

ITEM FOR ESTABLISHMENT SUBCOMMITTEE OF FINANCE COMMITTEE

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

Members are invited to recommend to Finance Committee the following proposals of the Education Bureau with immediate effect upon approval of Finance Committee –

(a) the creation of the following permanent posts –

2 Assistant Director of Education
(D2) (\$171,200 - \$187,150)

3 Principal Education Officer
(D1) (\$144,100 - \$157,700)

(b) the creation of the following supernumerary post
for about three years up to 31 March 2022 –

1 Assistant Director of Education
(D2) (\$171,200 - \$187,150)

PROBLEM

The Education Bureau (EDB) needs to strengthen the directorate establishment for steering and leading the formulation of strategies/measures, and for the planning, preparation, implementation and review of various policies for quality education.

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PROPOSAL

2. We propose to create the following directorate posts in EDB with immediate effect upon approval of Finance Committee (FC) to strengthen the directorate manpower and enable partial re-organisation of EDB to facilitate formulation, implementation and review of various policies and to meet the upsurge in service needs for quality education –

- (a) two permanent Assistant Director of Education (ADE) (D2) posts designated as Principal Assistant Secretary (PAS) (School Administration) (PAS(SA)) and PAS (Curriculum Support) (PAS(CS)) respectively;
- (b) three permanent Principal Education Officer (PEO) (D1) posts designated as PEO (Special Education)² (PEO(SE)²), PEO (Kowloon) (PEO(K)), and PEO (New Territories West) (PEO(NTW)) respectively; and
- (c) one supernumerary ADE (D2) post designated as PAS (Kindergarten Education) (PAS(KGE)) for about three years up to 31 March 2022.

JUSTIFICATION

3. The Permanent Secretary for Education (PS(Ed)), at the rank of Administrative Officer Staff Grade A1 (D8), underpins the Secretary for Education (SED) in formulating policies and in the timely and effective implementation of approved policies and programmes. PS(Ed) is supported by six deputies ranked at D4 or D3 level. Each of the deputies is responsible for two to three major divisions each headed by a directorate officer.

4. The directorate establishment of EDB has remained more or less the same since the merger of the former Education and Manpower Bureau (EMB) and the former Education Department (ED) in 2003. It should be noted that EDB is a merger of a policy bureau and an executive department, and the various divisions are responsible for formulating school administration policies and measures, taking forward and overseeing their actual implementation, as well as reviewing the effectiveness of such policies and measures. With the introduction of various major education policies and initiatives and the rising expectation of stakeholders for quality education in recent years, issues relating to education policies have become much more complex and sensitive and span much wider scope. There is a dire need to strengthen the directorate manpower and for a partial re-organisation of EDB. Detailed justifications are set out in the ensuing paragraphs.

/Creation

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

5. The SA Division is mainly responsible for the formulation and implementation of school administration policies in respect of aided ordinary, Direct Subsidy Scheme (DSS), caput and private schools offering local curriculum (which account for nearly 90% of the schools in the territory). It is also responsible for overseeing policies and implementation of support services to non-attendance students, newly-arrived children, provision of Student Support Programmes for non-Chinese speaking (NCS) children in learning Chinese, provision of support services on student guidance and discipline¹ and developing preventive measures to address issues such as school bullying, child abuse, student suicide, as well as the promotion of home-school co-operation and parent education. The Division is currently led by a PEO designated as PEO(SA) who reports directly to a deputy secretary, and is the only division in EDB which is not headed by a D2 officer.

6. Issues relating to school administration policy matters have now become much more complicated than before and tasks of grave importance and long-lasting impact have significantly increased the need for high-level input in the formulation of policies and specific details of the measures to implement policies, oversee the smooth implementation of the new initiatives and policies, and monitor the progress of the relevant measures. Examples of new policies and measures on school administration introduced in recent years or being in the pipeline are as follows –

- (a) ***One School Executive Officer for Each School Policy*** – As announced in the 2018 Policy Address, the Government will provide additional resources in the 2019/20 school year to strengthen administrative support of schools and at the same time alleviate teachers' administrative workload. The SA Division is tasked to formulate the implementation details of the proposed 'One School Executive Officer for Each School' policy, to monitor its implementation and continue to design and provide training programmes for the School Executive Officers in aided schools.
- (b) ***All-graduate Teaching Force Policy*** – As announced in the 2018 Policy Address, EDB will implement in one go the all-graduate teaching force policy in public sector primary and secondary schools

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¹ For efficiency and better synergy with more coordinated steer from senior levels, the Guidance and Discipline Section (which is now under the SA Division) will be transferred to the Special Education (SE) Division while the School-based Management Section (which is now under the Professional Development and Training Division) will be transferred to the SA Division upon the creation of the directorate posts proposed in the paper.

in the 2019/20 school year. The SA Division will be heavily engaged in working out the implementation details, overseeing and evaluating the implementation as well as continuing to deal with issues related to the management of teachers who either do not possess the qualifications or opt for taking up a graduate teacher post.

- (c) ***Monitoring Additional Charges of Aided and Private Schools*** – Currently some aided schools are collecting Tong Fai and fees for specific purposes to provide above-standard facilities and additional educational support services for students. Some private schools also collect different types of additional charges. The SA Division sees a need to review the current monitoring and regulatory regime of the collection of these additional charges.
- (d) ***Review of DSS*** – In response to recent public concerns over the operation of DSS, the SA Division will conduct an internal review on the implementation of DSS, including but not limited to the effectiveness of the improvement measures implemented since 2012 to enhance the transparency and accountability of the operation of DSS schools, with a view to improving the implementation of the policy to uphold the policy objectives. The SA Division will draw up guidelines and timetable for implementation of the improvement measures to be recommended by the review. It will also monitor and evaluate the new measures and adjust/fine-tune them as necessary.
- (e) ***Review on the Policy of One Social Worker for Each School*** – Upon introduction of the policy of ‘one school social worker for each school’ in primary schools in the 2018/19 school year, student guidance teachers and social worker associations have further proposed the set-up of ‘one social worker plus one guidance teacher’. The SA Division will review the mode of collaboration between student guidance and social work services, and explore with the education and social work sectors feasible proposals to further strengthen guidance support for students in primary schools. The SA Division will keep in view, in the future in the long run, the changing needs of primary students for social work and guidance service and initiate changes as necessary.
- (f) ***Extension of Retirement Age of Aided School Teachers*** – In the light of the revised retirement age of newly recruited teachers in aided schools from 60 to 65, the SA Division has worked out possible options to refine the current arrangement of the Government’s allocation to the Grant Schools Provident Fund and the Subsidised Schools Provident Fund and conducted consultation with various stakeholders. It will take forward the necessary legislative

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amendments of the relevant Provident Fund Rules. It will also administer and review the implementation of the related policies arising from the extension of retirement age including whether there should be a similar extension of retirement age for the clerical staff, social workers and school executive officers as well as the abolition of offsetting arrangement of the provident funds.

- (g) ***Enhanced Measures to Handle Non-attendance Cases*** – Schools' awareness of reporting non-attendance cases has been substantially heightened in recent years. To address the problem of students' non-attendance proactively, EDB and schools need to take effective measures at primary level to prevent or curb it at an early stage. EDB will provide support to primary schools to enhance intervention for non-attendance cases and stepping up developmental and preventive measures. The Bureau will also review and revise the procedures for handling non-attendance cases, the coverage of which will be extended to international schools. EDB will enhance the co-operation and collaboration with other bureaux and departments, such as the Social Welfare Department (SWD), Immigration Department and the Hong Kong Police Force. As the SA Division is responsible for, apart from formulation of policy, the actual day-to-day work on non-attendance cases, the head of the Division is also responsible for application of the enhanced measures in individual cases, and providing steer to the operational staff and for handling of complicated cases.
- (h) ***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 will propose a number of measures for this purpose. The SA Division is responsible for devising and monitoring the implementation plan and the rolling out of the measures.

7. Formulating the implementation details of the above new and revised policies is complicated and intricate. It requires coordination among divisions within EDB and with other bureaux/departments at the senior management level. Besides, implementation and monitoring work is equally crucial in ensuring successful delivery of new policies and effective achievement of the policy objectives. This also requires steer from the senior management level and hence, there is a need for dedicated steer and support at the ADE level to ensure effective formulation and vigilant monitoring of the implementation details.

8. Under the present set-up, the SA Division is headed by a PEO who reports directly to a deputy secretary. The latter is responsible for overseeing also the School Development (SD) 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. The tasks that the SA Division needs to deal with have become more and more challenging. The complexity involved calls for higher level directorate input with experience, breadth of exposure and sensitivity to professional, sectoral and community sentiments to take forth policy reviews and development of new policies. In view of the complexity and volume of the additional work at the senior management level, SED proposes to create one permanent ADE post to steer the work of devising various new and revised policies, formulating implementation details and monitoring their implementation while the duties of the existing PEO post will remain unchanged. This proposal can rationalise the organisational structure of the SA Division such that it would be on par with other operational divisions in EDB.

Encl. 1 9. The job description of the proposed ADE post designated as PAS(SA) is at Enclosure 1.

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

10. The CQA Branch, headed by a Senior Assistant Director of Education (D3) (designated as Deputy Secretary for Education (5)), comprised two divisions, namely the Curriculum Development Institute (CDI) and the Quality Assurance (QA) Division, upon merging of former ED and former EMB in 2003. Since then, the CDI has been headed by a non-civil service position equivalent to D2 level, who is assisted by two PEOs designated as PEO (Curriculum Development (CD))1 and PEO(CD)2 respectively. The QA Division, subsequently renamed as Quality Assurance and School-based Support (QASBS) Division, is led by an ADE designated as PAS(QASBS) and underpinned by a PEO designated as PEO(QASBS). The Education Infrastructure (EI) Division, headed by an Administrative Officer Staff Grade C (D2) designated as PAS(EI), was set up under the CQA Branch in 2006 with the transfer of sections en bloc from other divisions.

11. Curriculum development, the provision of curriculum support, quality assurance and school-based support (SBS) interact and complement each other to achieve our education objectives. This is elaborated in paragraphs 12 and 13 below taking the promotion of Science, Technology, Engineering and Mathematics (STEM) education as an example.

12. For the promotion of STEM education, curriculum development is not confined to drafting of curriculum documents for implementation in schools. Apart from reviewing and updating the relevant subject curricula of STEM-related

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subjects and preparing the curriculum document on coding education for primary schools, the CDI organises curriculum support activities for both teachers and students such as training sessions for school leaders and teachers². To enrich students' learning, CDI has been organising territory-wide STEM learning activities in collaboration with different organisations. It also provides STEM-related curriculum resources to enhance learning and teaching effectiveness.

13. To support on-going curriculum renewal and the latest curriculum initiatives such as STEM education, the QASBS Division has stepped up its inspections at schools to gain an accurate understanding of the frontline implementation and to provide timely advice to schools as appropriate. Inspection findings are useful feedback for CDI to seek continuous curriculum refinement. The QASBS Division also provides diversified modes of SBS services including on-site support, professional learning communities and university-school support programmes to schools, with adjustments made in light of the policy directives for curriculum and assessment, as well as the needs of the schools. For on-site support programmes, support staff would help teachers adapt the curriculum according to specific student needs of the schools, draw up lesson plans and conduct lesson observations as needed.

14. With the expansion of the portfolio and complexity of its work over the years, the CQA Branch has kept the schedule of duties and responsibilities among its various divisions under constant review to ensure that resources available are gainfully deployed to maintain the service standard. Having examined the latest manpower position vis-à-vis the considerable increase in the volume, scope and complexity of work arising from policy initiatives and curriculum development (including subject and cross-subject curriculum development, development of values education, and development of more dynamic and inspiring pedagogies), we consider that the workload of the CQA Branch has reached the peak. It is difficult for the existing directorate staff to take forward all the work needed to enable the local curriculum to keep pace with global and local developments, the quality assurance system to keep pace with and inform curriculum development, and to give sufficient support to schools and teachers. Given the growing complexity and scope of curriculum development, quality assurance, curriculum support and SBS services, the existing structure of the Branch is also not sustainable in face of the foreseeable challenges.

/Impending

² The training covers the explanation of the importance of cross-team and cross-Key Learning Area (KLA) collaboration in STEM education, its impact on change in pedagogy and assignments, and hence the need for better whole-school curriculum planning.

Impending Challenges for Curriculum Development and Quality Assurance

15. The CDI and the QASBS Division each has challenges lying ahead in curriculum development and quality assurance respectively that require the dedicated attention of the existing directorate officers, rendering them not being able to spare time for curriculum support and SBS services, especially given the developments explained in paragraphs 20 to 26 below. Details of the challenges faced by the CDI and the QASBS Division are set out in paragraphs 16 to 18 below.

Increase in Complexity of Work and New Challenges on Curriculum Development

16. The CDI continuously reviews both the primary and secondary curricula and formulates reform strategies to keep the local curriculum up-to-date with global and local trends and developments, and to equip students with different skills to stay on top of changes in the future. Other than subjects under individual KLAs (e.g. Chinese History), cross-KLA education (e.g. STEM education) in the present-day curriculum requires frequent reviews and professional inputs as well. Besides, there is a pressing need to review and update values education to better cater for the new problems in our social environment and to address concerns of relevant stakeholders, for example, the need to enhance sex education, a more systematic study of the National Constitution and the Basic Law education (including the National Anthem), and updating of the related KLA curricula and provision of materials to facilitate teaching and learning.

17. The 2017 Policy Address announced the setting up of several task forces to review different areas of education including curriculum. The Task Force on Review of School Curriculum was set up in late 2017 to conduct a holistic review of the primary and secondary school curricula and will submit a final report with directional recommendations to the Government by late 2019. Since the scope of the review on school curriculum is broad, spanning from primary to secondary levels and all core subjects as well as other key components of the education system, much follow-up work arising from the recommendations of the Task Force will need to be done. The CDI will be responsible for following up with the recommendations and conducting reviews of the curricula and assessment of individual subjects/KLAs.

Challenges Posed to the Quality Assurance Mechanism

18. One of the responsibilities of the QASBS Division is to oversee the implementation of the School Development and Accountability (SDA) framework, which aims to empower schools to strengthen their self-evaluation for continuous

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improvement while enhancing accountability and transparency under the notion of school-based management. School self-evaluation (SSE) is complemented by various external school review measures to give schools the benefit of feedback and suggestions for improvement from different perspectives. The implementation of the SDA framework is developmental, requiring dovetailing with the on-going renewal of the curriculum and the latest education measures. For example, EDB is planning to review and update various tools and indicators to better support schools in conducting SSE for continuous improvement. There is also the need to step up various 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 the implementation. The workload and complexity of the work of quality assurance are increasing in view of the current education landscape and the wider scope of education measures and issues to be covered.

Greater Complexity and Workload for Curriculum and School-based Support

19. At present, the CDI and the QASBS Division provide curriculum support and SBS services to schools respectively, but the workload of the senior level has been increasingly over-stretched by the aforesaid challenges posed to curriculum development and quality assurance. Momentum must be sustained for progress in rendering curriculum support and SBS services, the increased complexity and workload of which are elaborated in paragraphs 20 to 26 below.

Increase in Workload arising from SBS Services Currently Provided by EDB Direct, Funded by the Education Development Fund (EDF) and Funded by the Language Fund

20. At present, the QASBS Division provides SBS services on various fronts, including provision of on-site professional support services in teaching and learning of various KLAs to primary and secondary schools, and to kindergartens (KGs), and through different strands of the School-based Professional Support (SBPS) Programmes supported by the EDF and the Language Fund. The workload in this area will increase in the near future, making it increasingly difficult for the existing two directorate officers in the QASBS Division to steer and lead both the quality assurance mechanism and the provision of curriculum support services.

21. The SBS services aim to enhance the professional competency of teachers in taking forward the education reform and various curriculum measures through a variety of support services as mentioned in paragraph 13 above. Schools can apply for various SBS services provided by EDB on a yearly basis in

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accordance with the needs of their students and the development of their schools. In the 2017/18 school year, out of the about 2 300 applications, 1 500 support services were provided to 935 KGs, primary, secondary and special schools by the five SBS sections of the QASBS Division. While there is a continued demand for SBS services, it is necessary to keep the mode of delivery, coverage and cost-effectiveness under constant review to ensure that they dovetail with the changing needs of schools. In addition, the EDF has been funding SBPS programmes, including commissioning post-secondary institutions to provide SBS services for KGs, primary and secondary schools admitting NCS students. With the lapse of the EDF³ at the end of the 2018/19 school year, these well-received programmes will be migrated to the Quality Education Fund Thematic Network (QTN)⁴ to disseminate the good practices and knowledge acquired. At the same time, the scopes and modes of support need to be reviewed to better meet the latest needs of schools and KGs. Besides, the Language Fund has allocated \$63 million to support the continued operation of the Task Force on Language Support⁵ under the management of the Language Learning Support Section of the QASBS Division until the end of the 2019/20 school year. The future language support strategies and manpower also need to be reviewed to respond to the new policy initiatives and the strategic directions of the Standing Committee on Language Education and Research from 2020 onwards. Given the complexity, there is a need for dedicated high-level professional attention to these support services, including the thorough and constant review in a holistic manner to ensure that the content and delivery modes improve/change with the changing needs of schools and students, and can keep close pace with new curriculum measures.

/Mainland

³ In July 2004, the FC of Legislative Council (LegCo) approved the setting up of the EDF with a grant of \$550 million to provide diversified SBPS Programmes to build up schools' capacity to take forward education reform measures from the 2004/05 school year. In January 2012, the FC approved the injection of a sum of \$550 million into the EDF to continue with the provision of the SBPS Programmes for five more school years. In April 2016, EDB informed the FC of the extension of the operation of the EDF to the end of the 2018/19 school year using the remaining balance of the EDF.

⁴ The QTN aims at disseminating good educational practices derived from Quality Education Fund (QEF) projects and promoting professional sharing through networking different schools and educational bodies for sustainable development and capacity building of schools. Starting from the 2017/18 school year, the scope of QTN has been expanded to cover (i) initiatives not funded by QEF such as inviting outstanding/award-winning schools/organisations to establish thematic network of a smaller scale; and (ii) built-on projects run by the QTN coordinators with promising track record to meet the prevailing needs of the education sector.

⁵ The Task Force, put under the management of the Language Learning Support Section of the QASBS Division, was set up in the 2003/04 school year to take forward the recommendation of the Standing Committee on Language Education and Research by providing language support to schools in Hong Kong (HK).

Mainland Exchange Programmes (MEPs)

22. The QASBS Division is also responsible for providing Mainland exchange opportunities for primary and secondary school students. With the forging ahead of STEM education and the curriculum development in Chinese History/History and other humanities subjects, the themes and destinations of the MEPs need to be modified to better serve the learning needs of students. Besides a clear understanding of schools' needs, liaison with the Central People's Government and provincial/municipal authorities on pertinent arrangements is required in the process. Feedback from schools also needs to be collected for further modification of the MEPs.

New Curriculum Support Services to be Introduced: Stepping up Life-wide Learning Opportunities

23. The 2018 Policy Address proposed the provision of a new recurrent Life-wide Learning Grant starting from the 2019/20 school year with an annual provision of \$900 million. As learning is no longer and should never be confined to classroom, EDB has all along advocated adoption of diversified pedagogies to enhance students' motivation in learning and to promote self-directed learning. Starting from the 2019/20 school year, the Life-wide Learning Grant is introduced for public sector and DSS schools to take forward, on the present foundation, life-wide learning with enhanced efforts through organising more out-of-classroom experiential learning activities in various curriculum areas, such as the humanities, STEM education, physical and aesthetic development, and moral and civic education. Such activities can include community service, field studies, exchange programmes outside HK and workplace experience that enable students to learn in authentic contexts, broaden their horizons and foster their whole-person development. Apart from a deeper understanding of subject knowledge and its application to everyday life, 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 fostering better understanding of the development of our country and our relationship with the world.

24. A public sector secondary school with 24 classes and a public sector primary school with 24 classes will respectively receive the Life-Wide Learning Grant of approximately \$1.16 million and \$750,000 annually. The provision of this Grant is an important attempt at re-invigorating learning and whole-person development of students. It is necessary to have dedicated directorate steer in the implementation process, the provision of support and advice to schools and the subsequent review and necessary fine-tuning to ensure that students can benefit from the Grant to enhance their life-wide learning experience.

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Professional Support for Schools and Other Resource Support for Teachers and Students

25. As the curriculum is continuously reviewed and revised and as corresponding changes are made to related assessment, there is also considerable demand for professional support for schools and other resource support for teachers and students. At present, the CDI is providing professional support for schools and other resource support for teachers and students as the curriculum of individual KLAs/subjects has been renewed. With the increasing workload and complexity of work of curriculum development and the surging demand for professional support for schools and other resource support for teachers and students, it is increasingly difficult for the CDI to cope with the work.

26. In this digital era, there is a need to review both the content and the mode of provision of curriculum resources. One example is the Education Television (ETV) programmes that EDB has been commissioning the Radio Television Hong Kong (RTHK) to produce. As EDB stated in the response to the Director of Audit's Report (Audit Report) No. 71, it is necessary to conduct a thorough review of the need for producing ETV programmes in collaboration with RTHK to ensure that public funds are well spent on producing the appropriate forms of educational resources which best suit the learning needs of students and teachers in the digital era with widespread use of information technology (IT) in learning and teaching. Similarly, the learning and teaching resources to facilitate the promotion of STEM education for each key stage of learning and the additional professional development programmes need to be carefully designed with a new mindset. What is required is not only a change of form, but a new approach to *what* is needed as curriculum resources and *how* these resources should be delivered as well as a readiness to constantly review the '*what*' and '*how*'. With the CDI's heavy workload in curriculum development, it is not possible for the senior levels of the CDI to spare time for these tasks.

Need for a New Division to Take Charge of Curriculum Support

27. Having considered the challenges in curriculum development and quality assurance, as well as the pressing need for enhancement to curriculum support and SBS services, we consider it necessary to put the sections providing curriculum support and SBS services in the CDI and QASBS Division under a new division headed by a new ADE post so as to enhance the services both in breadth and in depth under dedicated steer and central coordination in a strategic and holistic manner. Whilst designated as the Curriculum Support (CS) Division, the new division under the leadership of an additional ADE (designated as PAS(CS)) will take charge of both curriculum support and SBS services. Three sections from the CDI and six sections from the QASBS Division responsible for

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curriculum support will be transferred en bloc to this new division. The PEO post in the QASBS Division will provide support to the new ADE as well as continuing to discharge his existing duties, and will be designated as PEO (Curriculum Support and Quality Assurance (CSQA)). This can help balance the workload of the directorate staff of the CQA Branch and to provide them the opportunities to enhance vertical continuity, lateral coordination and synergise curriculum development support strategies and facilitate 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 CS Division and QA Division (renamed from QASBS Division). The creation of a new division will improve collaboration amongst divisions and sections under the CQA Branch and better coherence of policies and initiatives to enhance students' learning outcomes and enrich their learning experiences.

28. 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 heads of the CDI (i.e. PAS(CD)) and the QA Division (i.e. PAS(QA)) are at Enclosures 4 and 5 respectively.

Creation of One PEO Post in the SE Division

29. The SE Division was set up on 1 August 2016 to plan, develop, implement, review and monitor the policies and services relating to support for students with special educational needs (SEN). The Division now comprises 11 sections and is led by an ADE designated as PAS(SE), who is assisted by a PEO designated as PEO(SE).

30. Special education is one of our areas of special attention. The total expenditure on both support services for special schools and implementation of integrated education has increased from \$2,897.5 million in 2013-14 to an estimate of \$4,724.7 million in 2018-19. A series of new initiatives have been introduced to both ordinary and special schools for supporting students with SEN and, as announced in the 2018 Policy Address, an additional funding of \$800 million each year will be provided for the enhanced support measures for integrated education. The volume, breadth and complexity of the SE Division's work has been continuously increasing. Some of the major tasks are –

- (a) ***Integrated Education*** – The implementation of integrated education has been reviewed through a series of consultative meetings with various stakeholders including school sponsoring bodies, principals, teachers and parents in the 2017/18 school year. The review concluded that a couple of areas in integrated education

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require systemic revamp and improvements, including the mode of provision of additional resources to public ordinary schools, the arrangement of SEN coordinators and the operation mechanism of school-based speech therapy and educational psychology services. The Audit Commission also made 18 recommendations on integrated education which are largely in line with our planned improvements for integrated education in Audit Report No. 70. The SE Division will implement the improvement measures and review the effectiveness of integrated education on an on-going basis.

- (b) ***Resources for Special Schools*** – Various new initiatives have been introduced to special schools in recent years to enhance quality and effectiveness of their educational services. Apart from the addition of teaching and specialist provision paid under the Salaries Grant, special schools are provided with additional grants to enhance the learning and teaching effectiveness as well as care and social work services, such as strengthening the support for 24-hour ventilator-dependent students, boarders with medical complexity, etc. A significant amount of resources have been disbursed to the special schools via the above initiatives. The SE Division is responsible for supporting, monitoring and reviewing periodically the proper use of resources by the special schools and assessing the cost-effectiveness of the initiatives.
- (c) ***Support to Pre-school Children with Special Needs and Early Identification of Primary One Students with SEN*** – With the launch of the new KG education policy and regularisation of the On-site Pre-school Rehabilitation Services (OPRS), the SE Division has been stepping up support and services for KG students with developmental needs. A new section was set up under the SE Division in 2018-19 to deliver professional development programmes for KG teachers and to develop tools, teaching resources/materials and programmes for use by KG teachers and parents on early identification of and support for KG students at risk of developmental delay. Pre-school children with special needs supported under OPRS and other subvented rehabilitation services under SWD will be given appropriate support in a timely manner when they proceed to primary schooling. Another mechanism has also been set up with the Child Assessment Centres of the Department of Health and the Hospital Authority to ensure successful transfer of the assessment information of children with special needs to primary schools. The SE Division has to closely monitor the operation of the mechanism so as to facilitate schools' provision of support as early and as appropriate as possible for

/Primary

Primary One students with SEN. Also, the SE Division has been enhancing the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties to ensure better transition so that students who have received pre-school rehabilitation services can receive further assessment and early support where necessary, and also ensure that students not identified at the pre-school stage can be identified early and be given appropriate support at the primary school stage. Besides, the Labour and Welfare Bureau is working with EDB to explore ways to provide appropriate bridging and support services for children with special needs when they proceed to Primary One as pledged in the 2018 Policy Address.

- (d) ***Prevention of Student Suicides*** – Various branches and divisions of EDB strive to help students develop a positive outlook on life and build resilience from different aspects while catering for learner diversity and promoting an awareness of multiple pathways. For example, the CDI reviews curriculum on an on-going basis to ensure that curriculum design can cater for different learning abilities; the SD Division vigorously promotes life planning education to help students identify their interests and abilities early and hence the capacity for personal development; while the SE Division mainly coordinates and follows up issues relating to students' mental health. Specifically, further to the recommendations of the Committee on Prevention of Student Suicides in 2016 and Review Committee on Mental Health in 2017 on enhancing students' mental health, various new measures have been introduced in response to the recommendations, including the extension of the Learning Support Grant to cover students with mental illness, the launch of the Student Mental Health Support Scheme in collaboration with other bureaux/departments, the territory-wide promotion of mental health at schools (such as Joyful@School), the introduction of a new professional development programme on mental health, etc. The Task Force on Prevention of Youth Suicides also submitted a report to the Chief Executive in late 2018 suggesting areas for enhancement in relation to prevention of youth suicides. In addition, the Advisory Committee on Mental Health is also proposing to the Government to enhance the mental health of children, adolescents as well as adults. EDB is following up on recommendations and proposals related to education.
- (e) ***Special Education Management Information System (SEMIS)*** – In view of the launch of the above new initiatives in both ordinary and special schools and in response to the recommendations in Audit Report No. 70, the SEMIS will be revamped and enhanced so as to facilitate the SE Division to monitor the performance and assess the

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effectiveness of the initiatives. SEMIS will also be strengthened for KGs and non-government organisations to transfer information of children with special needs to primary schools so as to facilitate early identification and intervention. A directorate officer should take the lead to coordinate the service needs of various sections in the SE Division and decide on the design and development of SEMIS, which is a complicated and long-term project.

31. The student guidance and discipline services provided by the Guidance and Discipline (GD) Section currently under the SA Division on various areas (such as bullying, resilience, student guidance and social work services in primary schools, etc.) are inter-related closely to the specialist services and special education services in ordinary and special schools. To better steer and coordinate the various support measures on the implementation of integrated education and catering for students at risk, the GD Section will be transferred to the SE Division.

32. As more effort and resources are devoted continuously to integrated education and special education, there requires sufficiently high-level steer to ensure that the policies are reviewed and effective measures are introduced in a timely manner. Currently, PAS(SE) is responsible for formulating, reviewing and refining policies on different aspects of integrated education, resource allocation and control and the formulation of main approaches in implementing the policies. PEO(SE) is responsible for designing the implementation measures in detail with the various sections, monitoring the detailed implementation, assessing the effectiveness of the measures and resources management. With 11 sections to lead and as policies are fine-tuned and new measures and resources are introduced from time to time, PEO(SE) has been overloaded while PAS(SE) has no spare capacity to share some of PEO(SE)'s work. It would not be in the best interest of students with a bottleneck at the PEO level with the consequence of the SE Division not being able to address problems in a timely manner. The creation of an additional PEO post could help enhance special education support and services and expedite response to problems; and provide the necessary policy support for adjustment of implementation strategies of new measures.

33. Upon the creation of the new 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, teacher training in special education, school-based educational psychology and speech therapy services, educational psychology services (supporting students with autism spectrum disorders and intellectual disabilities), support services for students with visual impairment and physical disability, speech

/and

and hearing services and development of SEMIS. The new PEO post, designated as PEO(SE)2, will assist PAS(SE) mainly on integrated education policies and measures, educational psychology services (supporting students with specific learning difficulties and attention deficit/hyperactivity disorder), specialist support to KGs for students with developmental needs, promotion of mental health and prevention of student suicides. Guidance and discipline services will also be under the charge of PEO(SE)2.

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

Creation of Two PEO Posts in the SD Division

35. The SD Division is led by PAS (School Development) (PAS(SD)) (ADE), who is underpinned by two PEOs designated as PEO (HK and Kowloon) (PEO(HK&K)) and PEO (New Territories) (PEO(NT)) respectively. The Division consists of four Regional Education Offices (REOs) and five subject sections. The HK REO, Kowloon REO, New Territories East (NTE) REO and New Territories West (NTW) REO oversee over 1 750 KGs, primary, secondary and special schools in 18 districts. The subject sections are responsible for (a) life planning education and career guidance services, (b) sustainable development of schools, (c) Sister School Scheme, (d) Enhanced School Complaint Management Arrangements, and (e) development of knowledge-based information management systems and IT applications relating to the work of REOs respectively. The three subject sections responsible for (b), (c) and (d) (with the titles of Central Team 1, 2 and Special Duty Unit 1) are now reporting to PAS(SD) directly.

36. The REOs, being the executive arm of EDB at district level, provide professional support to public sector and DSS schools as well as KGs that have joined the new KG education scheme (Scheme-KGs) through offering them advice on school administration matters, enhancing their capacity in school-based management, ensuring their compliance with relevant legislations and requirements, monitoring their performance, and overseeing the maintenance of hardware in aided and government schools.

37. The REOs also serve as EDB's liaison point with schools (including Scheme-KGs). Apart from collecting feedback from schools and KGs on education policies and measures, they provide feedback to other divisions and senior levels of EDB about the sentiments of schools, teachers, students and parents towards

/policies

policies and changes in the education landscape. As officers from the REOs represent EDB on District Councils and the district committees, they are also EDB's liaison point with the community. To ensure the smooth implementation of education policies and initiatives and address enquiries on various district-based educational issues and the provision of timely feedback to other divisions and senior levels, there is a need to redouble REOs' efforts on community liaison work.

38. The existing provision of two PEOs for overseeing the work of four REOs covering 18 districts and over 1 750 schools is far from adequate, given the many new policies that are being and will be implemented, the significant increase in the financial provisions for schools (both funding for daily operation and for dedicated purposes), the wide geographical spread of the schools as well as the growing demand from the school sector and the community for more direct and effective communication with EDB. The current workload involved in supervising such a large number of sections/teams has already stretched the two PEOs to an extent that it is not viable for them to provide the necessary guidance to their staff, to exercise effective supervision over the work of all the sections and teams as well as to maintain, at their level, liaison with schools under their charge and with the community. This state of play is definitely not conducive to establishing better communication with the school sector and with the community. Having one PEO to oversee each REO is the minimum needed if the community and sector liaison work and school support work are to be effectively conducted. It is noted that EDB's directorate establishment in district/community-related work is thin compared with some other departments which have district/regional offices. There is an imminent need to provide one PEO post for each REO in order to enhance the directorate supervision to the REOs.

39. Furthermore, over the past years, the workload arising from new education policies and initiatives set out below as well as from the need for formulating strategies and measures to cope with the change in circumstances of the education sector has been increasing. The two PEOs have been sharing out the work in handling common problems and following up the formulation and implementation of relevant measures under the new policies to relieve PAS(SD)'s workload. This has further stretched the time and effort of the two PEOs spared for providing professional support to schools and school and community liaison.

- (a) ***Change in Primary and Secondary School Student Population*** – In the coming school years, there will be significant changes in both the primary and secondary student population, namely a gradual rebound in the number of Secondary One students and a decline in the number of Primary One students. To maintain the stability of the school

/sector

sector and the teaching force and to enhance the quality of education, EDB will endeavor to achieve a balance between the supply and demand of school places and plan and implement various targeted measures to address issues arising from the change in student population. The directorate officers in the SD Division and the related policy divisions will be heavily engaged in overseeing and devising measures to cope with the change in student population. The REOs have to continue to advise schools on EDB's strategies and measures to cope with the fluctuations in student population.

- (b) ***Life Planning Education*** – It was announced in the 2014, 2015 and 2016 Policy Addresses that a series of initiatives covering education, employment and whole-person development would be introduced to nurture the next generation. These initiatives include enhancing the support for life planning education and career guidance services for secondary students. The SD Division is responsible for the implementation of the measures and their effectiveness, the progress made in life planning education as a whole and the need, demand and expectations of schools, students and parents. At the same time, the SD Division also works with other sectors and organisations such as the business sector, community organisations and professional bodies which are concerned about manpower supply in their respective areas to provide useful information and linkages to schools. The support measures are adjusted as and when necessary and the reception to life planning education monitored regularly. Life planning is also one of the areas of work of the Youth Development Commission and more collaboration with other bureaux/departments and involvement at senior levels is expected. It is essential to deploy more directorate resources to steer the work and oversee the implementation of the new education initiatives as well as to map out the strategies for enhancing life planning and career guidance service in schools in conjunction with other bureaux/departments and other sectors of the community.
- (c) ***KG Education Scheme (the KG Scheme)*** – The new KG policy has been implemented since the 2017/18 school year. While the Kindergarten Education (KGE) Division is responsible for the development of the policy and design of the Scheme and central coordination of the implementation, the SD Division supports the implementation of the new policy by handling the huge volume of related tasks at the operational level such as processing KGs' applications for various school-specific grants, organising networking activities and stepping up the monitoring of KG operation at school level (including collection of tuition fees and trading

/operation

operation (generally known as ‘miscellaneous charges’)). Both PEO(HK&K) and PEO(NT) are currently heavily engaged in overseeing the REOs’ work in this area and find it difficult to spare time to oversee the school-level implementation of various measures and support to KGs and their development, such as strategically setting up networking for KGs at district level to promote professional exchange and professional development of KG teachers according to the circumstances and needs of KGs in the districts, overall monitoring to ensure that KGs comply with the requirements under the new KG policy, and providing professional support to the administration and management of KGs. The creation of two additional PEO posts would allow them to take the lead in overseeing the specific operation of the new KG Scheme at school level and steer the strategy in stepping up the monitoring of KG operation.

- (d) ***Transport Arrangements for Cross-boundary Students (CBS)*** – As the overall number of CBS has stood at the high level of around 28 000 in recent years, there will be extra workload arising from refining the existing arrangements to enhance the transportation service provided to CBS. With the operation of additional boundary control points (BCPs) in late 2018 and late 2019, the residential districts of the CBS are no longer confined to Shenzhen. These call for more frequent liaison and intensive discussions both within the Government and with the Mainland authorities on the number of special quota for the CBS coaches and the facilitating measures to be provided at the new BCPs. Entrusted as the coordinating bureau in planning and formulating the policies and measures and taking the lead to address issues related to the transport arrangements for CBS, EDB has a genuine need for additional directorate resources to steer these complicated tasks. Some examples of the issues that the SD Division has to address are carrying out assessment on the needs of CBS, adjusting the eligibility criteria for CBS taking CBS coaches and local school vehicles for different BCPs, liaising with CBS coach operators, the school sector and the Mainland authorities (viz. Guangdong Port Administration Office, Shenzhen Port Administration Office and Port Administration Office of Zhuhai) to resolve various issues.
- (e) ***Governance and Internal Control of DSS Schools*** – To strengthen the monitoring of DSS schools, a more comprehensive management and financial audit has been put in place from the 2014/15 school year. The SD Division has enhanced the existing mechanism to ensure schools’ compliance with the requirements and rectification of wrong practice in a timely manner. Currently, PEO(HK&K) oversees the monitoring of DSS schools and their compliance with the

/regulations

regulations and the latest requirements. Upon the creation of two additional PEO posts, the district-based monitoring of DSS schools at the directorate level can be further strengthened.

- (f) ***Monitoring of Private Schools*** – In view of a number of malpractice cases involving private schools recently, there is a pressing need to strengthen the monitoring of private primary and secondary schools, especially their compliance with the Education Ordinance and Regulations. The SD Division is tasked to work out an enhanced monitoring mechanism and REO officers are required to conduct regular compliance checking. A review will be conducted to adjust or fine-tune the enhanced mechanism as necessary. Besides, while the SA Division will formulate revised policies and guidelines on the processing of private schools' fee-collection applications, the SD Division will follow up the work at a more micro-level (as in the case of Scheme-KGs) to devise a detailed mechanism for the processing of such applications according to the revised policy and guidelines, and REO staff will undertake the actual processing work. In view of the complexity and sensitivity of the issues involved, more directorate resources are required to steer the formulation of complicated mechanisms and oversee the implementation of various measures.

40. In addition to the tasks above, the REOs are required to provide support to the policy divisions whenever there are issues with significant implications to schools (e.g. concerns over effective use of homework and tests, lead in drinking water, complaints handling, child abuse, prolonged absence of students) such as monitoring the implementation of new measures in schools and liaising with schools to collect feedback. Most of these issues are of concern to the community, and PAS(SD), assisted by the PEOs, has to give steer and monitor the progress/performance of schools closely as well as maintain frequent liaison with the relevant policy division in EDB and other government departments.

41. EDB has reviewed the work distribution of the SD Division and considers that the creation of two more PEO posts would help rationalise the workload of the two existing PEOs and PAS(SD). Upon the creation of the additional PEO posts, to be designated as PEO(K) and PEO(NTW), the duties among the four PEOs will be reshuffled and the three subject sections currently reporting directly to PAS(SD) as set out in paragraph 35 above will come under the PEOs. This will allow room for PAS(SD) to oversee and steer the work of the SD Division and ensure delivery of effective support services to the stakeholders. The two existing PEO posts will be retitled as PEO(HK) and PEO(NTE).

42. The job descriptions of the proposed PEO(K) and PEO(NTW) posts and the revised job descriptions of the PEO(HK) and PEO(NTE) posts are at Encls. 8 - 11 Enclosures 8 to 11.

Creation of One Supernumerary ADE Post in KGE Division

43. The new KG policy has been implemented from the 2017/18 school year to enhance the quality of KG education. We provide direct subsidies to local non-profit making KGs joining the KG education scheme, while imposing additional requirements on their operation, stepping up monitoring of their operation, administering various grants and collecting feedback from stakeholders with a view to fine-tuning the implementation details to address stakeholders' concerns.

44. To implement the new KG policy, the KGE Division was set up in 2016. It has been headed by one supernumerary ADE post designated as PAS(KGE), with the support of one permanent PEO post designated as PEO(KGE). The PAS(KGE) post was created for about three years to steer the work in implementation of the new KG policy in the start-up years. It lapsed on 1 April 2019.

45. The overall implementation strategy of the new KG policy and specific details of the measures had been formulated and progressively put in place as scheduled. These include the design, planning and implementation of the mechanism for entry to and exit from the new KG scheme, as well as implementation details (including eligibility criteria, vetting and monitoring and systems for disbursement of funds) for various school-specific grants (such as the rental subsidy, premises maintenance grant, tide-over grant, grant for a cook and grant for support to NCS students). At the same time, measures on enhancing KG teachers' professional development have been rolled out progressively. These include enhancements to the frameworks for KG teacher education programmes, implementation of the continuous professional development policy for KG teachers, setting training targets for teachers' training on catering for NCS students and students with developmental needs, provision of more training opportunities with enriched contents and diverse modes for KG principals and teachers. Parent education, including formulation of a parent education framework, is being promoted. On physical accommodation, the accommodation standard has been revised and development of resource centres is in the pipeline. The planning standard on the provision of KG places has been revised and incorporated into the Hong Kong Planning and Standards Guidelines.

46. Notwithstanding the smooth progress and rolling out of new measures as scheduled, experience in the first two years' implementation of the new KG Scheme shows that there are still many operational or systemic issues that need to be ironed out. For instance, there is demand for more manpower resources for coordination of support to KG students with developmental needs and NCS students. Besides, other concerns about subsidy for and provision of whole-day KG services, demand for additional manpower to serve as curriculum leader, demand for additional administrative support in accounting, use of IT, etc. have to be addressed. In addition to the administration of the new KG Scheme, assessment of the feasibility of setting up a salary scale for KG teachers and overall review of the new KG policy also require the continuous steer at ADE level. The Government has undertaken to review the salary arrangements of KG teachers with the aim of assessing the feasibility of introducing a salary scale. The data of the three school years from the 2017/18 to 2019/20 will be used as a basis to assess the implications of a salary scale on the stability of the teaching force, the sustainability of quality services as well as flexibility and diversity of the KG sector. We also plan to start a review in mid-2019 on the implementation of the new KG policy. Stakeholders would be consulted during the process. It is anticipated that a series of complicated issues would be deliberated in the review.

47. In light of the complexity and additional workload involved, the need of engaging major stakeholders to collect feedback and managing their concerns, there is a need to re-create the post of PAS(KGE) at ADE level up to 31 March 2022 in the KGE Division. EDB will assess in end 2021/early 2022 whether there is a continued need for the post after 31 March 2022.

Encl. 12 48. The job description of the proposed supernumerary ADE (i.e. PAS(KGE)) post is at Enclosure 12.

Encls. 13 & 14 49. The existing and proposed organisation charts of EDB are at Enclosures 13 and 14 respectively.

ADDITIONAL NON-DIRECTORATE POSTS

50. Five permanent posts of two Personal Secretary (PS) I and three PS II will be created to provide secretarial support to the two permanent ADE posts and three permanent PEO posts respectively. The supernumerary ADE post will continue to be supported by one time-limited PS I post.

/ALTERNATIVES

ALTERNATIVES CONSIDERED

51. 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 schedule. They are heavily committed in formulating, developing and reviewing policies, programmes and legislation in respect of education from KG to tertiary level and overseeing the effective implementation of educational programmes in various aspects. Moreover, they have to closely follow up various new initiatives and policies. In fact, all directorate officers are now over-stretched. There is no alternative other than the creation of two permanent ADE and three permanent PEO posts as well as the re-creation of one supernumerary ADE post as proposed.

FINANCIAL IMPLICATIONS

52. The proposed creation of the permanent posts of two ADE and three PEO and the re-creation of the supernumerary ADE post will incur an additional notional annual salary cost at mid-point of \$12,049,200 as follows –

Post	Notional annual salary cost at mid-point (\$)	No. of posts
ADE	6,539,400	3
PEO	5,509,800	3
Total	<u>12,049,200</u>	<u>6</u>

53. The additional full annual average staff cost of the proposals, including salaries and staff on-cost, is \$16,527,000.

54. For the non-directorate posts mentioned in paragraph 50 above, the additional notional annual salary cost at mid-point and the full annual average staff cost are \$2,143,080 and \$3,529,000 respectively.

55. We have included sufficient provision in the 2019-20 Estimates to meet the cost of the proposed posts and will reflect the resources required in the Estimates of subsequent years.

/PUBLIC

PUBLIC CONSULTATION

56. We consulted the LegCo Panel on Education on 29 March 2019 on the above staffing proposals. Members agreed that the proposals should be further deliberated by the Establishment Subcommittee.

ESTABLISHMENT CHANGES

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

Establishment (Note)	Number of Posts			
	Existing (As at 1 May 2019)	As at 1 April 2019	As at 1 April 2018	As at 1 April 2017
A	33 [#]	33	33+(1)	33+(1)
B	1 398	1 397	1 385	1 382
C	4 569	4 569	4 473	4 191
Total	6 000	5 999	5 891+(1)	5 606+(1)

Note:

A - ranks in the directorate pay scale or equivalent

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

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

() - number of supernumerary directorate posts created with the approval of the Establishment Subcommittee and FC

[#] - as at 1 May 2019, there was no unfilled directorate post in EDB

CIVIL SERVICE BUREAU COMMENTS

58. The Civil Service Bureau supports the proposed creation of the permanent posts of two ADE and three PEO and the re-creation of the supernumerary ADE post for about three years up to 31 March 2022. 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

59. For the five permanent posts, the Standing Committee on Directorate Salaries and Conditions of Service has advised that the grading proposed for the posts as set out in the proposal is appropriate. As the PAS(KGE) post is

/proposed

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

Education Bureau
May 2019

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 steer the formulation and implementation of policies related to staff establishment, appointment, insurance, safety measures and school administration matters of aided and caput schools;
3. To steer the overall implementation of the Direct Subsidy Scheme (DSS), Whole-day Primary Schooling and Through-train Policy;
4. To review the monitoring of fee collection or charges of aided, caput and local private schools;
5. To provide steer on the review of DSS policy and the implementation of improvement measures on strengthening the governance and internal control of DSS schools as recommended by the Working Group on DSS;
6. To formulate measures to promote opening of school premises for community use and oversee policies in relation to the hiring of school accommodation and trading operation of schools;
7. To devise strategies for promoting green schools and health promotion in schools;
8. To steer the support services to non-attendance students and school placement service for student dropouts;
9. To provide steer and give policy direction on the support services to newly arrived children and support to Hong Kong children living in Mainland in respect of the education services they need, as well as to steer school placement service for newly arrived children;

10. To provide steer and give policy direction for promotion of home-school cooperation and parent education; and
11. To liaise with relevant bureaux/departments in relation to the measures under the SA Division.

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 curriculum and other resources to help schools implement curriculum and assessment initiatives;
2. To formulate, lead and review the various school-based support services to 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 the implementation of the Native-speaking English Teacher Scheme and Mainland exchange programmes for primary and secondary school students, and make improvement upon continuous review;
5. To communicate with 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.

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 focused inspections on the Key Learning Areas/thematic areas so that they are aligned with priorities of policy initiatives 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.

Job Description
Principal Assistant Secretary (Curriculum Development)

Rank : A non-civil service post 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 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 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.

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 focused inspections on the Key Learning Areas/thematic areas so that they are aligned with priorities of policy initiatives 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.

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, attention deficit/hyperactivity disorder and mental health issues, and student guidance and discipline services, as well as school crisis management and prevention of student suicides;
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 development of support models, development and monitoring of the mechanism for information transfer from KGs to primary schools, resource development, formulation of support strategies, development of teacher professional development framework, etc.;
4. To liaise with major stakeholders and bureaux/departments concerned with a view to refining implementation of various measures and policies in relation to integrated education; and
5. To carry out any other duties in relation to the planning and implementation of the integrated education policy.

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, teacher training 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 and intellectual disabilities, support services for students with visual impairment and physical disability as well as speech and hearing services;
4. To assist PAS(SE) in overseeing, planning and reviewing the provision of teacher training on special educational needs for special and ordinary schools;
5. 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;
6. To liaise with major stakeholders and bureaux/departments concerned with a view to refining implementation of various measures and policies in relation to special education; and
7. To carry out any other duties in relation to the planning and implementation of the special education policy.

**Job Description
Principal Education Officer (Kowloon)**

Rank : Principal Education Officer (D1)

Responsible to : Principal Assistant Secretary (School Development)

Major Duties and Responsibilities –

1. To direct and supervise the smooth operation of the six District School Development Sections in the Kowloon Regional Education Office (REO), including the operation of government schools and sustainable development of aided schools;
2. To oversee and steer the effective delivery of education services provided by the Central Team 3 in respect of the Kindergarten Education Scheme, the governance and internal control of Direct Subsidy Scheme schools, the arrangements for schools under inclement weather conditions and emergency situations, the alignment of practices across REOs and the monitoring of private schools;
3. To collaborate with other divisions in the delivery of school development support services for schools in the Kowloon region; advise and assist other divisions, bureaux/departments, the school sector and outside bodies/organisations on school education issues;
4. To participate in task forces related to the work of the Division or the Education Bureau; and
5. To chair the School Management Committees of government secondary schools and monitor staff/resource management of the District School Development Sections in the Kowloon REO and the Central Team 3.

Job Description
Principal Education Officer (New Territories West)

Rank : Principal Education Officer (D1)

Responsible to : Principal Assistant Secretary (School Development)

Major Duties and Responsibilities –

1. To direct and supervise the smooth operation of the four District School Development Sections in the New Territories West (NTW) Regional Education Office (REO), including the operation of government schools and sustainable development of aided schools;
2. To oversee and steer the effective delivery of education services by the Career Guidance Section in respect of Life Planning Education and Career Guidance Services;
3. To collaborate with other divisions in the delivery of school development support services for schools in the NTW region; advise and assist other divisions, bureaux/departments, the school sector and outside bodies/organisations on school education issues;
4. To participate in task forces related to the work of the Division or the Education Bureau; and
5. To chair the School Management Committees of government secondary schools and monitoring staff/resource management of the District School Development Sections under NTW REO and the Career Guidance Section.

Job Description
Principal Education Officer (Hong Kong)

Rank : Principal Education Officer (D1)

Responsible to : Principal Assistant Secretary (School Development)

Major Duties and Responsibilities –

1. To direct and supervise the smooth operation of the five District School Development Sections in the Hong Kong (HK) Regional Education Office (REO), including the operation of government schools and sustainable development of aided schools;
2. To oversee and steer the effective delivery of education services provided by the Central Team 1 and the Special Duty Unit 1 in respect of targeted measures to address demographic change in primary and secondary school student population, overseeing and steering the regulatory measures on collection of charges by private schools and the Enhanced School Complaint Management Arrangements;
3. To collaborate with other divisions in the delivery of school development support services for schools in the HK region; advise and assist other divisions, bureaux/departments, the school sector and outside bodies/organisations on school education issues;
4. To participate in task forces related to the work of the Division or the Education Bureau; and
5. To chair the School Management Committees of government secondary schools and monitor staff/resource management of the District School Development Sections in HK REO, the Central Team 1 and the Special Duty Unit 1.

Job Description
Principal Education Officer (New Territories East)

Rank : Principal Education Officer (D1)

Responsible to : Principal Assistant Secretary (School Development)

Major Duties and Responsibilities –

1. To direct and supervise the smooth operation of the three District School Development Sections in the New Territories East (NTE) Regional Education Offices (REO), including the operation of government schools and sustainable development of aided schools;
2. To oversee and steer the effective delivery of education services provided by the Central Team 2 in respect of the Sister School Scheme, the transportation arrangements for Cross-boundary Students, the procurement procedures in aided schools and coordinate the update of the Code of Aid for Aided Schools;
3. To collaborate with other divisions in the delivery of school development support services for schools in the NTE region; advise and assist other divisions, bureaux/departments, the school sector and outside bodies/organisations on school education issues;
4. To participate in task forces related to the work of the Division or the Education Bureau; and
5. To chair the School Management Committees of government secondary schools and monitor staff/resource management of the District School Development Sections in NTE REO and the Central Team 2.

Job Description
Principal Assistant Secretary (Kindergarten Education)

Rank : Assistant Director of Education (D2)

Responsible to : Deputy Secretary for Education (3)

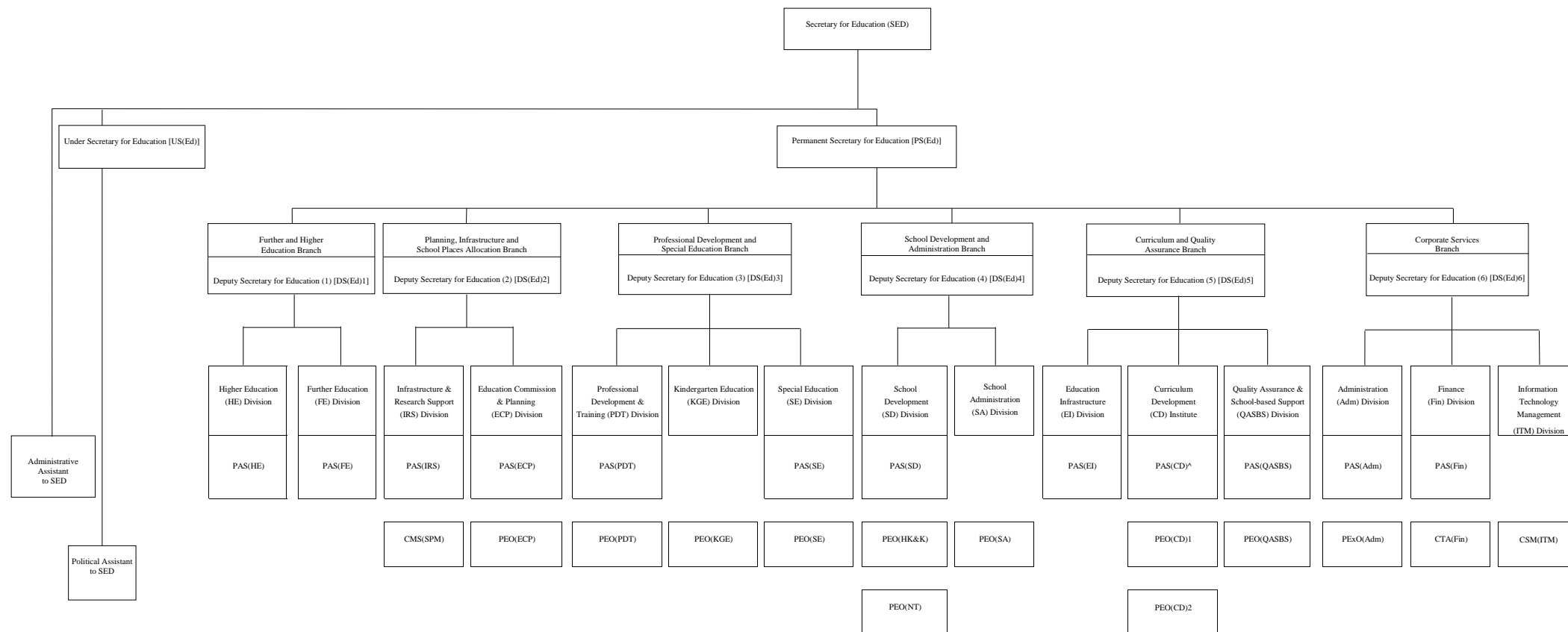
Major Duties and Responsibilities –

1. To serve as Division Head of the Kindergarten Education Division;
2. (a) To devise an overall strategy for exploring the feasibility of setting up a salary scale for kindergarten (KG) teachers, and steer the deliberation including –
 - data analyses
 - the assessment of implications of different arrangements and feasibility of respective measures to address concerns
 - the formulation of specific proposals and implementation details;
- (b) To devise the strategy and oversee the implementation of the transitional arrangements after finalising the salary arrangements;
- (c) To oversee the implementation of the finalised salary arrangement and related measures in the initial years of implementation and identify means to address issues of concern to stakeholders;
3. (a) To devise the strategy in conducting a review on the implementation of the new KG policy including –
 - Steering the deliberation on the basis of findings from a consultancy study and information collected through other means such as regular surveys, quality reviews, focus inspections, routine school visits, etc.
 - Steering the formulation of recommendations, and fine-tuning of measures as necessary, to address the concerns and further enhance the quality of KG education;

/ (b)

- (b) To oversee the implementation of the finalised measures in the initial years of implementation and identify means to address the concerns of stakeholders;
- 4. To coordinate across bureaux/departments/divisional levels on the support to KG students with diverse needs, in particular students with developmental needs and non-Chinese speaking students; and
- 5. To engage major stakeholders in the deliberation of the above issues, conduct consultation as necessary, and collect their views on the implementation strategy of the fine-tuned measures.

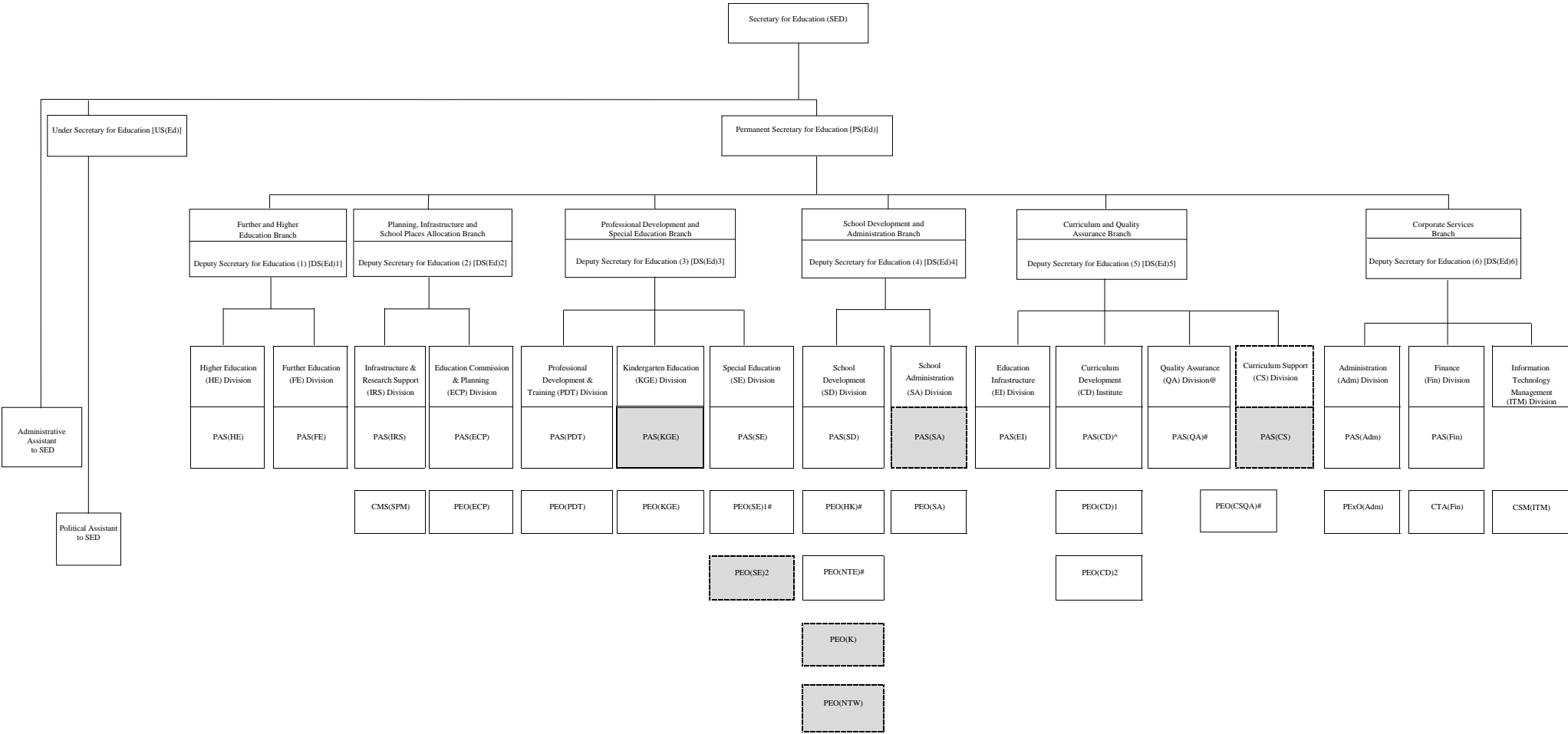
EDUCATION BUREAU
Existing Organisation Chart



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
- PExO - Principal Executive Officer
- ^ A non-civil service position equivalent to D2 level

EDUCATION BUREAU
Proposed Organisation Chart



Legend:

CMS(SPM) - Chief Maintenance Surveyor (School Premises Maintenance)

CSM - Chief Systems Manager

CTA - Chief Treasury Accountant

HK - Hong Kong

K - Kowloon

NTE - New Territories East

NTW - New Territories West

PAS - Principal Assistant Secretary

PEO - Principal Education Officer

PEO - Principal Executive Officer

PEO - Proposed permanent directorate posts

PEO - Proposed re-creation of supernumerary Assistant Director of Education post for about three years up to 31 March 2022

PEO - Proposed new division

- Retitled from existing posts

@ - Renamed from the existing "Quality Assurance and School-based Support Division"

^ - A non-civil service position equivalent to D2 level