rationalize AD graduates' articulation pathway to top-up degree studies.

20. Mr HUI Chi-fung pointed out that there were quite a number of secondary school graduates who had attained "3322" in the Hong Kong Diploma for Secondary Education Examination but failed to obtain a subsidized degree place. Some of these graduates had to pursue AD programmes of which articulation to degree studies was not guaranteed. He enquired about the reasons for not increasing the publicly-funded undergraduate places. As AD graduates were in heavy debt owing to the high tuition fees of self-financing programmes, he called on the Administration to consider waiving the interest accrued during students' study period under the loan schemes to alleviate the debt burden on these graduates. Moreover, he observed that some AD programme contents were as vocational-oriented as HD programmes and queried the need to retain both AD and HD qualifications.

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21. SED explained that the provision of UGC-funded and self-financing undergraduate programmes was sufficient to meet the needs of eligible students who had attained the threshold of "3322" and the Government also provided a non-means-tested subsidy for eligible students to pursue self-financing undergraduate degrees. Students who failed to attain "3322" could pursue AD or HD studies. The Task Force saw the values of AD and HD programmes, but considered it necessary to differentiate more clearly between AD and HD programmes so as to provide better guidance to students in choosing programmes that best suited their needs.

22. Mr Tommy CHEUNG said that the Liberal Party did not support continuing AD programmes unless they could guarantee an articulation pathway to degree-level education. He considered that the number of UGC-funded articulation places should be increased and more profession-specific HD programmes should be offered to better prepare graduates for employment. SED took note of Mr CHEUNG's suggestion. Professor Anthony CHEUNG said that it was also the Task Force's view that there should be sufficient subsidized and non-subsidized articulation places for sub-degree graduates, and the Task Force also considered it necessary to raise the quality of self-financing programmes.

23. The Deputy Chairman pointed out that as compared to AD programmes, the costs for operating vocational-oriented HD programmes were higher. The Administration should step up its efforts in facilitating self-financing institutions in providing quality HD programmes and promoting their articulation pathways to undergraduate or higher level studies. Mr AU Nok-hin considered that the Administration should explore measures to facilitate self-financing institutions in enhancing their programme quality and developing programmes that could better meet the manpower needs and student demand for higher education.

Motion

24. The Chairman directed that the voting bell be rung for five minutes to notify members of the voting.

25. The Chairman referred members to the motion proposed by Mr AU Nok-hin (wording of the motion in **Appendix I**) and put the motion to vote. Eleven members voted for the motion, one member voted against and four members abstained. The Chairman declared that the motion was carried.

26. To conclude, the Chairman called on the Administration/Task Force to arrange meetings with different stakeholders so as to collect more views and suggestions.

Action

III. An update on the situation of contract teachers in primary and secondary schools

(LC Paper No. CB(4)1340/17-18(03) -- Paper provided by the Administration

LC Paper No. CB(4)1340/17-18(04) -- Background brief entitled "The situation of contract teachers in primary and secondary schools" prepared by the Legislative Council Secretariat)

Briefing by the Administration

27. SED briefed members on the arrangements of teaching manpower resources in schools and the current situation of contract teachers in public sector primary and secondary schools, details of which were set out in the Administration's paper [LC Paper No. CB(4)1340/17-18(03)].

Discussion

Employment of contract teachers

28. Mr CHAN Chi-chuen noted that the unfair treatment of contract teachers had been a long-standing problem. The workload and work pressure of contract teachers were much heavier than those of regular teachers. Worse still, some contract teachers with good performance did not get contract renewal and some were dismissed unreasonably. He asked whether a penalty system was adopted to discourage schools from providing unreasonable conditions of service and work arrangements to contract teachers, and whether related statistics on the number of cases in which schools were penalized for unfair dismissal of contract teachers were available.

29. SED explained that in line with the spirit of school-based management, the number of contract teachers employed under cash grants was subject to the availability of grants and the operational needs of schools. The employment terms and conditions were a matter of agreement between the contract teacher and the school concerned. In fact, EDB considered that schools should assign reasonable workload and duties to contract teachers. Circulars had been issued in 2016 and 2017 reminding schools to make reasonable work and remuneration arrangements for contract teachers, and not to take the contractual mode of employment as a staff management tool. On the penalty system, Deputy Secretary for Education (3) ("DS(Ed)3") advised that EDB did

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not have the statistics on the number of penalized cases. However, if contract teachers had employment problems, they could contact the relevant Regional Education Offices ("REOs") and EDB would take appropriate follow-up actions whenever necessary. Mr CHAN Chi-chuen maintained his view that EDB should consider setting up a penalty system for handling cases involving unfair treatment to contract teachers.

30. The Deputy Chairman referred to a survey conducted by Hong Kong Professional Teachers' Union which indicated that some contract teachers and teaching assistants were only offered 11-month contracts. He asked whether EDB would follow up with such cases and re-issue the relevant EDB's circular to remind schools to provide reasonable work and remuneration arrangements for contract teachers. He was also concerned that some teaching assistants were required to take up teaching duties with unreasonable salaries. He called on the Administration to keep a close watch on the employment situation of teaching assistants to ensure that they were offered appropriate post titles and reasonable salaries which clearly reflected the job nature.

31. SED responded that schools were advised to offer contracts for a longer term when employing teachers with grants for specific initiative in EDB's circular issued in 2016. Generally speaking, the length of contracts would be determined by the actual operational needs of schools. As regards teaching assistants, SED advised that they should not be appointed to take up teaching duties in principle. However, to his knowledge, some schools in fact provided an opportunity for teaching assistants pursuing Postgraduate Diploma in Education to accumulate teaching experience. Nevertheless, EDB would continue to remind schools to fulfill their obligations as good employers and follow up cases with irregularities found in the employment of contract teachers.

32. Mr HO Kai-ming pointed out that the appointment of contract teachers normally started on 1 September although they were required to attend meetings and make preparatory work at schools before that day. He suggested the Administration to consider advancing the contract commencement date to mid-August so that teachers could be remunerated and most importantly, entitled to employment protection such as compensation for work injuries between mid and late August.

33. SED explained that it was a well-established practice in the education sector to set the contract period of contract teachers from 1 September to 31 August of the next year to align with the school year. EDB could explore with the school sector the feasibility of changing the contract period to, say, from 16 August to 15 August of the next year. As for employment protection, if a teacher sustained an injury in the school before the contract became

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effective, he would not be entitled to receive compensation for work injuries. However, the school might be liable to pay him compensation under third-party liability insurance.

34. The Chairman enquired whether it was a common practice for schools to employ contract teachers to fill regular teaching posts. DS(Ed)3 remarked that schools could only adopt such mode of employment under very exceptional circumstances, for example, filling teaching posts in time-limited primary schools. For persistent cases where the schools had employed teachers under defined contract period ("DCP") to fill regular posts on a prolonged period without justifiable reason, REOs would intervene. In fact, with the collaborative efforts of schools, teacher organizations and EDB, the number of DCP teachers employed for filling regular vacancies had been greatly reduced. The Chairman urged the Administration to closely monitor the situation and take suitable follow-up actions. SED assured that EDB would continue to keep the teacher employment situation under review.

35. Mr HUI Chi-fung sought the Administration's stance on the employment of contract teachers in the long-run. SED explained that schools would be provided with various cash grants to allow them greater flexibility in deploying resources to implement specific policy initiatives, including appointing contract teachers. In certain circumstances, such as in supporting students with special educational needs ("SEN") or non-Chinese speaking ("NCS") students, the cash grants were calculated on the basis of the number of these students enrolled at the schools. As the number of these students admitted by schools might vary across years, the Administration considered that the provision of cash grant was more appropriate than providing regular teaching posts. In fact, EDB had been making tremendous efforts in appealing for the cooperation of schools in improving the conditions of service and work arrangements of contract teachers, such as providing opportunities for contract teachers with good performance to be appointed as regular teachers, offering contract teachers reasonable remuneration that was commensurate with their duties, etc. Schools were also advised not to use contractual employment as a staff management tool. SED further assured members that EDB would continue to encourage schools to fulfill their obligations as good employers.

Measures to increase regular teaching posts

36. The Deputy Chairman did not agree with SED's view that the provision of cash grants for employing contract teachers was more appropriate than providing regular teaching posts in supporting SEN and NCS students. On the contrary, he was of the view that a more stable teaching force equipped with the requisite qualifications and skills could better cater for the diverse needs of these students. Instead of the mere provision of cash grants to employ contract

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teachers, the Administration should expand the regular teacher establishment and increase the teacher-to-class ("T/C") ratio for primary and secondary schools by 0.3 to reduce teachers' increasing workload. SED responded that as some schools had made use of the cash grants to employ contract teachers on a regular basis, EDB was exploring ways that could maintain stable teaching manpower in schools and allow the flexibility to make adjustments in accordance with the number of SEN and NCS students admitted by schools.

37. Mr LEUNG Che-cheung concurred that the conversion of contract teachers into regular appointments could facilitate schools to establish a more stable teaching force to sustain the stable development of schools. He enquired whether additional regular teaching posts would be created annually for serving contract teachers to be converted to regular teachers and how the 2 000 regular teaching vacancies arising from natural wastage every year could help to absorb the contract teachers.

38. SED responded that regular teaching posts would not be increased on an annual basis. Instead, EDB had been providing schools with teaching staff resources in the light of the development of various education policies, for example, the provision of an additional regular post of Special Educational Needs Coordinator to support integrated education would bring an increase of some 200 regular teaching posts in the 2018-2019 school year. Serving contract teachers could apply for the newly available and vacated regular teaching posts through open recruitment procedures. Schools were also required to set up a school-based mechanism to provide opportunities for suitable contract teachers to be appointed as regular teachers. To take the increase in T/C ratio by 0.1 for primary and secondary schools starting from the 2017-2018 school year as an example, schools were advised to accord priority to employing suitable contract teachers in filling the vacancies.

39. Mr CHEUNG Kwok-kwan said that the Democratic Alliance for the Betterment and Progress of Hong Kong was supportive of the conversion of contract teachers into regular appointments, which could maintain teachers' morale and facilitate schools' sustainable development. However, he was concerned whether the turning of the Career and Life Planning Grant ("CLPG") into regular teaching posts would reduce the schools' resource provision for implementing life planning education. SED explained that schools might choose to convert CLPG into a regular teaching post from the 2016-2017 school year. Schools would also be provided with a one-off cash grant to facilitate their smooth transition to the new measure. As schools could flexibly deploy their existing resources in enhancing life planning education, the Administration had not seen any severe shortage of resources since the introduction of the measure. The Administration would review the new measure some time later.

Action

(The Chairman directed that the meeting be extended to deal with the motion proposed under this agenda item.)

Motion

40. The Chairman referred members to the motion proposed by Mr HO Kai-ming (wording of the motion in **Appendix II**) and directed that the voting bell be rung for five minutes to notify members of the voting.

41. The Chairman put the motion to vote. Twelve members voted for the motion, no member voted against and no member abstained. The Chairman declared that the motion was carried.

IV. Any other business

42. There being no other business, the meeting ended at 11:47 am.

Council Business Division 4
Legislative Council Secretariat
6 September 2018

教育事務委員會
Panel on Education

在2018年7月13日的會議上
就議程項目"檢討自資專上教育專責小組之進度"提出的議案
Motion proposed under the agenda item
"Progress of the Task Force on Review of Self-financing
Post-secondary Education" at the meeting on 13 July 2018

議案措辭

本委員會促請政府，為拒絕教育商品化，政府應加強高等教育的承擔，增加資助課程的學額，並加強對自資院校的監管，以提升教學質素。

(區諾軒議員動議)

Wording of the Motion

(Translation)

To refuse commoditization of education, this Panel urges the Government to make more commitment to higher education, increase the number of places of subsidized programmes and enhance the regulation of self-financing institutions, so as to raise the quality of teaching.

(Moved by Hon AU Nok-hin)

教育事務委員會
Panel on Education

在2018年7月13日的會議上
就議程項目"中、小學合約教師的更新情況"提出的議案
Motion proposed under the agenda item
"An update on the situation of contract teachers in primary and
secondary schools" at the meeting on 13 July 2018

議案措辭

鑑於公營中、小學教師大多數已具備學士學位或以上的資歷，但現有學位教師職位(GM)／助理小學學位教師(APSM)數目並未能對應實際情況，致使不少已具有學士學位或以上資歷的教師只能擔任文憑教師(CM)職位，嚴重打擊前線教師士氣，更直接影響優秀人才加入教育行列的意欲。就此，本會促請政府加快中、小學教師職位全面學位化的進度，明確訂定有關落實時間表，讓所有已取得學士學位資歷的教師擔任學位教師／助理小學學位教師職位，並按該職位要求計算薪酬。

(何啟明議員動議)

Wording of the Motion

(Translation)

Most of the public sector secondary and primary school teachers have already possessed undergraduate qualifications or above. However, the existing numbers of Graduate Master/Mistress ("GM")/Assistant Primary School Master/Mistress ("APSM") posts do not meet the actual situation. Quite a number of teachers possessing undergraduate qualifications or above can only take up Certificated Master/Mistress ("CM") posts, which has seriously dampened the morale of frontline teachers and directly affected the desire of talent to join the teaching profession. In this connection, this Panel urges the Government to expedite the process of upgrading all teaching posts in secondary and primary schools to graduate posts and to formulate a clear implementation timetable, so that all teachers who have attained undergraduate qualifications will be employed as GMs/APSMs and paid according to the requirements of the posts.

(Moved by Hon HO Kai-ming)