

EDUCATION BUREAU CIRCULAR MEMORANDUM No. 44/2018

From : Secretary for Education

To : Heads of all Secondary Schools,
Primary schools and Kindergartens
(excluding ESF schools and
international schools)

Ref. : EDB(CDI/TR)/300-1/1/12 (1)

Date: 16 March 2018

(Note : This circular memorandum should be read by heads and teachers of all secondary schools, primary schools and kindergartens.)

Selection of Quality Textbooks and Learning and Teaching Resources for Use in Schools

Summary

This circular memorandum aims to remind schools of the points to note in the selection of textbooks as well as learning and teaching resources. It should be read in conjunction with the [Education Bureau \(EDB\) Circular Memorandum No. 172/2015](#) (“The Implementation of the Policy of Debundling Textbooks and Teaching / Learning Materials for Pricing”). Heads of schools should circulate this circular memorandum to all teachers for information. This circular memorandum supersedes EDB Circular Memorandum No. 29/2017 issued on 24 March 2017.

Details

2. The Recommended Textbook List (RTL) and the Recommended e-Textbook List (eRTL) for the 2018/19 school year will be uploaded onto the “Textbook Information” webpage of the EDB website (www.edb.gov.hk/textbook) on 12 April 2018. Schools should exercise their professional judgement in the selection of quality and suitable textbooks for their students. Schools may also use other learning and teaching resources to meet the learning needs of their students.

3. When selecting textbooks as well as learning and teaching resources, schools should follow the recommendations detailed in the “Notes on Selection of Textbooks and Learning and Teaching Resources for Use in Schools” (*Annex 1*) **including taking into consideration the educational needs and abilities of their students as well as the financial burden on parents. Schools should also assess if there is a genuine need to prescribe supplementary workbooks and/or exercises for examination practice.** Mechanical drills / exercises for examination practices are neither appropriate nor effective for learning and their quality is not guaranteed. Using such exercises may diminish students’ learning interest. As such, it is not advisable for schools to use them indiscriminately.

4. In general, quality learning and teaching resources should:
- align with the objectives and direction of the development of the curriculum, complement and extend what students have learnt in class;
 - meet students' learning needs, age and abilities as well as cater for their learning diversity;
 - be interesting enough to arouse students' motivation in learning and engage them more actively in learning;
 - provide learning activities with various levels of difficulty and diversified learning experiences; and
 - inspire students to think rather than putting emphasis on mechanical drills or meaningless recitation.

5. Under the Debundling Policy, publishers should provide separate pricing for textbooks and the debundled teaching or learning materials. The practice of bundling the sale of textbooks with teaching or learning materials is not allowed. Publishers are not allowed to provide schools with free teaching or learning resources, or provide those resources to schools on free loan. Schools are not allowed to accept any donations or any form of benefits from textbook publishers or textbook retailers no matter the textbooks are on the RTL / eRTL or not. However, **schools may accept free inspection copies of all textbooks for textbook selection purpose and on conditions free teacher's handbooks from publishers.** For details, please refer to "Specifications of Free Teacher's Handbook" at *Annex 2*. Before selecting the learning and teaching resources or services provided by publishers, schools should pay attention to the procurement procedures and payment arrangements of the learning and teaching resources or services concerned and effect payment accordingly.

6. In order to facilitate smooth textbook supply, the EDB encourages primary and secondary schools to **complete the textbook selection procedures by 15 May and 8 June 2018 respectively.** Schools can make reference to the "Suggested Schedule for Selection of Textbooks by Schools and Points to Note on Compilation of School Textbook Lists" at *Annex 4*. Schools are also encouraged to take their school context and student needs into consideration and adopt customer-friendly measures, such as ordering textbooks / learning and teaching resources for students in bulk.

Free user accounts of e-textbooks

7. Using electronic resources to enhance interactive and self-directed learning is a global trend in education. In order to develop interactive and diversified e-textbooks as an alternative to printed textbooks, the EDB launched the e-Textbook Market Development Scheme (EMADS) in two phases in 2012 and 2013 respectively to encourage and support the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with the local curricula. e-Textbooks, that have successfully gone through the quality assurance mechanism, are uploaded onto the eRTL, and free user accounts of those developed by the non-profit-making organisations have been granted to schools for teachers' reference. For details, please

refer to the letters issued to primary and secondary schools on 10 December 2014 and 15 January 2016 as well as the letter issued to secondary schools on 28 November 2016.

Seminar

8. To deepen schools' understanding of the general principles and specific requirements for the selection of learning and teaching resources as well as the points to note on textbook selection and compilation of school textbook list under the Debundling Policy, a seminar on "Selection of Quality Textbooks and Curriculum Resources for Use in Schools" will be held on 13 April 2018. Schools are encouraged to give priority to **the principal, vice-principals or senior teachers in charge of academic affairs / curriculum leaders** for attending the seminar. For details related to the seminar and enrolment, please refer to the EDB Training Calendar ([Course ID: CDI020180840](#)).

Collection of school textbook lists

9. To understand more about the use of textbooks and the implementation of the Debundling Policy in schools, the EDB will collect the school textbook lists of the 2018/19 school year from primary and secondary schools in July 2018. **Schools can submit the 2018/19 school textbook lists (whole school year / first term) by 15 July 2018** through email (textbook@edb.gov.hk) or by post to the following address (please indicate the school number) –

Curriculum Resources Section,
Education Bureau
Room E326, 3/F, East Block,
EDB Kowloon Tong Education Services Centre,
19 Suffolk Road, Kowloon Tong,
Kowloon
(Enclosed textbook lists for the 2018 /19 school year)
(School number: _____)

Enquiries

10. The "Selection of Textbooks and Curriculum Resources for Use in Schools – Q&As" is available on the EDB's "Textbook Information" webpage (www.edb.gov.hk/textbook) for schools' reference. For further enquiries, schools may send email to textbook@edb.gov.hk or contact the Curriculum Resources Section, Curriculum Development Institute at 3698 3947.

Sheridan LEE
for Secretary for Education

c.c. Heads of Sections - *for information*



Notes on Selection of Textbooks and Learning and Teaching Resources for Use in Schools

(revised in March 2018)

The following set of notes serves as useful guidelines in the selection of textbooks as well as learning and teaching resources for use in schools, including kindergartens:

1. The setting up of Subject / Key Learning Area / Kindergarten Textbook Selection Committees for the Annual Review of Textbooks as well as Learning and Teaching Resources

- 1.1 Schools (including kindergartens) should set up subject / Key Learning Area (KLA) / kindergarten textbook selection committees to select textbooks for use by students. Membership of the committees should include all teachers teaching the subject / KLA / learning area in kindergartens. They should be chaired by the panel heads of the subject / KLA concerned in the case of secondary and primary schools; and senior teachers in charge of academic affairs in the case of kindergartens.
- 1.2 Each subject / KLA / kindergarten textbook committee should conduct an annual review of textbooks as well as learning and teaching resources currently in use and submit the results to the school principal and the School Management Committee (SMC) / Incorporated Management Committee (IMC) for their approval.
- 1.3 Schools should put in place proper procedures to require members of subject / KLA / kindergarten textbook selection committees to declare any conflict of interest that might influence, or appear to influence, their judgement in the performance of the duties of textbook selection. **Schools may also make reference to a sample “Declaration of Conflict of Interest” form at Annex 3.**
- 1.4 Schools may take into consideration parents’ views on textbooks, learning and teaching resources as well as school textbook lists solicited through various channels, such as Parent-Teacher Associations (PTA).

2. Principles and Procedures for the Selection Exercise

- 2.1 The basic considerations in the selection of textbooks / learning and teaching resources are as follows:
 - Contents should be in line with the latest curriculum documents. They should achieve the curriculum aims and expected learning outcomes of students, and contain the core elements of the curriculum.
 - Contents should meet the educational needs and abilities of students, arouse their interest and engage them more actively in learning.

- They should provide learning activities at different levels of difficulty and a variety of learning experiences. They should also enable teachers to exercise their professionalism in adapting the contents to cater for student diversity and achieve the learning / teaching objectives.
- They should provide access to knowledge as well as scaffolding to complement and extend what students have learnt in class, and further promote independent learning.
- Contents and learning activities should inspire students to think rather than putting emphasis on mechanical drills or meaningless recitation.
- When selecting printed textbooks, the paper used for printing should be light-weight, thin, durable and matt finished and the weight of the textbooks must be taken into consideration.
- When selecting e-textbooks,
 - the technical specifications, download size and the validity period of the user account of the e-textbooks must be taken into consideration; and
 - the school’s infrastructure and technical support should also be taken into account.
- The price of textbooks and the affordability of parents should be taken into consideration.

A weighting factor should be assigned to each of the pre-determined criteria according to their importance in the selection¹.

- 2.2 When selecting textbooks, schools should consider the quality of the textbooks and their suitability for students’ learning needs and abilities rather than the curriculum vitae and popularity of the authors.
- 2.3 Where more than one set of textbooks is found suitable, the committee should list its recommendations in order of preference. Where there are valid reasons to deviate from the recommendations, they should be properly documented by the school for reference and record purpose.
- 2.4 For a sponsoring body operating more than one school, the sponsoring body should allow the schools under its sponsorship to select textbooks catering for their individual school needs and not oblige them to use the same set of textbooks across the board. Individual schools should adopt the formal procedures described in Paragraph 1 above for selecting the textbooks which best suit their students’ needs, with the individual SMC / IMC assuming a monitoring role.
- 2.5 If change of textbooks / learning and teaching resources is found necessary, for

¹ Before conducting the process of selection of textbooks as well as learning and teaching resources, schools are advised to refer to the “Textbook Selection Criteria” or “e-Textbook Selection Criteria” provided by the EDB in drawing up school-based assessment criteria. The above-mentioned reference documents are based on the “Guiding Principles for Quality Textbooks”. Teachers can adapt the criteria where appropriate. For details, please visit the “Textbook Information” webpage (www.edb.gov.hk/textbook).

example, the textbooks for the Key Stage have been revised or using e-textbooks for the implementation of e-learning, the textbook committee should work out a set of pre-determined subject / KLA-based textbook selection criteria. Members should consider, as far as possible, all relevant textbooks / learning and teaching resources in making the selection. All final decisions and recommendations of the textbook committee should be properly recorded.

- 2.6 Frequent change of textbooks as well as learning and teaching resources may impose an undue financial burden upon parents. The EDB has implemented the “five-year-rule of no revision” since the 2010/11 school year. Schools are advised to make changes only if the textbooks / learning and teaching resources currently in use are found no longer suitable and there are valid reasons to support that a change of textbooks will improve learning and teaching. Where a change of textbooks / learning and teaching resources is deemed necessary, the following principles should be observed:



Making reference to the Recommended Textbook List (RTL) or Recommended e-Textbook List (eRTL) issued by the EDB

Textbooks on the RTL and eRTL are written in line with the curriculum documents issued by the Curriculum Development Council. They have been vetted as acceptable in terms of content, learning and teaching, structure and organisation, language and textbook layout, pedagogical use of e-features, technical and functional requirements, etc. Schools can make reference to the RTL or eRTL at www.edb.gov.hk/rtl or www.edb.gov.hk/ertl when selecting textbooks though it is not a requirement.

Schools may also use textbooks as well as learning and teaching resources that are not on the RTL or eRTL if these can meet the learning needs of their students. Teachers should exercise their professional judgement in compiling and / or choosing such materials.

Schools should advise their teachers to prudently select workbooks/ supplementary learning materials. Most of these materials have not been reviewed by the EDB and they are not included on the RTL and eRTL. Teachers should assess if there is a genuine need to use these materials.



Consideration of the quality of textbooks as well as learning and teaching resources

To facilitate the selection of quality textbooks by teachers, a set of “Guiding Principles for Quality Textbooks” has been compiled by the EDB. These principles are generic and applicable to textbooks across all KLAs and subjects at the kindergarten, primary and secondary levels, although some principles may be more specific to certain subjects and levels than others. Besides, comments on the core vetting criteria in the textbook review are also included on the RTL and the eRTL webpages to provide more information and enhance transparency.

Teachers are encouraged to refer to the above webpages in selecting quality textbooks for their students.



Consideration of pricing of textbooks as well as learning and teaching resources

To reduce the financial burden on parents, schools should pay attention to the pricing of textbooks as well as learning and teaching resources in addition to their quality. When more than one set of textbooks or learning and teaching resources of comparable quality are available, the set of textbooks with the lowest price should be considered to maximise the value for money. The reasons for not selecting the cheaper textbook or learning and teaching resources must be properly recorded and endorsed by the SMC / IMC.

Due care should also be given to the choice of textbooks that come without pricing information. Should these textbooks be selected for use in schools, the reasons for their selection must be properly recorded with the endorsement of the SMC / IMC.

The EDB has uploaded information on the comparisons and changes of prices of textbooks on the RTL and eRTL onto the RTL and eRTL webpages respectively for schools' reference in textbook selection.

The hyperlinks, provided by the publishers, for the pricing information of learning and teaching materials debundled from textbooks (if any) are posted onto the RTL and eRTL webpages of the EDB for schools and parents' reference.

Due consideration should be given to the choice and use of learning and teaching materials that accompany textbooks, particularly in terms of the financial pressure on schools and the financial burden on parents.



Consideration of the design and the weight of printed textbooks

To reduce the weight of school bags, printed textbooks which are separated into thin volumes or printed in separate modules and are lighter in weight should be given preference. To avoid undue eyestrain on students, teachers should pay attention to the font size of the print and the quality of paper used when selecting textbooks. For example, the minimum font size should be **12**.



Purchase of teaching materials from different publishers

Schools may, at their own discretion, purchase teaching materials developed by different publishers for reference and make flexible use of these materials as appropriate in teaching, instead of just using those materials that accompany the textbooks.



Progressive introduction of a new series of textbooks / learning and teaching resources

Where a series of textbooks / learning and teaching resources is to be replaced, the new series should be introduced by progression, beginning at the lowest year level of the Key Stage and not at all year levels at any one time, except in cases such as the implementation of a new / revised curriculum or the textbooks concerned are no longer available in the market. Schools should ensure that the change of textbooks will not affect the continuity of learning, and the financial burden imposed on parents should always be taken into consideration.



Making reference to related reports

The Consumer Council conducts textbook-related surveys annually to monitor and report on textbook pricing and textbook revision. The annual survey reports are useful references.

3. Effective Use of Other Learning and Teaching Resources

- 3.1 Textbooks are not the only learning and teaching resources. Teachers should exercise their professional judgement in preparing and choosing learning and teaching resources to meet the needs of their students. Teachers may use free resources provided by the EDB such as learning and teaching resource kits of subjects, resources at the “**EDB One-stop Portal for Learning and Teaching Resources**” (www.hkedcity.net/edbosp), and everyday authentic materials as supplementary teaching materials to enhance teaching effectiveness and reduce their reliance on textbooks.
- 3.2 For those Senior Secondary subjects which the EDB does not accept submission of textbooks from publishers for review nor recommend schools to use textbooks, the EDB will provide teachers and schools with resources (and their associated webpages) produced either by the Curriculum Development Institute alone or jointly with other organisations. For example, resources for Liberal Studies are accessible via the “**Web-based Resource Platform for Liberal Studies**” (ls.edb.hkedcity.net) for teachers’ use. Schools are reminded that some textbook publishers may still publish reference books for these subjects and **due care should be taken** in the selection of these materials as they have not been reviewed by the EDB.

4. Donation / Free Learning and Teaching Resources from Textbook Publishers

- 4.1 **Schools are NOT ALLOWED to accept any donations or any form of benefits from textbook publishers or textbook retailers**, such as equipment on free loan, free teaching aids or supplementary teaching resources (e.g. projectors, television

sets, tablet computers, computer software), free on-site support service or teacher training (except for essential after-sale technical support for e-textbooks), cash grants for purchase of equipment or teaching aids, funding for school functions, advertisements placed in school publications, floral baskets, scholarships, prizes, etc. so as not to increase the cost of textbooks or allow the choice of textbooks to be in any way influenced. In addition, **teachers should not accept advantages or lavish entertainment offered by publishers during the promotional activities of textbooks** to avoid public criticism and hence adversely affect the school reputation and teachers' professional image.

- 4.2 ***Except for free inspection copies of textbooks and on conditions free teacher's handbooks (Annex 2), schools are not allowed to accept or solicit from textbook publishers complimentary learning and teaching resources.***
- 4.3 The EDB will take follow-up actions as appropriate should any schools fail to comply with the above guidelines.
- 4.4 For further details in connection with the acceptance of advantages and donations by schools and their staff, please refer to the [EDB Circular No. 14/2003](#) or the updated version that will be issued from time to time.

5. Consumer Rights and Financial Burden on Parents/Students

5.1 *Compilation of school textbook list*

Schools should seriously consider the overall pricing of textbooks on the school textbook list. Careful consideration should also be given to the genuine need of prescribing supplementary workbooks and / or exercises for examination practice. Under the Debundling Policy, publishers should provide separate pricing for textbooks and the debundled teaching or learning materials. As such, the price of textbooks should not include its accompanying teaching or learning materials, such as summer holiday workbooks, supplementary exercises and online learning and teaching resources. Please make reference to *Annex 4* for the points to note on the compilation of a school textbook list and "Example of School Textbook List".

5.2 *Printing of school textbook list*

If schools choose textbook retailers to print copies of the school textbook list or conduct the sale of textbooks, they should ensure that:

- parents and students are clearly informed that while a complimentary textbook list is available, they are not obliged to purchase the textbooks from that designated retailer or bookstore; and
- the information on the school textbook list is up-to-date and accurate.

In addition, schools have to observe the principles and guidelines stipulated in the [EDB Circular No. 10/2016](#) and adopt the relevant procedures accordingly. Schools should put in place a fair, open and transparent mechanism when selecting textbook

retailers through competitive tender / quotation exercises at regular intervals. Schools should also request the textbook retailers to provide parents and students with the flexibility of buying individual textbooks / learning materials on the textbook list on a need basis.

5.3 ***Distribution of school textbook list and uploading the list to webpage of school***

Schools should distribute to parents the textbook lists of the forthcoming school year before the end of school term and to new students upon admission. Schools should also upload the textbook lists of all levels to their school webpages for parents' reference. Through channels such as parent-teacher associations, schools are recommended to provide parents with information on consumer rights, collect their views and suggestions on the textbook lists and then reflect their views to the textbook publishers.

5.4 ***School Textbook Assistance Scheme***

The School Textbook Assistance Scheme, administered by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency, provides assistance to needy primary and secondary students in government, aided, caput schools and local schools under the Direct Subsidy Scheme for covering the costs of essential textbooks and miscellaneous school-related expenses. For details concerning the School Textbook Assistance Scheme, please visit the SFO's webpage (www.wfsfaa.gov.hk/sfo/en/primarysecondary/tt/general/details.htm).

5.5 ***Sale of textbooks in schools***

If a school chooses to sell books to parents / students, the following points are to be noted:

- The school supervisor, school managers, members of teaching staff or other employees of the school should avoid any conflict of interest situations. Where a conflict of interest cannot be avoided, they should declare their interests and seek the written approval of the SMC / IMC. The information, including the details of the conflict of interest declared and the management decision, must be made public and every student and parent should be informed of the situation;
- Any sale of books on the school premises as a form of convenience to parents / students or for the benefit of obtaining special discounts for parents / students should have the prior written approval of the SMC / IMC. No profit should be generated from the sale of textbooks and proper books of accounts, which reflect all the sales of textbooks, must be kept;
- Parents / students should be fully informed of the purchase modes and conditions for buying e-textbooks;
- Due care should be given to the choice of textbook retailers. If schools are doubtful about the operating mode of the textbook retailers, for example, they

offer a discount rate that lies outside a reasonable range, schools should contact the publishers concerned to clarify the sources of supply;

- Parents / students are to be fully informed that they have the option of not buying textbooks from the school and the arrangement between the school and the textbook retailer; and
- For further details in connection with the sale of textbooks in school, please refer to the [EDB Circular No. 10/2016](#).

5.6 *Printed textbook recycling*

- Schools are encouraged to co-operate with the Parent-Teacher Associations or environmental protection agencies in launching various kinds of textbook recycling programmes, such as the donation and sale of second-hand textbooks, the purchase of reference books and storybooks to loan to students and encouraging them to use recycled books. Through such activities, the environmental awareness of students can be enhanced and the financial burden on parents can be reduced. When selecting textbooks, schools should also take into consideration whether the design and layout of the textbooks can facilitate their reuse.
- To further promote textbook recycling among schools and the public, the EDB has set up the “**Textbook Recycling Repository**” under the EDB “Textbook Information” webpage (www.edb.gov.hk/textbook). The repository contains useful information on the EDB’s policy on textbook recycling, how to promote textbook recycling through home-school co-operation as well as various good practices from schools for dissemination. We will regularly update the repository and look forward to more creative and effective textbook recycling ideas coming to light.

5.7 *Information for parents regarding the purchase of textbooks*

To protect the rights of parents / students, schools should advise them to:

- refer to the updated version of the EDB’s e-pamphlet “Tips for Purchasing Textbooks”, which will be uploaded onto the “Textbook Information” webpage (www.edb.gov.hk/textbook) in June 2018. **Schools are encouraged to distribute the e-pamphlet to parents and students through the school website or intranet for parents’ / students’ reference when purchasing textbooks during the summer holiday;**
- refer to the “Textbook Information” webpage (www.edb.gov.hk/textbook) between mid-July and end of September for the latest publication information of new textbooks and the contact telephone numbers of the publishers concerned. This will avoid the hassle of purchasing textbooks that are not yet published. The information will be updated every week during the said period;
- contact the publisher(s) concerned direct if the textbooks on the school textbook list are not available in the market; and

- contact the EDB for enquiries related to the purchase of textbooks through the “**Textbook Information Hotlines**” at 3698 3947, 3698 3578 and 3698 4025 from 9 a.m. to 6 p.m., Monday to Friday, during the summer holidays. Enquirers may also send emails to textbook@edb.gov.hk.

5.8 *Responsibility for compliance*

The SMC / IMC, the school principal and teaching staff are responsible for ensuring compliance with the provisions in this document. Failure to declare conflict of interests, or acceptance of donations or other forms of advantages without the prior approval of the SMC / IMC will undermine the integrity and credibility of the school management, and the persons involved will be held accountable for any impropriety.

Curriculum Development Institute
Education Bureau
March 2018

Specifications of Free Teacher's Handbook

A free teacher's handbook is defined as a "user manual" that accompanies a set of textbooks. It provides explanations and suggestions on the learning and teaching strategies adopted for delivering the content of the textbooks to achieve the curriculum aims and learning objectives as stated in a specific curriculum document.

Features of a free teacher's handbook:

- It provides an overview of how teachers could effectively use the textbooks to facilitate students' learning and adapt the content so that the curriculum aims and learning objectives as stated in the specific curriculum document can be achieved.
- The purpose of a teacher's handbook is to provide teaching suggestions to teachers but not to take over their role in planning and designing their lessons. It should therefore contain only the information that is critical for effective use of the textbooks and should not contain excessive learning and teaching resources other than those for illustration purposes. In line with the Policy of Debundling Textbooks and Teaching / Learning Materials for Pricing, additional supplementary learning and teaching materials developed by textbook publishers should be debundled from the textbooks and sold separately to schools, teachers and students.
- A teacher's handbook (e.g. in the form of a teacher's textbook edition or a textbook concise guide) may provide suggestions on the following aspects to facilitate effective use of the relevant textbooks. However, it must adhere to the principles of the Debundling Policy and should not lead to an increase in the prices of textbooks.

A teacher's handbook may include:

- ✓ clear and concise suggestions on the sequence of topics and organisation of content, as well as ideas on adaptation of content to cater for various learning situations and needs, such as learner diversity, assessment for learning, safety precautions and recommendations on adaptation of teaching content;
- ✓ answer keys and suggested solutions to exercises in textbooks;
- ✓ transcripts of materials for listening activities;
- ✓ sample contents for "Print on Demand" (for e-textbooks); and
- ✓ user guide / manual for e-textbook's inbuilt e-learning tools.

However, it should not include:

- ✗ learning and teaching resources in the form of supplementary exercises, assessment banks, audio-visual and multimedia materials for enrichment purposes, electronic presentation slides, education software packages, etc.;
- ✗ masters of worksheets for making copies;
- ✗ teaching aids (e.g. wall charts, posters, large song sheets, magnets);
- ✗ data files for project learning;
- ✗ non-publicly accessible websites for the provision of additional learning and teaching resources or other forms of web-based materials;
- ✗ learning management system for monitoring students' use of e-textbooks in class (for e-textbooks), and
- ✗ file management system for recording individual students' learning progress.

(Name of the School)
Declaration of Conflict of Interest

This template is available at www.edb.gov.hk/textbook

(Location: →Schools & Teachers Related → a template of declaration form)

Part A – Declaration by All Teachers (To be completed by members of Textbook Selection Committee)

To: (Approving Authority)

I have carefully read and understand the policy formulated by the school in respect of conflict of interest. I declare that I do not have / have private interests^(Note) with the publishers concerned in the discharge of my official duty of textbook selection.

	Name of Declaring Staff Member	Signature		Date
		<u>I DO NOT HAVE</u> any private interests involved	<u>I HAVE</u> private interests involved (Please complete Part B of this declaration form)	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
...				

Note: “Private interests” include the financial and other interests of the teacher himself; his family members or close relatives; his personal friends; the clubs and associations to which he belongs; or any person to whom he owes a favour or is obligated in any way.

(Name of the School)
Declaration of Conflict of Interest

Part B – Declaration by Individual Teacher *(To be completed by Declaring Staff Member)*

To: (Approving Authority)

I would like to report the following existing / potential* conflict of interest situation arising from the discharge of my official duty of textbook selection:

Detailed Information <i>(Please insert "✓" in the appropriate box)</i>	
Publisher concerned	(Name of the Publisher)
Details of the conflict of interest involved	<input type="checkbox"/> I am / was* a textbook author / advisor* of the publisher concerned.
	<input type="checkbox"/> I have financial interest(s) in the publisher concerned (Please specify: _____)
	<input type="checkbox"/> My _____ (Please specify the relationship) is / was* a textbook author / advisor* of the publisher concerned / has financial interest(s) in the publisher concerned * (Please specify : _____)
	<input type="checkbox"/> Others (Please specify : _____)
Supplementary information (if any) :	

(Please delete as appropriate.)*

 (Name of Declaring Staff Member)

Date: _____

Part C – Acknowledgement *(To be completed by Approving Authority)*

To: (Declaring Staff Member)

The information contained in your declaration form of ____ (Date) ____ is noted. It has been decided that:

- You should refrain from performing or getting involved in performing the duty, as described in Part B, which may give rise to a conflict.
- You may continue to handle the duty as described in Part B, provided that there is no change in the information declared above.
- Others (please specify: _____)

(Please insert "✓" in the appropriate box)

 (Name of Approving Authority) / (Post)

Date: _____

Suggested Schedule for Selection of Textbooks by Schools

Date	Event
12 April 2018	The “Recommended Textbook List” and the “Recommended e-textbook List” for the 2018/19 school year will be uploaded onto the EDB webpage “Textbook Information”
13 April 2018	EDB’s seminar on “Selection of Quality Textbooks and Curriculum Resources for Use in Schools” for teachers
27 April 2018	EDB’s seminar on “Selection of Quality Textbooks and Curriculum Resources for Use in Schools” for representatives of School Management Committee (SMC) / Incorporated Management Committee (IMC)
April to June 2018	<ul style="list-style-type: none"> • Commencement of textbook selection procedures by schools’ Textbook Selection Committees • Approval of the textbook selection results by the SMC / IMC • Schools provide the textbook selection results to textbook retailers for printing of the school textbook list (if applicable) <p style="margin-left: 40px;">Primary schools: suggested not later than 15 May 2018 Secondary schools: suggested not later than 8 June 2018</p>
June 2018	<ul style="list-style-type: none"> • EDB will upload the e-pamphlet “Tips for Purchasing Textbooks” onto the “Textbook Information” webpage • EDB’s Tea Gathering with Parents on Textbook Matters
July to October 2018	EDB will release the latest information about the provision of textbooks and learning resources for the new school year, and operate the “Textbook Information Hotlines” for enquiries

Points to note on the compilation of school textbook lists

Essential information to be provided on the school textbook list

- The school textbook list should be issued with information on the exact title, edition, name(s) of author(s), publisher, and price for each textbook and clear indication of whether the textbooks are selected from the Recommended Textbook List (RTL) or Recommended e-Textbook List (eRTL). The applicable edition(s) should also be clearly stated to ensure that students buy the correct second-hand printed textbooks.
- It is advisable that schools, when preparing their textbook lists for senior secondary level (Secondary 4 to 6), should include only the textbooks required for that particular school year / level. Students should not be required to purchase textbooks for more than one school year / level to minimise the financial burden on parents.
- The school textbook list should provide the date of compilation and indicate that the textbook prices quoted are for reference only. Parents and students should be informed that they could purchase their textbooks from whichever bookstore they wish.
- **To be in line with the implementation of the Debundling Policy and to facilitate the second-hand textbook users to buy the required learning materials, if schools select to use a textbook together with its accompanying learning materials, such as worksheets and revision guides, in the form of a “package”, the school should provide information of such learning materials (i.e. title and debundled price) and the contact information of the relevant textbook publishers / retailers on the school textbook list. Schools may also consider ordering the learning materials for the second-hand textbook users collectively. For more details, please refer to “Examples of school textbook list (Secondary School)” at Appendix 2.**
- If a school orders the learning materials for the second-hand textbook users, they should state clearly the arrangement on the school textbook list, such as “Second-hand textbook users may order the e-learning accounts for (Subject) through the school at the beginning of the school term”, or else they should provide information for the parents / students to contact the textbook publishers / retailers concerned for purchasing the learning materials. For example, “Second-hand textbook users can contact the publisher / bookstore to buy the worksheets for (Subject)”.
- To facilitate parents’ understanding of the school textbook lists, schools should minimise the use of symbols on the textbook lists.

“Reprint with Minor Amendments” Textbook

- Textbooks shown with the words “reprinted with minor amendments” on the RTL are **NOT new editions or revised edition textbooks** as there should not be any changes in the design of textbooks’ front and back covers, title, size and page order. **Students can use the second-hand textbooks of the previous version.**
- Publishers are required to include the year of its previous edition and the year of reprint on the “reprinted with minor amendments” textbooks and distribute appendices or corrigenda to students using the second-hand textbooks of the previous version for free via schools.

- Schools should indicate clearly that “second-hand textbooks of the previous version can still be used” on their textbook lists. Teachers should distribute appendices or corrigenda provided by the textbook publishers to students using second-hand textbooks where appropriate, or inform students of the relevant changes.
- Schools and students can also download the relevant appendices or corrigenda through the RTL at the “Textbook Information” webpage (www.edb.gov.hk/textbook). The information of the applicable editions of the “reprinted with minor amendments” textbooks is also provided on the above webpage for schools’ reference in compilation of school textbook lists.

Reference materials

- Schools are advised to indicate on the school textbook lists that dictionaries and atlases are “for reference only” or “for new students only”, etc. so that parents and students with similar materials can choose whether to buy these items or not.
- To enable better use of resources, a few copies of the reference materials can be put in the classrooms or the school library for students’ use. Students can also collectively buy supplementary readers such as storybooks with the costs shared among themselves and use the books on a rotational basis.
- **Schools should indicate clearly on the textbook lists that which textbooks are required as against those optional items that are for reference only so that students and parents can choose whether or not to buy the items at their discretion.**

Arrangement to facilitate the purchase of individual books / booklets in short supply

- As the supply of some readers and textbooks of certain subjects that comprise a number of booklets (such as Life and Society) might be tense at times in individual bookstores, suggestions are made below to help students / parents order the books required:

Readers

Schools can order the readers for students after the school term begins, or the school library can buy a few copies for students to use on a rotational basis.

Life and Society (Secondary Schools)

This subject has a number of core and enrichment modules that allow schools to adopt in part or as a whole with flexibility based on the school contexts. However, due to the limited circulation of individual booklets, there might be a shortage of supply in the retail stores at times. It is recommended that schools may contact the publishers and collectively order the textbooks for students from the textbook publishers / retailers. It is also suggested to indicate such arrangement in the school textbook list. For example, “The school will collectively order the Life and Society textbooks for students at the beginning of the school term”.

For more details, please refer to “Examples of school textbook list” at Appendix 1 & 2.

Example of School Textbook List (Primary Schools)

2018-2019 School Textbook List (Primary one 1st term)

Date of compilation: x.5.2018

- The prices quoted are for reference only. Students and parents are free to purchase textbooks from any bookstores.
- Textbooks shown with the word “reprinted with minor amendments” are **NOT new edition textbooks** nor “revised edition” textbooks. **Students can still use the second-hand textbooks of the previous version.**

	Title / Applicable Edition(s)	Publisher	Author(s)	Price
English Language				
1#	Primary English Book 1 (2013 2 nd edition)	***		
2	Primary English Workbook 1 (2013 2 nd edition)	**		
3	Dictionary (for reference only, optional to buy)	***		
General Studies				
4#	General Studies Book 1 (2008 2 nd edition)	***		
5#	General Studies Book 2 (2008 2 nd edition, 2015 reprinted with minor amendments)	***		
Music				
6#	Music Book 1A(2011 edition) (e-textbook)	***	***	\$ **
	(To be distributed by schools at the beginning of school term)			

✓ Separate pricing for textbook and workbook

✓ Indicate clearly that it is optional for students to buy the dictionary

✓ State clearly the applicable edition

Remarks :

#	The textbooks are reviewed by the Education Bureau and listed on the “Recommended Textbook List” (RTL) or the “Recommended e-Textbook List” (eRTL).
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Example of School Textbook List (Secondary Schools)
2018-2019 School Textbook List (Secondary one)

Date of compilation: x.6.2018

- The prices quoted are for reference only. Students and parents are free to purchase textbooks from any bookstores.
- Textbooks shown with the word “reprinted with minor amendments” are **NOT new edition textbooks nor “revised edition” textbooks. Students can still use the second-hand textbooks of the previous version.**

	Title / Applicable Edition(s)	Publisher	Author(s)	Price
English Language				
1#	Secondary English Language 1A (2008 2 nd Edition, 2017 reprinted with minor amendments) ←	✓ State clearly the applicable edition		\$ **
2	School-based workbook (School made)	✓ Indicate clearly that it is optional for students to buy the dictionary		to be purchased at the beginning of the school term
3	Dictionary (<i>for reference only, optional to buy</i>) ←			

Science				
4#@	Science textbook 1A (2011 2 nd edition)(Package) (includes: worksheet \$**)	✓ List out learning materials required to facilitate second-hand textbook users		
5	Science Workbook 1A (2016 edition) ←	✓ Separate pricing for textbook and workbook		\$ **

Life and Society				
6#	Life and Society Elective 4 : Global Issue: Well-being of the Child (2015 edition)	***	***	to be purchased through school at the beginning of school term

Music				
7#	Music Book 1A (2011 edition) (e-textbook)	***	***	\$ **
	(To be distributed by schools at the beginning of school term)			

Remarks :

#	The textbooks are reviewed by the Education Bureau and listed on the “Recommended Textbook List” (RTL) or the “Recommended e-Textbook List” (eRTL).			
@	Second-hand textbook users may order the learning materials through the school at the beginning of the school term.			
	OR			
	Second-hand textbook users can contact the publisher / bookstore for purchasing the learning materials.			

Textbook publishers’ contact information

Students who use second-hand textbooks can buy the learning materials such as worksheets, revision guides in the bookstore. In case of need, students can contact the bookstore at ☎ 2345 xxxx or relevant publishers.

Publisher	Contact number	Web-link for the information of learning materials provided by the publisher
AAA	☎ xxxx xxxx	www.***.com.hk
BBB	☎ xxxx xxxx	www.***.com.hk