

(a) **Annual Teacher Secondment Exercise**

This scheme provides an excellent opportunity for cross-exchange of expertise and experience, and enhances partnership between EDB and schools. Starting from the 2010/11 school year, the Collaborative Research and Development (“Seed”) Projects (which is on a full/part-time basis) and the IT in Education Centre of Excellence Scheme (which is on a part-time basis) have been subsumed under the Annual Teacher Secondment Exercise.

Details of the secondment positions under the 2019 Annual Teacher Secondment Exercise are at **Appendix A**.

(b) **Scheme of Voluntary Postings to Schools for Non-teaching Departmental Grade Officers at Basic Rank**

This scheme is designed to enable basic rank officers in non-teaching grades (i.e. Assistant Inspector (Graduate), Assistant Inspector (Non-graduate), Assistant Education Officer (Administration) and Education Assistant) to take up teaching posts in government and aided schools. It aims to benefit the officers concerned and the education service as a whole by focusing on enhancing cross-fertilisation of professional expertise in the school setting.

(c) **Cross-grade Posting Scheme**

Through cross-grade postings within EDB, this scheme provides the opportunity for departmental grade officers (both teaching and non-teaching) to widen their vision, experience and knowledge; develop their potential and professionalism; and improve their adaptability to changing environments.

3. Participants and supervisors generally found the interflow schemes very effective in broadening an officer’s vision, experience and knowledge; developing one’s potential and professionalism; and improving one’s adaptability to the changing work environments. Supervisors are requested to render support to their staff in taking part in the interflow schemes.

How to Apply

4. Except for officers who are employed on probation/trial/non-civil service contract terms in EDB and teachers who are employed on temporary contract terms, eligible officers or schools may apply to join the respective interflow schemes by completing the following forms —

(a) Annual Teacher Secondment Exercise —

(a) Secondment positions at Appendices A(1) to A(17) —
Application Form at **Appendix B with Annexes 1 & 3**

- (b) “Seed” Projects at Appendix A(18) – Application Form at **Appendix B with Annexes 2 & 3 and Appendix C**
- (c) IT in Education Centre of Excellence Scheme at Appendix A(19) – Application Form at **Appendix B with Annex 3 and Appendix D**

Applicants can apply for not more than one scheme/project listed in (i) to (iii) above.

- (b) Scheme of Voluntary Postings to Schools for Non-teaching Departmental Grade Officers at Basic Rank – Application Form at **Appendix B with Annex 3**
- (c) Cross-grade Posting Scheme – Application Form at **Appendix B only (without annex)**

Eligible applicants may indicate in the application form more than one interflow scheme they wish to be considered. The Government Schools Section will be consulted on applications from Government School applicants.

Validity Period of Application

5. Applications for secondment positions under the Annual Teacher Secondment Exercise are valid for the current exercise only. Applications for the other interflow schemes are valid for two years counting from the date of application. An application will lapse automatically if a posting cannot be arranged within the two-year validity period. If after submitting an application, the applicant decides to withdraw it, he/she should notify the Human Resource Management Unit of EDB (Address: 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong) in writing as soon as possible.

Closing Date of Applications

6. The deadline for application under the Annual Teacher Secondment Exercise is **5 March 2019** while applications under the other two interflow schemes may be made any time during the course of the year. However, school heads or teachers who wish to be considered for cross-grade posting to EDB and non-teaching departmental grade staff who wish to take up teaching posts commencing August/September 2019 have to submit their applications to EDB **on or before 5 March 2019**. Normally, late applications will not be considered. Applicants should submit all completed application forms on or before the deadline for application through one of the means below –

- (a) by post to the Human Resource Management Unit of the Education Bureau on 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong (the postmark date on the envelope will be regarded as the date of submission of application). Applicants should ensure that sufficient postage is paid to avoid unsuccessful delivery of application. Any underpaid mail items will be disposed of by the Hongkong Post; or

- (b) by hand to the Education Bureau's drop-in box (Box no.: EDB02 — Staff Interflow Schemes 2019) located at the 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong. The drop-in box is normally open for use from 8:00 a.m. to 7:00 p.m. from Mondays to Fridays (except public holidays).

7. Applications for voluntary postings to school and applications for cross-grade postings submitted after 5 March 2017 shall remain valid. Applicants concerned need not submit fresh application unless they wish to revise their original preferences.

Duration and Timing of Interflow

8. Normally, the duration of interflow should not exceed one year. If adjustment to the end date becomes necessary later on, this should be made known to the participant as early as possible, preferably at least one month before the original end date of the interflow.

9. On completion of the interflow, participants from the aided sector or from schools under the Direct Subsidy Scheme will return to a post in his/her employing organisation. Participants who are government officers will either resume his/her posting prior to the interflow or be transferred to another post in his/her own rank/grade.

10. The timing of interflow involving teaching staff or teaching posts normally synchronises with the school year. To avoid disruption to students and school operations, officers accepting a teaching post must be prepared to commit themselves to serving the full period of interflow. Request for early reversion by the participant during the school year will not normally be considered.

11. Officers who are undergoing any type of interflow and who wish to stay in their present position for a further period have to submit a fresh application. Renewal or extension of an interflow arrangement will be subject to genuine operational needs and dealt with separately on a case by case basis.

Placement and Selection of Applicants

12. To maximise the benefits of cross-fertilisation of experience and expertise to the participating officers and divisions/schools, preference will be given to officers who—

- (a) have stayed in his/her current post for at least two years before the date of commencement of interflow;
- (b) on completion of interflow, will have more than three years to serve before reaching the age of normal retirement; and
- (c) have not joined any interflow schemes for the past five years.

13. Applicants for the Annual Teacher Secondment Exercise will be shortlisted for selection interviews to be conducted by the host divisions. They may assume that their

applications are unsuccessful if they do not hear from us by **30 April 2019**. For the other interflow schemes, initial matching will be worked out centrally by EDB based on the applications received and positions available. Before a posting is confirmed, an interview between the applicant and the prospective host division/school may be arranged where necessary.

14. Successful participants should be prepared to attend induction/familiarisation programmes which may be organised by the host offices before the interflow commences.

Relief Arrangement

15. Under the Annual Teacher Secondment Exercise and Scheme of Voluntary Postings to Schools for Non-teaching Departmental Grade Officers at Basic Rank, the parent school/division of a successful applicant will be provided with funds to employ a substitute teacher at basic rank or non-civil service contract staff. For part-time secondment cases, the funding to be provided will be on a pro-rata basis.

16. Under no circumstances should acting appointment be made to cover the absence of an officer released for interflow under the schemes listed in this Circular Memorandum.

Terms and Conditions of Interflow

17. The terms and conditions of secondment/posting under the interflow schemes for (a) staff of the aided sector and schools under the Direct Subsidy Scheme and (b) officers of EDB are set out at **Appendices E(1)** and **E(2)** respectively.

Enquiries

18. For ease of reference, a summary of the arrangements for the three interflow schemes is at **Appendix F**.

19. Enquiries concerning the interflow schemes may be directed to Executive Officer (Human Resource Management) at 3509 8497 (e-mail:exohrm@edb.gov.hk). For further information about the secondment positions under the Annual Teacher Secondment Exercise, please contact the subject officers in the respective sections/project teams listed at **Appendix A**.

Miss Alice NG
for Permanent Secretary for Education

c.c. Branch Heads

Education Bureau
Annual Teacher Secondment Exercise
(2019/20 School Year)

List of Secondment Positions

Division/Office	Area/Project	Appendix
Curriculum Development Institute	Gifted Education	A(1)
	Kindergarten and Primary	A(2)
	Moral, Civic and National Education	A(3)
	Personal, Social and Humanities Education (Chinese History)	A(4)
	Personal, Social and Humanities Education (History)	A(5)
	Science Education (Science)	A(6)
	Technology Education	A(7)
Education Infrastructure Division	Information Technology in Education	A(8)
	Assessment and HKEAA (A & HKEAA) Section	A(9)
	Quality Education Fund Secretariat	A(10)
Information Technology Management Division	Web-based School Administration and Management System (WebSAMS)	A(11)
Quality Assurance and School-based Support Division	Language Learning Support	A(12)
	School-based Curriculum Development (Secondary)	A(13)
	School-based Professional Support	A(14)
	Students Mainland Exchange Programme	A(15)
School Development Division	Career Guidance	A(16)
School Administration Division	Guidance and Discipline	A(17)
Curriculum Development Institute	Collaborative Research and Development (“Seed”) Projects	A(18)
Education Infrastructure Division	IT in Education Centre of Excellence Scheme	A(19)

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Curriculum Development Institute
Gifted Education Section

Work of the Section

The Gifted Education Section is to co-ordinate, plan, and initiate the implementation and review of the curriculum development according to the special characteristics of gifted/more able students and the changing contextual demand of the society upon these students. Organisation of professional development programmes for teachers, development of curriculum resources for stretching the potential of gifted/more able students, as well as promoting effective learning and teaching strategies that enrich the learning experiences of gifted learners are the three main areas of responsibilities of the Section.

Main duties of secondees

- (a) to visit schools, observe and advise on school-based gifted programmes/projects at primary and secondary schools selected by the Section;
- (b) to identify good practices (design and implementation) from the observed programmes/projects;
- (c) to review and annotate identified programmes/ projects and compile relevant resource packages;
- (d) to consolidate the experience and identify the elements constituting an effective school-based gifted programme/ projects for wider dissemination; and
- (e) to take part in the preparation and delivery of professional development programmes of the Section.

Normal working locations

The normal working place is at the office of the Gifted Education Section located at E328, 3/F, East Block, EDB Kowloon Tong Education Services Centre. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.

Entry requirements

Applicants should be serving AEOs/EOs/GMs/SGMs of secondary schools in the government or aided sector or schools under the Direct Subsidy Scheme. They should have a bachelor degree and a postgraduate diploma/certificate in education or equivalent with no less than three years (as at 31 August 2019) of full-time post-degree teaching experience at secondary level, as well as past experience in promoting school-based gifted education.

Remarks

- (a) The application is for half-time secondment;
- (b) Candidates with prior training in gifted education or those with experience in promoting gifted education relating to information technology, science or STEM education at secondary level are preferred.

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Curriculum Development Institute
Gifted Education Section

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Curriculum Development Institute
Kindergarten and Primary Section

Work of the Section

The Kindergarten and Primary Section is responsible for whole-school curriculum development work on kindergarten education, primary education and Primary General Studies. In supporting curriculum implementation, a wide range of professional development programmes is organised for kindergarten and primary school heads, curriculum leaders and teachers apart from developing learning and teaching resources, vetting of textbooks and conducting curriculum evaluation studies.

Main duties of secondees

- (a) To support curriculum development and planning work for primary education; and
- (b) To develop exemplars of good practices of whole-school curriculum planning such as flexible time-tabling, promotion of reading, school-based homework and assessments policies, etc.

Normal working locations

The normal working place is the office of the Curriculum Development Institute, Wu Chung House, Wanchai. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.

Entry requirements

Applicants should be serving PSM(Curriculum Development)/APSM(Curriculum Development)/SPSM of primary schools in the government or aided sector or schools under the Direct Subsidy Scheme. They should have no less than five years (as at 31 August 2019) of full-time teaching experience at primary level.

Remarks

The application is for half-time secondment.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Curriculum Development Institute
Moral, Civic and National Education Section

Work of the Section

The Moral, Civic and National Education (MCNE) Section is responsible for curriculum development related to values education as well as organising professional development programmes and developing learning and teaching resources to support schools and teachers in the implementation of curriculum and innovation.

Main duties of secondees

- (a) to develop and try out learning and teaching resources related to values education, including moral education and civic education, sex education, life education and education for sustainable development;
- (b) to build up network with schools and share experiences in the pedagogy and implementation of values education with frontline teachers through school visits; and
- (c) to share experience in curriculum development and implementation of values education with frontline teachers through assisting in organising professional development programmes and serving as speakers.

Normal working locations

The normal working place is the MCNE Section at 4/F, Kowloon Government Offices, 405 Nathan Road, Kowloon. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.

Entry Requirements

Applicants should be serving teachers of primary or secondary schools in the government or aided sector or schools under the Direct Subsidy Scheme. They should have no less than three years (as at 31 August 2019) of full-time teaching experience in values education.

Remarks

- (a) The application is for full-time secondment.
- (b) Candidates with experiences in designing and implementing curriculum related to moral & civic education, sex education, life education and education for sustainable development are preferred.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Curriculum Development Institute
Personal, Social and Humanities Education Section
(Chinese History)

Work of the Section

The Personal, Social and Humanities Education (PSHE) Section is responsible for giving advice on related curriculum development matters and developing learning and teaching resources to give support to schools and teachers in the implementation of curriculum policies and innovations.

Main duties of secondees

- (a) to develop and try-out different learning, teaching and assessment resources related to the topics on Political Evolution, Cultural Characteristics, and Hong Kong Development for the revised Junior Secondary Chinese History;
- (b) to promote different learning and teaching strategies (such as e-learning);
- (c) to establish learning network for Chinese History teachers, visit schools and support schools to try out the designed learning, teaching and assessing resources; and
- (d) to share experience in curriculum development and implementation with frontline teachers through organising professional development activities for them and serving as speakers.

Normal working locations

The normal working place is the PSHE Section at 1319, 13/F, Wu Chung House, Wanchai. Secondees may also be required to work in other locations, such as schools, to be determined by the supervisor in the light of service needs.

Entry Requirements

Applicants should be serving AEOs/EOs/GMs/SGMs of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a Bachelor degree/Master degree/Doctoral degree majoring in Chinese History/History or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2019) of full-time teaching experience in the Chinese History/History subject at secondary level.

Remarks

The application can be for full-time or half-time secondment.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Curriculum Development Institute
Personal, Social and Humanities Education Section
(History)

Work of the Section

The Personal, Social and Humanities Education (PSHE) Section is responsible for giving advice on related curriculum development matters and developing learning and teaching resources to give support to schools and teachers in the implementation of curriculum policies and innovations.

Main duties of secondees

- (a) to develop and try out learning and teaching resources of the revised junior secondary History curriculum, especially on the newly included topics such as the rise of Islamic civilization, the founding and development of the US, etc.;
- (b) to provide professional sharing in professional development activities for teachers on how to plan and develop a balanced and coherent curriculum that can give students a comprehensive understanding of the historical development of our world;
- (c) to develop and try out learning and teaching materials for source-based history study (including e-learning resources) so as to enhance students' learning interest and facilitate inquiry learning in History; and
- (d) to develop a learning network for History teachers to try out the designed learning and teaching materials, facilitate professional dialogues between networked schools, and share experiences and good practices in curriculum development and implementation to schools.

Normal working locations

The normal working place is the PSHE Section office at Room 1319 of Wu Chung House in Wanchai. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.

Entry Requirements

Applicants should be serving AEOs/EOs/GMs/SGMs of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a Bachelor degree/Master degree/Doctoral degree majoring in History or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2019) of full-time teaching experience in History at secondary level.

Remarks

The application is for half-time secondment. The seconded should implement and evaluate the designed History learning and teaching materials in their original school. They are expected to conduct collaborative lesson planning with teachers, and take part in lesson observation etc.

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Curriculum Development Institute
Personal, Social and Humanities Education Section
(History)

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Curriculum Development Institute
Science Education Section

Work of the Section

The Science Education Section is responsible for giving advice on related curriculum development matters and developing learning and teaching resources to give support to schools and teachers in the implementation of curriculum policies and initiatives including STEM education.

Main duties of secondees

- (a) To collect and consolidate good practices of secondary schools on design of STEM-related activities;
- (b) To develop and try-out different learning and teaching materials on STEM-related activities; and
- (c) To establish Community of Practice on STEM education, and to share with schools on the learning and teaching resources to be developed through organising professional development activities.

Normal working locations

The normal working place is Science Education Section at the EDB Kowloon Tong Education Services Centre. Secondees may also be required to work in other locations, such as schools, to be determined by the supervisor in the light of service needs.

Entry Requirements

Applicants should be serving AEOs/GMs (or above) of secondary schools in the government or aided sector or schools under the Direct Subsidy Scheme. They should have a relevant university degree majoring in Science/STEM-related disciplines and no less than six years (as at 31 August 2019) of full-time teaching experience in the Science/STEM-related subject(s) at the secondary school level. Candidates with experiences in development of learning and teaching materials for STEM education are preferred.

Remarks

- (a) The application is for half-time secondment;
- (b) The secondees are expected to develop the teaching resources on STEM-related activities, and compile relevant learning and teaching materials.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Curriculum Development Institute
Technology Education Section

Work of the Section

The Technology Education (TE) Section is mainly responsible for curriculum development related to the Technology Education key learning area (TE KLA), to support teachers and schools for the implementation of the TEKLA curriculum, and also to support the promotion of STEM education. To further support schools to promote STEM education, the STEM Education Centre (the Centre) was set up at the Arts and Technology Education Centre (ATEC) in Lok Fu on 26 October 2017. The TE section works closely with the Centre which major services provided are:

- Maker Space equipped with more advanced equipment
- Professional Development Programmes for Teachers
- Student Learning Activities such as competitions
- Support on the partner schools in the regional school network

Main duties of secondees

- (a) to organise STEM-related learning activities for students including STEM competitions;
- (b) to provide technical advice for students' project work and teachers on using the equipment in the Maker Space of the Centre;
- (c) to organise STEM-related professional development programmes, as well as support services for teachers;
- (d) to render professional support for some partner schools on implementation of STEM education; and
- (e) to assist in the arrangement of related promotion activities or events.

Normal working locations

The normal working place is STEM Education Centre on the 1/F of the Arts and Technology Education Centre at 145 Junction Road, Lok Fu, Kowloon. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.

Entry Requirements

Applicants should be serving CMs/GMs (or above) of secondary schools (including special schools) in the government or aided sector or schools under the Direct Subsidy Scheme. They should have completed teacher training in Technology-related discipline or equivalent and no less than six years (as at 31 August 2019) of full-time teaching experience in Design and Technology at junior secondary level or Design and Applied Technology at senior secondary level.

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Curriculum Development Institute
Technology Education Section

Remarks

- (a) The application can be for full-time or half-time secondment.
- (b) Candidates with rich experience in implementation of STEM education in schools are preferred.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Education Infrastructure Division
IT in Education Section

Work of the Section

The IT in Education Section is responsible for supporting schools and providing professional advice to teachers to enhance their know-how in using IT in Education and build up their IT capacity.

Main duties of secondees

- (a) to promote community-wide culture for the use of IT in Education and provide professional support on the implementation of the Fourth Strategy of IT in Education through teacher training programmes;
- (b) to provide subject-related professional services, such as coordinating relevant subject teachers and professionals to solicit their views on IT in Education and participating in various focus groups as secretaries or members;
- (c) to conduct school visits and follow-up visits and offer on-site support to other schools on pedagogical, technological as well as managerial issues related to implementation of the Fourth Strategy of IT in Education;
- (d) to line up schools to form district-based/territory-wide teacher learning communities/communities of practice so as to facilitate the collaboration among teachers on promoting and enhancing the use of IT in learning and teaching;
- (e) to provide professional support, monitor and evaluate the development and implementation of school-based IT and e-learning projects (including school-based “Bring Your Own Device” policy) in schools as well as gather good practices from schools;
- (f) to facilitate teachers to make use of e-assessment to enhance assessment for learning and self-directed learning; and
- (g) to promote information literacy and provide support in parent education in the context of e-learning and e-safety.

Normal working locations

The normal working place is IT in Education Section at EDB Kowloon Tong Education Services Centre. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.

Entry Requirements

Applicants should be serving teachers or heads (up to Headmaster II/Principal II level) of primary or secondary schools (including special schools) in the government or aided sector as well as schools under the Direct Subsidy Scheme. They should have no less than 3 years (as at 31 August 2019) of full-time teaching experience in using IT for learning and teaching at primary or secondary level.

Remarks

Applicant should indicate clearly in the application form their major and minor subjects of teaching in the past three school years as secondees’ teaching experience and subjects taught will be highly relevant to the professional support duties assigned to them.

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Education Infrastructure Division
IT in Education Section

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Education Infrastructure Division
Assessment & HKEAA Section

Work of the Section

- To implement, monitor and evaluate the Basic Competency Assessment (BCA) and Student Assessment Repository (STAR);
- To coordinate and communicate with the school sector and other stakeholders of BCA and the STAR, monitor public response and formulate PR strategies for the projects;
- To develop and provide learning and teaching support materials for needs identified in assessment;
- To promote assessment for learning and strengthen assessment literacy of schools and teachers; and
- To contribute towards general assessment issues.

Main duties of secondees

- To provide school-based support to 3 to 4 primary schools on effective use of resources from the “Student Adaptive Learning” (SAL) system to enhance learning, teaching and assessment in the Chinese, English and Mathematics subjects;
- To design quality assessment tasks and items as well as identifying relevant learning resources for the SAL system with reference to the knowledge structures of the Chinese, English and Mathematics subjects;
- To provide professional advice from the perspective of teachers as end-users in the design and construction of the SAL system;
- To form learning communities that focus on SAL and organise activities such as experience sharing sessions and focus group meetings to promote “Assessment for Learning” (AfL) and “Assessment as Learning” (AaL); and
- To conduct professional development and capacity building activities related to SAL to enhance the assessment literacy of primary teachers.

Normal working locations

The normal working place is Room 403, 4/F, 14 Taikoo Wan Road, Hong Kong. Secondees may also be required to work in other locations such as schools and Kowloon Tong Educational Services Centre as required by the supervisor in the light of service needs.

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Education Infrastructure Division
Assessment & HKEAA Section

Entry Requirements

Applicants should be serving APSMs of primary schools in the government or aided sector or schools under the Direct Subsidy Scheme. They should have:

- relevant degree or equivalent in Chinese Language/English Language/Mathematics/Chinese Language Education/English Language Education/Mathematics Education;
- a certificate in education from a Hong Kong tertiary educational institution, or equivalent;
- at least 5 years (as at 31 August 2019) of full-time teaching experience in the subject of Chinese/English/Mathematics at primary level;
- solid grasp of the Chinese Language/English Language/Mathematics Education Curriculum in Hong Kong; and
- experience in developing school-based Chinese Language/English Language/Mathematics curriculum, and assessment tasks and items at primary level.

Remarks

Secondment must be on full-time basis.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Education Infrastructure Division
Quality Education Fund Secretariat

Work of the Section

The Quality Education Fund (QEF) was set up in 1998 with an allocation of \$5 billion to fund worthwhile initiatives on a pilot basis and one-off projects that aim to raise the quality of education and to promote quality education at kindergarten, primary, secondary and special education sectors. The QEF Secretariat is responsible for providing secretarial support to the Fund.

Main duties of secondees

- (a) To conduct school visits and compile school visit reports to monitor and review the progress of QEF funded projects and provide on-site support on project implementation;
- (b) To evaluate QEF funded projects, screen deliverables and resources developed under the projects, and compile project evaluation reports;
- (c) To identify elements constituting effective project proposals and project activities through QEF funded projects for dissemination;
- (d) To assist in organizing briefing sessions, consultations sessions, workshops and seminars to publicise the QEF and disseminate effective practices of QEF funded projects; and
- (e) To assist in lining up schools to form learning communities (QEF Thematic Network) to facilitate professional sharing and collaboration among schools.

Normal working locations

The normal working place is Room 403, 4/F., No 14 Taikoo Wan Road, Hong Kong. Secondees may also be required to work in other locations such as schools to be determined by the supervisor in the light of service needs.

Entry Requirements

Applicants should be serving teachers of primary or secondary schools (including special schools) in the government or aided sector as well as schools under the Direct Subsidy Scheme. They should have no less than 4 years (as at 31 August 2019) of full-time teaching experience at primary or secondary level.

Remarks

Applicants should indicate clearly in the application form their major and minor subjects of teaching in the past 4 school years.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Information Technology Management Division
Systems and Information Management Section

Work of the Section

The Systems and Information Management Section is responsible for the support, development and administration of the information management systems, one of which is the Web-based School Administration and Management System (WebSAMS). The secondees will be deployed to promote the use of WebSAMS among all public sector schools, support and train schools' staff on using WebSAMS, and to coordinate the WebSAMS enhancement projects.

Main duties of secondees

- (a) to assist in promotion activities of WebSAMS, in particular providing advice from the perspective of schools;
- (b) to support schools in the use of WebSAMS;
- (c) to assist in the collection and evaluation of schools' feedback on WebSAMS;
- (d) to assist in the enhancement of various WebSAMS modules by providing comments on its functionalities and user-friendliness, conducting user acceptance tests of enhanced items and preparing for its rollout to schools;
- (e) to assist in the project for the revamping of WebSAMS by providing suggestions and comments from the point of view of a frontline user in school; and
- (f) to serve as WebSAMS trainers and assist in the planning, organizing and revision of training activities and materials.

Normal working locations

The normal working place is at E-Trade Plaza, Chai Wan (a 5 minutes walk from Exit C of Chai Wan MTR Station). Occasionally, secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.

Entry requirements

Applicants should be serving teachers of primary or secondary schools (including special schools) in the government or aided sector or schools under the Direct Subsidy Scheme. They should have adequate knowledge of the functioning of WebSAMS and preferably no less than two years of experience as a WebSAMS administrator or equivalent.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Quality Assurance & School-based Support Division
Language Learning Support Section

Work of the Section

To strengthen language support for different stages of education, the Language Learning Support Section was tasked by the Standing Committee on Language Education and Research to set up a Task Force, comprising experienced language teachers & language experts, to support schools to implement the curriculum reform, particularly in language learning and teaching. The Section is responsible for planning, implementing and evaluating the support services for schools, as well as disseminating good practices and experiences in school-based language curriculum development.

Main duties of secondees

- (a) to help Chinese/English panel heads and teachers of primary and/or secondary schools implement the curriculum initiatives through the provision of on-site support services;
- (b) to organise professional development activities of varying scales for primary and/or secondary school heads, Chinese/English panel heads and teachers;
- (c) to identify and disseminate good practices in Chinese/English Language learning and teaching and effective resources for use in primary and/or secondary schools;
- (d) to undertake research and development projects related to Chinese/English Language learning and teaching in primary and/or secondary schools;
- (e) to liaise with school heads/relevant parties of the schools to review their progress in school-based language curriculum development; and
- (f) to conduct professional exchange activities for English teachers from the Mainland and Hong Kong*.

* This is applicable to English teachers who are interested in joining the Scheme on Hong Kong Teachers' Exchange Activities to the Mainland. For details about the Scheme, please refer to [Annex 1 of this Appendix](#).

Normal working locations

The normal working places are the office of the Language Learning Support Section in Education Bureau Kowloon Tong Education Services Centre and the schools to which the secondees will be deployed. Secondees may also be required to work in other locations to be determined by the supervisor in the light of service needs.

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Quality Assurance & School-based Support Division
Language Learning Support Section

Entry requirements

Applicants should be serving panel heads/level coordinators or assistant panel heads of primary or secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree or equivalent in Chinese/English Language and/or Chinese/English Language Education, a postgraduate diploma/certificate in education or equivalent and no less than six years (as at 31 August 2019) of full-time teaching experience in the English/Chinese subject at primary and/or secondary level(s). A higher degree or equivalent in Chinese/English language and/or Chinese/English Language Education is preferable.

Remarks

Working locations, nature of work and time allocation

- (a) The secondees are required to meet regularly with team members at the office of the Section to co-plan and organise professional development activities for schools; review their work and evaluate the progress of schools in school-based language curriculum development; co-develop learning and teaching resources; and participate in in-house capacity building activities.
- (b) The secondees will be deployed to work in other schools to provide support to teachers in school-based language curriculum development. They are expected to conduct collaborative lesson planning with teachers, participate in learning activities whereby they can understand how learning and teaching can be improved, take part in lesson observation, conduct school-based teacher development workshops, hold discussions with relevant parties of the schools, etc.
- (c) Secondees taking part in the Scheme on Hong Kong Teachers' Exchange Activities to the Mainland are required to conduct visits to schools in Guangdong and engage in different exchange activities, including collaborative lesson planning, lesson observations, lesson reviews, theme-based seminars and sharing sessions, etc.
- (d) The application is only for full-time secondment.

Enquiries

Ms Stephanie WONG

Executive Officer (Language Learning Support)

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E-mail: exolls@edb.gov.hk

“Scheme on Hong Kong Teachers’ Exchange Activities to the Mainland”

The Scheme, co-organised by the Department of Education of Guangdong Province and the Education Bureau of the Government of the Hong Kong Special Administrative Region, made its debut in the 2009/10 school year with the aims of:

- establishing a professional exchange platform for English teachers in Hong Kong and in the Mainland to facilitate their professional development;
- exploring effective pedagogy and classroom practices through collaboration; and
- promoting curriculum leadership and capability in pedagogical study.

The tentative work schedule of the Scheme in the 2019/20 school year is as follows:

Programme of Activities	Date and Duration
<p><u>Stage I Exchange Activities:</u></p> <p>Exchange teachers from Hong Kong will visit Guangdong Province to understand the education system and key features of the English curriculum there. They will also visit the partner schools.</p>	<p>From October 2019 to the end of March 2020</p> <p>1 week each for Stages I and II</p> <p>Stage III: Stationing in Guangdong Province for about 4 weeks</p>
<p><u>Stage II Exchange Activities:</u></p> <p>Representatives of the partner schools in Guangdong Province will visit Hong Kong schools and participate in professional exchange activities with the exchange teachers from Hong Kong.</p>	
<p><u>Stage III Exchange Activities:</u></p> <ul style="list-style-type: none"> • Exchange activities will be conducted in Guangdong Province over a period of about 4 weeks. • Exchange teachers from Hong Kong will station in the partner schools in Guangdong Province and engage in different exchange activities, including collaborative lesson planning, lesson observations, lesson reviews, theme-based seminars and sharing sessions, etc. 	
<p><u>Professional Development Programme:</u></p> <p>Professional development sessions related to the curriculum development and implementation of the subject of English, such as seminars and workshops, will be arranged for the Hong Kong teachers participating in the Scheme by the Education Bureau.</p>	<p>During the course of secondment</p>
<p><u>Sharing Sessions:</u></p> <ol style="list-style-type: none"> 1. Sharing activities at different stages At the end of each stage, exchange teachers from Hong Kong will organise sharing sessions to share the experience they gained from the Scheme. 2. Sharing Seminar in Hong Kong The exchange teachers will share the experiences in English language teaching gained from the exchange activities and their reflection with English teachers in Hong Kong. 	<p>March – April 2020</p>

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Quality Assurance and School-based Support Division
School-based Curriculum Development (Secondary) Section

Work of the Section

The School-based Curriculum Development (Secondary) Section aims at providing diversified modes of professional support services to schools through engaging them in meaningful collaborations as one of the means to enhance teachers' professional capacity for developing school-based curriculum, and to enrich their repertoire of effective pedagogical practices catered to the learning needs of the students in order to help them develop their potential to the full. It also helps foster a collaborative and reflective culture amongst the teachers, amongst and within schools for collegial support and sustainable development.

For the 2019/20 school year, support services will be provided in three Key Learning Areas (KLAs) viz., Mathematics Education, Science Education, and Personal, Social and Humanities Education (PSHE); in the subject of Liberal Studies (S4-6); and curriculum initiatives pertaining to two focuses, namely Science, Technology, Engineering and Mathematics (STEM) education, and Catering for Learner Diversity.

Main duties of secondees

To assist senior school development officers in –

- (a) providing on-site support to secondary schools to develop or refine school-based curriculum, to implement curriculum initiatives, to explore and develop effective pedagogical practices through lesson study;
- (b) organising professional development activities to facilitate the implementation of curriculum initiatives;
- (c) contributing to knowledge management and supporting the learning communities;
- (d) identifying and disseminating good practices of schools;
- (e) fostering a sharing and collaborative culture among teachers, amongst and within schools; and
- (f) liaising with school teachers/relevant parties in relation to the implementation of school-based curriculum initiatives.

Normal working locations

The normal working place is the School-based Curriculum Development (Secondary) Section at Landmark North in Sheung Shui. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Quality Assurance and School-based Support Division
School-based Curriculum Development (Secondary) Section

Entry requirements

Applicants should be serving teachers of secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree or equivalent, a postgraduate diploma/certificate in education or equivalent, and no less than five years (as at 31 August 2019) of full-time teaching experience in the KLAs of Mathematics Education, Science Education or PSHE, in the subject of Liberal Studies (S4-6), or in STEM-related KLAs/subjects. Experience of being the Prefect of Studies/Head of Curriculum Development in schools would be preferable.

Remarks

- (a) Preference will be given to applicants who have curriculum development experiences in the relevant KLA/subject or assumed a leading role in school curriculum development or in promoting STEM education.
- (b) Applicants should indicate clearly in the application form his/her respective rank and service periods of all teaching posts taken.

Enquiries

Ms MA Suet-yee, Lopaka

Senior School Development Officer (School-based Curriculum Development (Secondary))3

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Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Quality Assurance and School-based Support Division
School-based Professional Support Section

Work of the Section

The School-based Professional Support Section is mainly responsible for the implementation of school-based professional support services such as Quality Education Fund Thematic Networks and the Scheme on Hong Kong Teachers' Exchange Activities to the Mainland etc. as well as the dissemination of good practices and experiences in school-based professional support services to enable schools to build capacity to take forward education initiatives.

Main duties of secondees

- (a) to work alongside the officers of EDB and other education institutions in the provision of school-based professional support services for the implementation of education initiatives to effect changes occurring at Key Learning Areas (KLAs) level or school level, capitalising on their frontline experiences and subject expertise in respective KLAs or whole school pedagogical issues;
- (b) to facilitate the formation of professional networks within and among schools and to foster the cultures of sharing and collaborative through their frontline experience and subject knowledge;
- (c) to identify good practices in schools for dissemination to teachers with reference to authentic school contexts;
- (d) to assist in organising and conducting school-based/district-based professional development activities, and territory-wide functions for teachers in relation to school-based professional support services; and
- (e) to conduct professional exchange activities for English teachers from the Mainland and Hong Kong*.

* This is applicable to English teachers who are interested in joining the Scheme on Hong Kong Teachers' Exchange Activities to the Mainland. For details about the Scheme, please refer to Annex 1 of this Appendix.

Normal working locations

- (a) The normal working place is the office of the School-based Professional Support Section at Landmark North in Sheung Shui. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.
- (b) Secondees taking part in the Scheme on Hong Kong Teachers' Exchange Activities to the Mainland are required to conduct visits to schools in Guangdong and engage in different exchange activities, including collaborative lesson planning, lesson observations, lesson reviews, theme-based seminars and sharing sessions, etc.

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Quality Assurance and School-based Support Division
School-based Professional Support Section

Entry requirements

Applicants should be serving teachers of primary or secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have rich experiences in teacher training and curriculum development work. They should have a university degree or equivalent, a postgraduate diploma/certificate in education or equivalent and no less than six years (as at 31 August 2019) of full-time teaching experience. Priority will be given to applicants teachers of English Language and/or Mathematics, with whole-school curriculum planning experience, or working experience as subject panel chairperson.

Remarks

Applicants should indicate clearly in the application form their major and minor subjects of teaching for the past three school years, as the teaching experience and subjects taught will be highly related to the professional support duties assigned to the secondees.

Enquiries

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“Scheme on Hong Kong Teachers’ Exchange Activities to the Mainland”

The Scheme, co-organised by the Department of Education of Guangdong Province and the Education Bureau of the Government of the Hong Kong Special Administrative Region, made its debut in the 2009/10 school year with the aims of:

- establishing a professional exchange platform for English teachers in Hong Kong and in the Mainland to facilitate their professional development;
- exploring effective pedagogy and classroom practices through collaboration; and
- promoting curriculum leadership and capability in pedagogical study.

The tentative work schedule of the Scheme in the 2019/20 school year is as follows:

Programme of Activities	Date and Duration
<p><u>Stage I Exchange Activities:</u></p> <p>Exchange teachers from Hong Kong will visit Guangdong Province to understand the education system and key features of the English curriculum there. They will also visit the partner schools.</p>	<p>From October 2019 to the end of March 2020</p> <p>1 week each for Stages I and II</p> <p>Stage III: Stationing in Guangdong Province for about 4 weeks</p>
<p><u>Stage II Exchange Activities:</u></p> <p>Representatives of the partner schools in Guangdong Province will visit Hong Kong schools and participate in professional exchange activities with the exchange teachers from Hong Kong.</p>	
<p><u>Stage III Exchange Activities:</u></p> <ul style="list-style-type: none"> • Exchange activities will be conducted in Guangdong Province over a period of about 4 weeks. • Exchange teachers from Hong Kong will station in the partner schools in Guangdong Province and engage in different exchange activities, including collaborative lesson planning, lesson observations, lesson reviews, theme-based seminars and sharing sessions, etc. 	
<p><u>Professional Development Programme:</u></p> <p>Professional development sessions related to the curriculum development and implementation of the subject of English, such as seminars and workshops, will be arranged for the Hong Kong teachers participating in the Scheme by the Education Bureau.</p>	<p>During the course of secondment</p>
<p><u>Sharing Sessions:</u></p> <ol style="list-style-type: none"> 1. Sharing activities at different stages At the end of each stage, exchange teachers from Hong Kong will organise sharing sessions to share the experience they gained from the Scheme. 2. Sharing Seminar in Hong Kong The exchange teachers will share the experiences in English language teaching gained from the exchange activities and their reflection with English teachers in Hong Kong. 	<p>March – April 2020</p>

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Quality Assurance and School-based Support Division
Students Mainland Exchange Programme Section

Work of the Section

The Students Mainland Exchange Programme Section is mainly responsible for organising Mainland Exchange Programmes (MEP) for students in alignment with the school curriculum to enhance their understanding of history, culture and development of the Country as well as broaden their horizons.

Main duties of secondees

- (a) to assist in developing strategies for the implementation of MEP to address students' diverse learning needs;
- (b) to assist in planning and implementing MEP, performing regular on-site monitoring and conducting briefing and de-briefing sessions;
- (c) to develop learning materials to be used in MEP;
- (d) to assist in disseminating relevant MEP experiences by sharing experiences in seminars;
- (e) to conduct school visits and provide on-site support services; and
- (f) to assist in updating relevant guidelines for organising school-based MEP and work practices.

Normal working locations

The normal working place is the office of the Students Mainland Exchange Programme Section at Wu Chung House in Wanchai. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs. Secondees are required to participate in exchange programmes in the Mainland.

Entry requirements

Applicants should be serving teachers of primary or secondary schools (including special schools) in the government or aided sector or schools under the Direct Subsidy Scheme. They should have a university degree in Chinese Language/Humanities disciplines/Liberal Studies/Science/Technology/General Studies, or equivalent, a postgraduate diploma/certificate in education or equivalent, and no less than seven years (as at 31 August 2019) of full-time teaching experience in relevant subjects. Proficiency in Putonghua is preferred.

Remarks

Applicants should indicate clearly in the application form the major and minor subjects studied in their degree courses. Applicants possessing additional qualifications (e.g. a Master/PhD degree) should also include details in their applications.

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Quality Assurance and School-based Support Division
Students Mainland Exchange Programme Section

Enquiries

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Ms YAU Tsz-yan
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Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

School Development Division
Career Guidance Section

Work of the Section

The Career Guidance (CG) Section is tasked to support secondary schools in providing life planning education and career guidance services to their students. To enhance the support to schools for the delivery of life planning education in a more comprehensive and systematic approach, CG Section undertakes to provide school-based support by conducting consultancy visits; organise training courses, thematic seminars and workshops, to promote successful experiences; promote life planning education and career guidance to parents and students; and organise career exploration activities for students through the implementation of “Business-school Partnership Programme”.

Main duties of secondees

- (a) to visit schools and provide school-based professional support on career guidance and life planning;
- (b) to prepare school visit reports and assist in compiling evaluation reports on school-based professional support;
- (c) to assist in organising teacher network and professional sharing among teachers;
- (d) to assist in organising seminars and sharing sessions to disseminate effective practices of career guidance services and life planning education;
- (e) to assist in building an on-line career guidance repository to support teachers; and
- (f) to assist in other duties under the purview of the Section as required.

Normal working locations

The normal working place is EP05, Podium, East Block, Education Bureau Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of operational needs.

Entry Requirements

Applicants should be serving AEOs/EOs/GMs/SGMs of secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have no less than five years (as at 31 August 2019) of full-time teaching experience and three years of experience in career guidance work in secondary schools. Priority will be given to applicants with professional training in career guidance such as the Certificate Course on Career Guidance and Life Planning for Secondary School Teachers.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

School Administration Division
Guidance and Discipline Section

Work of the Section

The Guidance and Discipline Section is responsible for providing professional support to schools on matters relating to student guidance and discipline.

Main duties of secondees

- (a) to visit schools and provide professional support to primary and secondary schools on school guidance and discipline matters/thematic projects such as the Pupil Ambassador Scheme;
- (b) to support schools in the implementation of the Enhanced Smart Teen Project through conducting school development visits, camp visits, teacher training and school consultation;
- (c) to plan and conduct training courses and workshops for students, guidance and discipline teachers;
- (d) to develop and try-out relevant resource materials for guidance and discipline services; and
- (e) to provide consultation to teachers on guidance and discipline matters.

Normal working locations

The normal working place is the Guidance and Discipline Section at Cityplaza Phase 3 in Quarry Bay. Secondees may also be required to work in other locations, such as schools, camp sites or education services centres, to be determined by the supervisor in the light of service needs.

Entry Requirements

Applicants should be serving teachers of primary or secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have no less than 5 years (as at 31 August 2019) of teaching experience preferably with professional training in guidance/discipline/counseling and at least 3 years of experience in school guidance/discipline work.

Remarks

Secondees may need to work after office hours and conduct overnight training camps.

Enquiries

Miss CHAN Hoi Yan, Janice
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**Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)**

**Collaborative Research and Development (“Seed”) Projects
for the 2019/20 School Year**

Schools are invited to participate in the collaborative research and development (“Seed”) projects proposed by the Curriculum Development Institute (CDI), Education Bureau in the 2019/20 school year.

Objectives

In line with the curriculum reform, the CDI has implemented a series of “Seed” projects in schools since September 2001. These projects are geared towards enhancing the learning capabilities of students, providing valuable experiences and suggestions as well as leveraging the synergy to facilitate the curriculum reform so as to achieve the aims of the curriculum reform. Curriculum planning and strategies for learning, teaching and assessment of different Key Learning Areas (KLAs) remain the focuses of the “Seed” Projects in the 2019/20 school year, remaining include the major renewed emphases of the school curriculum, four key tasks and integrative use of generic skills.

Rationale and purpose of “Seed” Projects

Curriculum development is an ongoing process to continuously enhance the effectiveness of learning and teaching. “Seed” projects, initiated in 2001, aim to provide schools and teachers with the support which enables them to put relevant theories and principles with regard to the curriculum reform into practice, and also provide practical experiences and reference for refining the curriculum. The purposes of the projects are as follows:

- (a) To provide useful knowledge, experiences and viable recommendations as reference for schools, teachers and the community;
- (b) To develop teachers as curriculum change agents and curriculum leaders, who constantly reflect on and improve in their teaching so as to strengthen the synergy to promote the curriculum reform; and
- (c) To provide impetus for school-based curriculum development.

“Seed” Projects

“Seed” Projects are collaborative research and development projects. The development focuses are as follows:

- (a) Curriculum planning, learning and teaching strategies in KLAs;
- (b) Development of generic skills in an integrative approach through learning activities;
- (c) Assessment literacy (assessment of/for/as learning to improve learning and teaching);
- (d) Four key tasks (project learning, reading to learn, moral and civic education, and information technology for interactive learning);
- (e) Major renewed emphases of the school curriculum (e.g. strengthening values education (including moral and civic education, and Basic Law education), reinforcing the learning of Chinese history and Chinese culture, extending “Reading to Learn” to “Language across the Curriculum”, promoting STEM education and ITE, fostering an entrepreneurial spirit, diversifying life-wide learning experiences; and

**Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)**

**Collaborative Research and Development (“Seed”) Projects
for the 2019/20 School Year**

- (f) Other areas (e.g. catering for learner diversity, experiential learning, self-directed learning, curriculum interfaces, whole-person development, interdisciplinary learning).

Each “Seed” Project comprises two major components, namely development and collaborative research. For the development component, the Education Bureau and schools join hands to plan the curriculum and develop necessary resources and strategies so that the teaching practices can be more aligned with the focuses of curriculum development. For the collaborative research component, it is mainly about collecting data of the processes of the ongoing renewal of the school curriculum as well as the evidence on the impacts on student learning in order to provide reference for refining the curriculum.

Schools, based on their school contexts and needs, can work closely together with the CDI and expert consultants through participating in “Seed” Projects. The CDI will disseminate the invaluable experiences gained and outcomes to the public via effective channels (e.g. seminars, workshops and professional development programmes). Such experiences will also be developed into exemplars, learning and teaching materials, reports, etc. for other teachers’ reference. In the process of participating in the projects, schools find their effectiveness and teachers’ professional capacities being enhanced. School heads and teachers become not only curriculum leaders and instructors, but also life-long learners. Furthermore, cross-fertilisation of ideas among frontline educators, curriculum developers and other experts in the education field also facilitates the building up of a professional community which sustainably enhances curriculum development to strive for excellence.

During the implementation of “Seed” Projects, individual teachers may be seconded to the CDI and supply teachers will be provided for the schools concerned so that the seconded teachers can be relieved to assist in developing innovative learning and teaching strategies. Before submitting their proposals for “Seed” Projects, schools are strongly encouraged to take into consideration holistically and comprehensively their strengths and capacity, as well as their school development plans to refine the school curriculum (if applicable). Relevant sections of the CDI will provide schools with further information in the Briefing Session.

Details

A list of the proposed “Seed” Projects for the 2019/20 school year together with the relevant information is included in **Annex 1 of this Appendix**. Schools are invited to participate in projects suitable for them.

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)
Collaborative Research and Development (“Seed”) Projects
for the 2019/20 School Year

Interested school heads and their teachers are requested to complete and send the application form (**Appendix C**) (**and Appendix B with Annexes 2 and 3, if appropriate**) **in duplicate** by post to the Human Resource Management Unit of EDB on 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong or by hand to the Education Bureau’s drop-in box (Box no.: EDB02 – Staff Interflow Schemes 2019) located at the 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong **on or before 5 March 2019**. The drop-in box is normally open for use from 8:00 a.m. to 7:00 p.m. from Mondays to Fridays (except public holidays). Results of the applications will be announced in June 2019.

In order to help schools select the most suitable projects, interested school heads and their teachers are highly encouraged to attend **the Briefing Session on “Seed” Projects** and discuss with CDI staff regarding the scope and content of their proposals.

Briefing Session on “Seed” Projects

The CDI will organise a Briefing Session on 16 February 2019 (Saturday) to help school heads and teachers better understand the concept of “Seed” Projects, requirements for participating schools, modes of collaboration as well as details of individual projects so that schools may choose the most appropriate projects. Details of the Briefing Session are as follows:

Date: 16 February 2019 (Saturday)

Time: 9:00 a.m. – 12:30 p.m.

Venue: Kowloon Technical School

332-334 Cheung Sha Wan Road, Sham Shui Po, Kowloon

The programme of the Briefing Session and the location map of the venue are included in **Annex 2 of this Appendix**.

Details of the Briefing Session can be obtained at the Training Calendar System on the homepage of the Education Bureau (<http://tcs.edb.gov.hk>; Course ID:CDI020181400).

School heads and teachers are requested to make online registration for the Briefing Session through the Training Calendar System on or before **14 February 2019 (Thursday)**.

In the event of public announcements by the Permanent Secretary for Education that all schools are to be closed as a result of adverse weather conditions (e.g. tropical cyclone or rainstorm), the Briefing Session will be postponed until further notice.

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)
Collaborative Research and Development (“Seed”) Projects
for the 2019/20 School Year

Main duties of secondees

Seconded teachers may be deployed to assist in or undertake the following duties in trying out “Seed” Projects relevant to the subjects/KLAs that they have been teaching –

- (a) to plan the curriculum and develop necessary resources so as to help schools adopt appropriate learning and teaching strategies with reference to the focuses of curriculum development;
- (b) to collect evidence on the processes of changes and impacts on student learning in order to provide information to enhance the effectiveness of implementation;
- (c) to work together with CDI officers and expert consultants to cater for the needs of schools and disseminate relevant research findings to the public; and
- (d) to facilitate the building up of a professional community striving for excellence through continuous curriculum development.

Normal working locations

The normal working places are the offices of the CDI Sections. Secondees may also be required to work in other locations (e.g. schools or education services centres). The actual arrangement will be determined by their supervisors according to the service needs.

Entry requirements

Applicants should be serving teachers of primary or secondary schools (including special schools) in the government, aided sector or under the Direct Subsidy Scheme. They should have a relevant degree and teachers’ qualification with no less than certain years (as at 31 August 2019) of full-time teaching experience in a relevant subject/KLA at primary or secondary level. For detailed requirements for individual projects, please refer to Annex 1 of this Appendix.

Remarks

Applicants for secondment positions under “Seed” Projects would not be considered for positions under other schemes.

Enquiries

For further information on the duties of secondment in various sections/project teams of CDI, please contact the respective responsible officers, whose names and telephone numbers are provided in Annex 1 of this Appendix.

For general enquiries about the terms and conditions stated on Appendices E(1) and (2), please contact Ms Olive CHAN, Senior Clerical Officer (Appointments and Personnel/Curriculum Development) at 2892 5846.

For other enquiries, please contact Ms Christy NG of the Life-wide Learning Section, CDI at 2892 5824.

**Collaborative Research and Development (“Seed”) Projects for 2019/20 School Year
Proposed by the Curriculum Development Institute**

Theme: Curriculum Planning, Learning, Teaching and Assessment Strategies

Category	Level	Project Code	Proposed Title of “Seed” Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	CDI Section and Fax No.
Chinese Language Education	Primary	CH0119	Enhancing Learning and Teaching Efficiency for Primary Chinese Language: Assessment / e-Learning / Catering for Learner Diversity	No seconded teachers will be required.	Ms M M HON 2892 5858	Chinese Language Education Section 2119 9065
	Secondary	CH0819	Enhancing Learning and Teaching Efficiency for Secondary Chinese Language: Reading / Assessment / e-Learning	No seconded teachers will be required.	Ms Y P HO 2892 5833	Chinese Language Education Section 2834 7810
	Secondary	CH0319	Strengthening Literature and Chinese Culture Learning in Junior Secondary Chinese Language	No seconded teachers will be required.	Mr M S YU 2892 5878	
	Primary/ Secondary	CH0919	Putonghua Curriculum Planning: Organisation of Learning Content / Learning and Teaching / Assessment	No seconded teachers will be required.	Dr K CHOW 2892 5837	

Category	Level	Project Code	Proposed Title of "Seed" Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	CDI Section and Fax No.
Mathematics Education	Primary	MA0119	Exploration and Development of Effective Strategies to Cater for Learner Diversity in Primary Mathematics	No seconded teachers will be required.	Ms LEUNG Kit-ying 2153 7469	Mathematics Education Section 3426 9265
	Secondary	MA0219	Exploration and Development of Strategies for Enhancing the Learning and Teaching Effectiveness of the Revised Secondary Mathematics Curriculum	Applicants should be serving AEOs/GMs (or above) of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should possess a Bachelor degree/Master degree/Doctoral in mathematics or subjects related to mathematics, a diploma/certificate in education, or equivalent, and no less than three years (as at 31 August 2019) of full-time teaching experience in mathematics at the secondary level. Applicants should be serving secondary teachers who have a genuine interest in teacher training, mathematics education and curriculum development work. Applicants with experience in promoting e-learning in mathematics are preferred.	Mr CHENG Sze-man 2153 7436	

Category	Level	Project Code	Proposed Title of “Seed” Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	CDI Section and Fax No.
Personal, Social and Humanities Education	Secondary	PS2019	Supporting School-based Curriculum Planning and Implementation of the Revised JS Chinese History Curriculum in Schools (including supporting measures for non-Chinese speaking students to learn Chinese History in Chinese)	Applicants should be serving AEOs/EOs/GMs/SGMs of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a Bachelor degree/ Master degree/ Doctoral degree majoring in Chinese History/ History or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2019) of full-time teaching experience in the Chinese History/ History subject at secondary levels. Preference will be given to candidates who possess teaching NCS student experiences.	Dr C F CHU 2892 5716	Personal, Social and Humanities Education Section 2573 5299

Category	Level	Project Code	Proposed Title of “Seed” Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	CDI Section and Fax No.
Special Educational Needs	Primary /Secondary	SE0619	Developing the Physical Education (PE) Curriculum and Learning and Teaching (L&T) Strategies for Students with Intellectual Disability (ID) (Primary 1 – Secondary 6)	No seconded teachers will be required.	Ms NG Ngai, Bell 2892 5879	Special Educational Needs Section 2573 5299
	Primary /Secondary	SE0719	Developing Learning and Teaching Resources for Mathematics Curriculum for Students with Intellectual Disability (ID)	No seconded teachers will be required.	Ms LAU Ka-wah, Joanne 2892 6493	

Theme: Four Key Tasks (Project Learning, Reading to Learn, Moral and Civic Education, and Information Technology for Interactive Learning)

Category	Level	Project Code	Proposed Title of “Seed” Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	CDI Section and Fax No.
Chinese Language Education	Primary	CH0519	Enhancing Self-directed Learning of Students: Planning of Reading and Usage of Reading Strategies in Primary Chinese Language	No seconded teachers will be required.	Ms M M HON 2892 5858	Chinese Language Education Section 2119 9065
	Primary	EE0619	Developing Literacy Skills through Promoting Reading across the Curriculum in the English Classroom at KS2	No seconded teachers will be required.	Ms HUNG Bik-ha, Isabella 2892 5874	English Language Education Section 2834 7810
English Language Education	Secondary	NT0219	Developing Students' Capability to Understand, Respond to and Create Multimodal Texts in English (MmTxs)	Applicants should be serving English teachers of secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have (a) a bachelor's degree in English Language or equivalent; (b) a post-graduate diploma/certificate in education or equivalent; and (c) no less than five years (as at 31 August 2019) of full-time teaching experience in the English Language subject. It would be preferable if applicants have experience of leading or assisting in school-based curriculum development projects.	Mr Stephen COOLEY 3549 8361	Native-speaking English Teacher Section 3549 8379

Category	Level	Project Code	Proposed Title of “Seed” Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	CDI Section and Fax No.
English Language Education	Primary	NT0319	Coding to Learn – Enabling Primary Students to Experience a New Approach to English Learning (C2L)	No seconded teachers will be required.	Mr Lionell Goss HORN 3549 8354	Native-speaking English Teacher Section 3549 8379
	Primary/ Secondary	NT0419	Using Puppetry and Technology to Motivate Students with Special Education Needs (SEN) to Learn English and to Enhance Their Learning Effectiveness (PuppeTech for SEN Students)	No seconded teachers will be required.	Ms Susan BOWDEN 3549 8311 Mr William CHENG 3549 8339	Native-speaking English Teacher Section 3549 8379
	Secondary	NT0919	Reading across the Curriculum: Reading for Breadth and Depth	No seconded teachers will be required.	Ms Eva CHIU 3549 8359	

Category	Level	Project Code	Proposed Title of “Seed” Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	CDI Section and Fax No.
Moral, Civic and National Education	Primary	MC0119	Enhancing Teachers’ Curriculum Leadership of Basic Law Education/ Life Education through Learning Circle of Values Education at Primary School Level	Applicants should be serving teachers of primary and secondary schools (including special schools) in the government or aided sector or schools under the Direct Subsidy Scheme. They should have no less than three years (as at 31 August 2019) of full-time teaching experience in values education.	Mr LAM Chi-tak 2153 7492	Moral, Civic and National Education Section 3426 9265
	Secondary	MC0219	Enhancing Teachers’ Curriculum Leadership of Basic Law Education/ Life Education through Learning Circle of Values Education at Secondary School Level	Applicants should be serving teachers of primary and secondary schools (including special schools) in the government or aided sector or schools under the Direct Subsidy Scheme. They should have no less than three years (as at 31 August 2019) of full-time teaching experience in values education.		

Theme: Others – Curriculum Interfaces, Self-directed Learning, Generic Skills, STEM education and e-learning

Category	Level	Project Code	Proposed Title of “Seed” Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	CDI Section and Fax No.
English Language Education	Primary	NT0719	Let Students Learn through Play – Promoting Active and Pleasurable English Learning through Play in Key Stage (KS) 1	Applicants should be serving English teachers of primary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have (a) a bachelor’s degree in English Language or equivalent; (b) a post-graduate diploma/certificate in education or equivalent; and (c) no less than five years (as at 31 August 2019) of full-time teaching experience in the English Language subject. It would be preferable if applicants have experience of leading or assisting in school-based curriculum development projects.	Ms Winnie SO 3540 8317	Native-speaking English Teacher Section 3549 8379
	Secondary	NT0819	Developing Students’ Creativity, Collaboration and Problem Solving Skills through Creating the Makerspace in the Secondary English Language Classroom	No seconded teachers will be required.	Mr William CHENG 3549 8339	Native-speaking English Teacher Section 3549 8379

Category	Level	Project Code	Proposed Title of “Seed” Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	CDI Section and Fax No.
Liberal Studies	Secondary	LS0119	Infusing STEM Education Elements into Senior Secondary Liberal Studies – the Use of Scientific Data	No seconded teachers will be required.	Dr CHAN Wah-lun 2892 5851	Liberal Studies Section 2573 5299
	Secondary	LS0219	Catering for Learner Diversity in Senior Secondary Liberal Studies with Non-written Mode in IES	No seconded teachers will be required.	Ms WANG Yuen-ye 2892 6420	
Physical Education	Secondary	PE1419	Developing an Active and Healthy School Campus in Secondary Schools	Applicants should be serving CM / AM / SAM / GM / SGM of secondary schools in the government or aided sector or schools under the Direct Subsidy Scheme. They should hold a bachelor degree or above in Physical Education or equivalent and no less than 5 years (as at 31 August 2019) of full-time teaching experience in Physical Education at secondary level. They should have the experience of Physical Education curriculum development and has the experience in helping students develop active and healthy lifestyle. In addition, they should be proactive, committed in work and proficient in using electronic platforms to communicate.	Mr WONG Koon-lap, Ken 2760 7794	Physical Education Section 2761 4291

Category	Level	Project Code	Proposed Title of “Seed” Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	CDI Section and Fax No.
Physical Education	Primary	PE1519	Developing an Active and Healthy School Campus in Primary Schools	Applicants should be serving CM / AM/ APSM / PSM / SPSM of primary schools in the government or aided sector or schools under the Direct Subsidy Scheme. They should hold a bachelor degree or above in Physical Education or equivalent and no less than 5 years (as at 31 August 2019) of full-time teaching experience in Physical Education at primary level. They should have the experience of Physical Education curriculum development and has the experience in helping students develop active and healthy lifestyle. Also they should be proactive, committed in work and proficient in using electronic platforms to communicate.	Ms CHO Wing-chi, Gigi 2624 4256	Physical Education Section 2761 4291

Category	Level	Project Code	Proposed Title of “Seed” Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	CDI Section and Fax No.
Mathematics Education	Primary	MA0519	Promoting STEM Education in Primary Mathematics to Foster Students’ Ability to Integrate and Apply Knowledge and Skills	No seconded teachers will be required.	Mr YIP Po-shing 2153 7457	Mathematics Education Section 3426 9265
	Secondary	MA0619	Promotion of STEM Education by infusing Mathematical Modelling into Secondary Mathematics	No seconded teachers will be required.	Mr LEE Kin-sum 2153 7456	
Life-wide Learning	Primary	LW0519	Design “Learning Through Play” Life-wide Learning Experiences	No seconded teachers will be required.	Ms Christy NG 2892 5824	Life-wide Learning Section 2892 6428
Primary General Studies	Primary	KP0119	Implementing STEM Education through Primary General Studies	No seconded teachers will be required.	Ms S F LEUNG 2892 5849	Kindergarten and Primary Section 3104 0542

* Information on individual projects can be browsed in the following webpage:

<http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/seed/whatsnew-2019-20/index.html>

**Briefing Session on
Collaborative Research and Development (“Seed”) Projects
for the 2019/20 School Year**

Programme

Date:	16 February 2019 (Saturday)
Time:	9:00 am – 12:30 pm
Venue:	Kowloon Technical School 332-334 Cheung Sha Wan Road, Sham Shui Po, Kowloon (Please refer to the location map of the venue)

Time	Programme
9:00 - 9:10 am	Registration
9:10 - 9:30 am	Introduction to “Seed” Projects
9:30 - 9:45 am	Break
9:45 - 10:30 am	Parallel Session (I) on Individual “Seed” Projects
10:30 - 10:45 am	Break
10:45 - 11:30 am	Parallel Session (II) on Individual “Seed” Projects
11:30 - 11:45 am	Break
11:45 - 12:30 pm	Parallel Session (III) on Individual “Seed” Projects

Session Code for Parallel Sessions*:

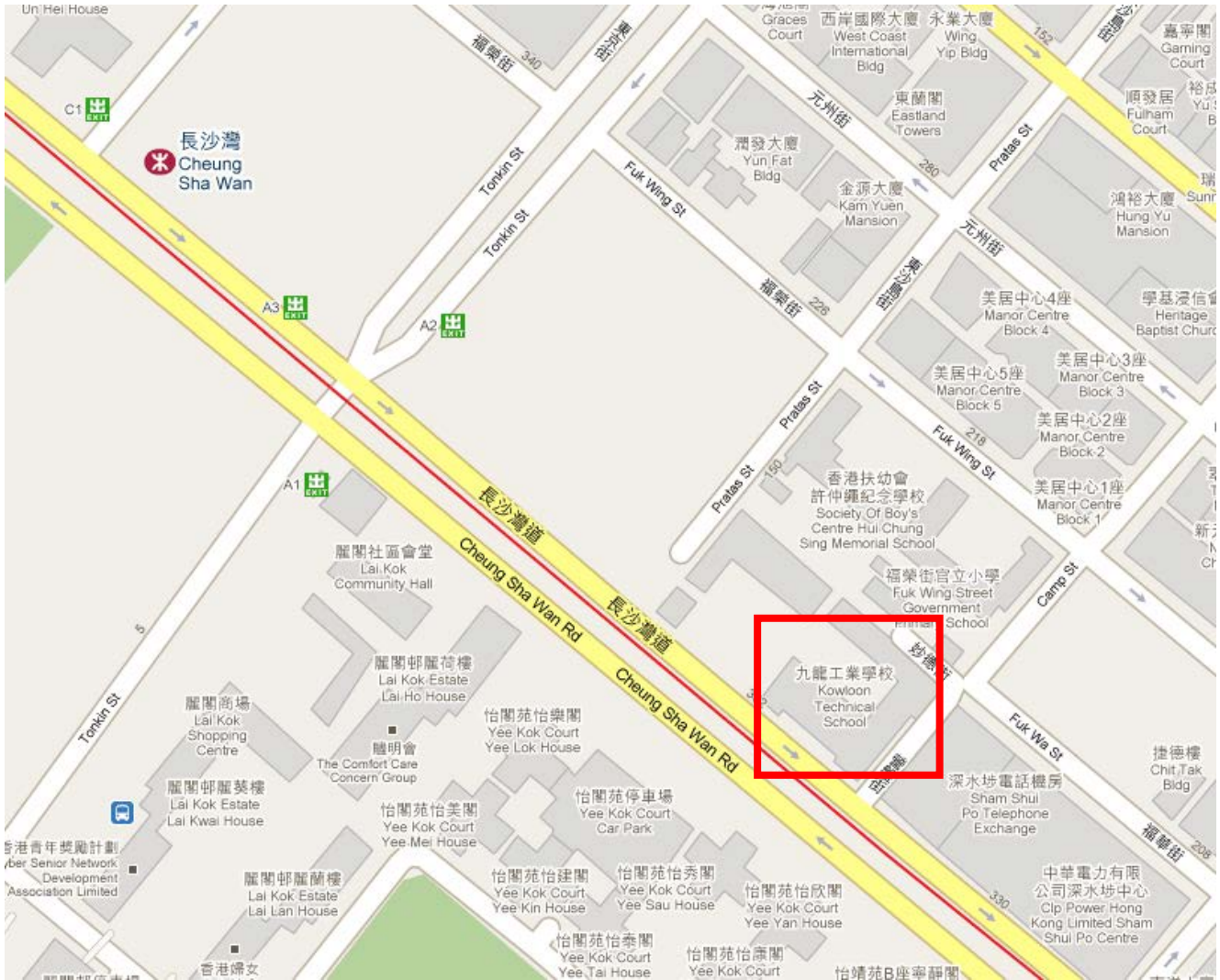
Session Code	Category	Session Code	Category
CH	Chinese Language Education	MC	Moral, Civic and National Education
EE	English Language Education	NT	Native-speaking English Teacher
KP	Kindergarten and Primary	PE	Physical Education
LS	Liberal Studies	PS	Personal, Social and Humanities Education
LW	Life-wide learning	SE	Special Educational Needs
MA	Mathematics Education		

Note:

*Details of the Parallel Sessions can be obtained at the Training Calendar System on the homepage of the Education Bureau (<http://tcs.edb.gov.hk>, with Course ID: CDI020181400).

Location Map of the Venue

Venue: Kowloon Technical School
332-334 Cheung Sha Wan Road, Sham Shui Po, Kowloon



Source of Map: Google Map

Please note that no car parking facilities are available at the venue for participants.

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Education Infrastructure Division
Information Technology in Education Section
IT in Education Centre of Excellence Scheme

Centre of Excellence (CoE) Scheme

Each participating school has to nominate **two** serving teachers to be the half-time secondees.

Work of the Section

The IT in Education Section is responsible for supporting schools and providing professional advice to teachers to enhance their know-how in using IT in Education and build up their IT capacity.

Main duties of secondees

- (a) to develop innovative pedagogy and e-resources in collaboration with members of the focus groups assigned to promote the use of IT in learning and teaching;
- (b) to make use of the secondee's own school as a hub for school networking and a test bed of innovative pedagogy and mobilise teachers in his/her own school to collaborate and test the innovative pedagogy proposed in class;
- (c) to line up schools to form district-based/territory-wide professional learning communities/communities of practice, and to share the good IT in Education experiences in regular basis;
- (d) to conduct school visits and follow-up visits and offer on-site support, individually or in a group, to other schools on pedagogical, technological as well as managerial issues related to the implementation of IT in Education;
- (e) to plan and organise professional development programmes to share and disseminate the good IT in Education experiences learnt through experiments in his/her own school;
- (f) to facilitate teachers to make use of e-assessment to enhance assessment for learning and self-directed learning;
- (g) to promote information literacy and provide support in parent education in the context of e-learning and e-safety; and
- (h) to keep the IT in Education Section informed of the latest practices and issues related to IT in Education in schools from a frontline practitioner's perspective and help conveying messages of the Government's policy and action on various issues relevant to IT in Education to stakeholders including school heads, students and parents.

Normal working locations

The normal working place is the secondee's own school. Secondees may also be required to work at the office of IT in Education Section at EDB Kowloon Tong Education Services Centre and other locations, such as other schools requesting support services, to be determined by the supervisor in the light of service needs.

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Education Infrastructure Division
Information Technology in Education Section
IT in Education Centre of Excellence Scheme

Entry Requirements

Applicants should be serving teachers or heads (up to Headmaster II/Principal II level) of primary or secondary schools (including special schools) in the government or aided sector as well as schools under the Direct Subsidy Scheme. They should have no less than 3 years (as at 31 August 2019) of full-time teaching experience in using IT for learning and teaching at primary or secondary level. We accept application from nominees, who has joined any interflow schemes for the past five years in view of the nature of the CoE Scheme.

Remarks

- (a) Centre of Excellence Scheme is school-based in nature. Thus, applications have to be submitted by school principals instead of individual teacher applicants.
- (b) In addition to the application form to be submitted by the applicants, schools should submit a **proposal of no more than ten pages** containing the following information for the reference and consideration of the Bureau:
- Background of school;
 - three major strengths in e-learning which are in line with the aims of the Fourth Strategy on IT in Education;
 - whole-school planning on e-learning implementation, including curriculum planning, capacity building and use of IT tools (e.g. e-textbook, e-learning resources, e-assessment, etc.) in different KLAs;
 - school plan in promoting information literacy, and parent education in the context of e-learning and e-safety (including internet safety, healthy and ethical use of computing devices), if any;
 - brief description of work done in promoting IT in Education in the past three years (track records), and a concrete e-learning work plan on providing professional support to schools, building your own school's professional capacity and community of practice in the school sector; and
 - information on additional manpower support (including an overview of such teachers' relevant experiences, expertise and major subjects taught) who are considered appropriate to serve as backup to the nominated teachers, if any.
- (c) The nominated teachers should indicate clearly in the application their major and minor subjects of teaching in the past three school years, as the teaching experience and subjects taught will be highly related to the professional support duties assigned to them.
- (d) As regular meetings are usually conducted in the afternoons on Wednesday, it is strongly advised that schools participating in the Scheme should arrange to have their nominated teachers to be free of teaching or any other school administrative duties in the afternoon every Wednesday.

Education Bureau
Annual Teacher Secondment Exercise (2019/20 School Year)

Education Infrastructure Division
Information Technology in Education Section
IT in Education Centre of Excellence Scheme

- (e) As the nominated teachers serve in half-secondment basis, it is assumed that about half of their teaching workload will be released. Change of teachers taking up the role of secondees in both the application process and upon approval is normally not allowed. The secondees will be required to conduct workshops and seminars, visit other schools to provide on-site support, and carry out other IT in Education related activities for the IT in Education Section, school heads should arrange workload and their timetables (e.g. free of teaching workload in a few AM/PM sessions apart from the above meetings on Wednesdays) in such a way that they can serve their roles of providing services to the IT in Education Section under part-time secondment.

Enquiries

Mr LEE Kin-wan, Paul

Senior Curriculum Development Officer (IT in Education)1

Tel: 3698 3601

Fax: 2382 4403

E-mail: kinwanlee@edb.gov.hk

Education Bureau
Staff Interflow Schemes 2019
Application Form

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 5/2019 before filling in this form. The completed application form should be sent by post to the Human Resource Management Unit of EDB on 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong or by hand to the Education Bureau's drop-in box (Box no.: EDB02 – Staff Interflow Schemes 2019) located at the 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong. Please specify "Application for Interflow" on the envelope. Application for interflow arrangement to commence in August/September 2019 should reach HRM Unit of EDB or EDB's drop-in-box on or before 5 March 2019.

Personal Particulars			
Name in English : (*Mr/Ms) _____ <div style="display: flex; justify-content: space-around; width: 100%;"> (surname) (other names) </div>			
Name in Chinese : _____		HKID No. : _____	
Substantive Rank ^(Note1) : _____		E-mail ^(Note2) : _____	
Employment Term ^(Note3) : <u>employed on *permanent/probation/trial/non-civil service contract/temporary contract term</u>			
Residential Address : _____			
Tel : (Day) _____		(Evening) _____	
Parent School/Office			
Name of School/Section: _____			
Office Address : _____			
Tel : _____			
Fax : _____ School Level (if applicable) : * Primary/Secondary/Special School			
Academic and Teacher Qualifications			
Qualification Obtained	Major/Minor/ Elective Subjects	Name of School/Institute	Year of Award
Experience			
Experience in Education Profession			
Name of School/Section	Post	Period of Service (mm/yy – mm/yy)	Major Duties (for teaching jobs, please specify the subjects and levels taught)
Experience of Interflow to EDB or former Education and Manpower Bureau/Education Department(if any)			
Name of School/Section	Post	Period of Service (mm/yy – mm/yy)	Major Duties (for teaching jobs, please specify the subjects and levels taught)
Brief Descriptions (with duration) of Other Related Experience (e.g. subject panel, committee i/c, curriculum design and development, research, IT projects, SAMS administration, student discipline work, etc.)			
Position Held	Period of Service (mm/yy – mm/yy)		
Knowledge of Computer Software Packages/Programmes			

* Please delete where inapplicable

Note 1 : For teachers from Direct Subsidy Scheme (DSS) schools, actual salary level will need to be provided if their applications are successful.

Note 2 : We will acknowledge the receipt of your application by sending electronic mail to this address.

Note 3 : Please read paragraph 4 of EDBCM No. 5/2019.

Choice of Interflow Arrangements (Please insert “✓” in the appropriate box(es))																					
<p>Annual Teacher Secondment Exercise – for school heads and teachers from government, aided or DSS schools I wish to be selected for the secondment position(s) (please choose only one from below)-</p> <p><input type="checkbox"/> specified in Appendix A(1) to A(17).</p> <p><input type="checkbox"/> under the “Seed” Projects specified in Appendix A(18).</p> <p><input type="checkbox"/> under the IT in Education Centre of Excellence Scheme specified in Appendix A(19).</p>																					
<p>Scheme of Voluntary Postings to Schools – for EDB non-teaching departmental grade officers at basic rank</p> <p><input type="checkbox"/> I wish to be considered for teaching duties in a government/aided school. Duly completed <u>Annex 3 to this Appendix</u> is attached. I am qualified to teach the following subjects and levels:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 10%;">Order of preference</th> <th style="width: 45%;">Subject(s)</th> <th style="width: 15%;">Level</th> <th style="width: 30%;">Type of school preferred</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td></td> <td></td> <td style="text-align: center;">* Government/Aided</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">* Government/Aided</td> </tr> </tbody> </table>				Order of preference	Subject(s)	Level	Type of school preferred	1.			* Government/Aided				* Government/Aided						
Order of preference	Subject(s)	Level	Type of school preferred																		
1.			* Government/Aided																		
			* Government/Aided																		
<p>Cross-grade Posting Scheme – for EDB departmental grade (either teaching or non-teaching) officers</p> <p><input type="checkbox"/> I wish to be considered for cross-grade posting to take up teaching duties. I am qualified to teach the following subjects and levels: [With effect from 2004/05 school year, non-teaching departmental grade officers who wish to take up postings as school heads should obtain the Certificate of Principalship as required under the Continuing Professional Development for teaching staff.]</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 10%;">Order of preference</th> <th style="width: 55%;">Subject(s)</th> <th style="width: 35%;">Level</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><input type="checkbox"/> I wish to be considered for cross-grade posting to the following non-teaching positions outside my own grade :</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 10%;">Order of preference</th> <th style="width: 55%;">Nature of work preferred</th> <th style="width: 35%;">Division/Section</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Order of preference	Subject(s)	Level	1.						Order of preference	Nature of work preferred	Division/Section	1.					
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Order of preference	Nature of work preferred	Division/Section																			
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Additional Information																					
<p>Please provide any other relevant information that you think will be useful to your application. For example, you may elaborate why you think you are suitable for interflow, and in what ways and how you will contribute to improve overall education service and student learning through the interflow opportunity.</p>																					
I wish to be considered for posting to areas other than those preference(s) indicated above under other interflow arrangements as deemed appropriate by EDB.			* YES/NO																		
Declaration by Applicant (Please insert “✓” in the appropriate box(es))																					
<p>I accept the terms and conditions of interflow as set out in EDBCM No. 5/2019. I understand that it is my responsibility to provide accurate information required in this form and to report to EDB immediately any subsequent changes to the information provided in this form that may affect my eligibility or suitability for interflow. I also:</p> <p><input type="checkbox"/> have stayed in my current post for at least two years before the date of commencement of interflow.</p> <p><input type="checkbox"/> on completion of interflow, will have more than three years to serve before reaching the age of normal retirement.</p> <p><input type="checkbox"/> have not joined any interflow schemes for the past five years.</p>																					
Signature of Applicant:																					
<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> (Name : _____)	Rank :	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> Date : _____	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div>																		

* Please delete where inapplicable

Remarks

The information provided in this form will be used for processing the application under the Staff Interflow Schemes administered by EDB. It may be disclosed to officers in EDB and the participating organisations who are required to handle appointment and personnel matters related to staff interflow. You have the right to request access to or correction of personal data provided in this form in accordance with the provisions of the Personal Data (Privacy) Ordinance. For enquiries, please contact Executive Officer (Human Resource Management) at Tel : 3509 8497 or e-mail: exohrm@edb.gov.hk.

Education Bureau
Staff Interflow Schemes 2019
Annual Teacher Secondment Exercise (2019/20 school year)

Choice of Secondment Position Specified in A(1) to A(17)

Please choose **no more than three** categories of secondment positions listed below in order of preference. Items selected other than your first three choices will **not** be considered.

Division/Office/Section	Eligible ranks	Qualification and experience required/preferred <i>(See Note)</i>	Choice of Preference <i>(Please fill in 1 – 3)</i>
A(1) CDI – Gifted Education Section Gifted Education	AEOs/EOs/GMs/SGMs of secondary schools	Bachelor degree and a postgraduate diploma/certificate in education or equivalent with no less than three years (as at 31 August 2019) of full-time post-degree teaching experience at secondary level, as well as past experience in promoting school-based gifted education.	
A(2) CDI – Kindergarten and Primary Section	PSM(CD)/APSM(CD)/SPSM of primary schools	No less than five years (as at 31 August 2019) of full-time teaching experience at primary level.	
A(3) CDI – Moral, Civic and National Education Section	Teachers	No less than three years (as at 31 August 2019) of full-time teaching experience in values education.	
A(4) CDI – Personal, Social and Humanities Education Section Chinese History	AEOs/EOs/GMs/SGMs of secondary schools	Relevant degree majoring in Chinese History/ History or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2019) of full-time teaching experience in the Chinese History/ History subject at secondary levels.	
A(5) CDI – Personal, Social and Humanities Education Section History	AEOs/EOs/GMs/SGMs of secondary schools	Relevant degree majoring in History or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2019) of full-time teaching experience in History at secondary level(s).	
A(6) CDI – Science Education Section	AEOs/GMs (or above) of secondary schools	Relevant university degree majoring in Science/STEM-related disciplines and no less than six years (as at 31 August 2019) of full-time teaching experience in the Science/STEM-related subject(s) at the secondary school level. Candidates with experiences in development of learning and teaching materials for STEM education are preferred.	
A(7) CDI – Technology Education Section	CMS/GMs (or above) of secondary schools	With completed teacher training in Technology-related discipline or equivalent and no less than six years (as at 31 August 2019) of full-time teaching experience in Design and Technology at junior secondary level or Design and Applied Technology at senior secondary level.	
A(8) EID – Information Technology in Education Section	Teachers or heads (up to Headmaster II/Principal II level) of primary or secondary schools	No less than three years (as at 31 August 2019) of full-time teaching experience in using IT for learning and teaching at primary or secondary level.	
A(9) EID – Assessment and HKEAA A & HKEAA Section	APSMs	Relevant degree or equivalent in Chinese Language/English Language/Mathematics/Chinese Language Education/English Language Education/Mathematics Education, a certificate in education from a Hong Kong tertiary educational institution, or equivalent and no less than 5 years (as at 31 August 2019) of full-time teaching experience in the subject of Chinese/English/Mathematics at primary level.	
A(10) EID – Quality Education Fund Secretariat	Teachers	No less than 4 years (as at 31 August 2019) of full-time teaching experience at primary or secondary level.	
A(11) ITMD – Systems & Information Management Section Web-based School Administration and Management System (WebSAMS)	Teachers	Adequate knowledge of the functioning of WebSAMS and preferably no less than two years of experience as a WebSAMS administrator or equivalent.	
A(12) QASBSD – Language Learning Support Section	Panel heads/level coordinators or assistant panel heads of primary or secondary schools	Relevant degree or equivalent in Chinese/English Language and/or Chinese/English Language Education, a postgraduate diploma/certificate in education or equivalent; no less than six years (as at 31 August 2019) of full-time teaching experience in the English/Chinese subject at primary and/or secondary level(s). A higher degree or equivalent in Chinese/English language and/or Chinese/English Language Education is preferable.	
A(13) QASBSD – School-based Curriculum Development (Secondary) Section	Teachers of secondary schools	Relevant degree, a postgraduate diploma/certificate in education or equivalent; no less than five years (as at 31 August 2019) of full-time teaching experience in the Key Learning Areas (KLAs) of Mathematics Education, Science Education or PSHE, in the subject of Liberal Studies (S4-6), or in STEM-related KLAs/ subjects. Experience of being the Prefect of Studies / Head of Curriculum Development in schools would be preferable.	
A(14) QASBSD – School-based Professional Support Section	Teachers	Relevant degree or certificate in education in a relevant subject or equivalent; no less than six years (as at 31 August 2019) of full-time teaching experience. Rich experience in teacher training and curriculum development work. Priority will be given to applicants teachers of English Language and/or Mathematics, with whole-school curriculum planning experience, or working experience as subject panel chairperson.	
A(15) QASBSD – Students Mainland Exchange Programme Section	Teachers	Relevant degree in Chinese Language/Humanities disciplines/Liberal Studies/Science/Technology/General Studies, or equivalent, a certificate in education from a Hong Kong tertiary education institution, or equivalent, and no less than seven years (as at 31 August 2019) of full-time teaching experience in relevant subjects. Proficiency in Putonghua is preferred.	
A(16) SDD – Career Guidance Section	AEOs/EOs/GMs/SGMs of secondary schools	No less than five years (as at 31 August 2019) of full-time teaching experience and three years of experience in career guidance work in secondary schools. Priority will be given to applicants with professional training in career guidance.	
A(17) SAD – Guidance and Discipline Section	Teachers	No less than five years (as at 31 August 2019) of teaching experience preferably with professional training in guidance/discipline/counseling and at least three years of experience in school guidance/discipline work.	

Note The requirements summarised in this table are for quick reference only. Please refer to Appendices A(1) to A(17) of EDBCM No. 5/2019 for the detailed eligibility criteria for the secondment positions.

Signature of Applicant:

(Name : _____)

Rank : _____

Date : _____

**Education Bureau
Staff Interflow Schemes 2019
Annual Teacher Secondment Exercise (2019/20 school year)**

Application for Collaborate Research and Development (“Seed”) Projects
(To be completed by the applicant whose school applies for participation in the “Seed” Projects)

A. Project applied for

Project Code	Title of “Seed” Project

B. Teacher’s expectations of participation in the above “Seed” Project

Please use the space below or separate A4 sheet(s) to provide details of your expectations with regard to the following aspects:

1. Benefits to self/students/schools
2. Training/support needed
3. Difficulties envisaged
4. Others


Signature of Applicant:

(Name : _____) Rank : _____
Date : _____

Education Bureau
Staff Interflow Schemes 2019

Recommendation by Head of Division/School

Completion of this Annex (i.e. Annex 3) is required for applications for teacher secondment commencing August/September 2019 and for voluntary postings to schools by EDB non-teaching departmental grade officers at basic rank. This form should be completed by the school head (for applications from school teachers), the applicant's supervisor (for applications from school heads), or the division head (for applications from non-teaching grade officers at basic rank).

Name of Applicant :	(Name)	(Rank)
Supervisor's Remarks		
What are your views on the applicant's suitability for secondment to EDB/posting to a school?		
What are your views on the applicant's strengths/areas for improvement and his/her potential for career development?		
Priority number of this application (if more than one application is submitted from the same division/school) :		<input style="width: 80px; height: 25px;" type="text"/>
Do you support this application? Please insert "✓" in the appropriate box.		
<input type="checkbox"/> Yes, I support this application. To the best of my knowledge, the applicant can be deployed to work for the interflow position he/she applies for. I accept the terms and conditions of interflow set out in EDBCM No. 5/2019. I understand that : <ul style="list-style-type: none"> ● it is my responsibility to report to EDB any subsequent changes to the applicant's terms and conditions of employment, duty/training commitment or approved leave schedule which may affect the applicant's eligibility or suitability for interflow. ● there will be no acting appointment to cover the absence of the officers released for interflow. 		
<input type="checkbox"/> No, I do not support this application. Reason(s) : _____		
Please indicate your acceptance to the relief arrangement by inserting "✓" in <u>only one</u> of the following boxes :		
<input type="checkbox"/> <u>Application for participation in the Annual Teacher Secondment Exercise</u> I am willing to receive funding for employing a substitute teacher at the basic rank ^{Note} (at the actual salary level if the applicant is at the basic rank) as relief arrangement.		
<input type="checkbox"/> <u>Application for voluntary posting to schools for non-teaching departmental grade officers at basic rank</u> I am willing to receive funding (up to the minimum salary point of the teacher post) for employing non-civil service contract staff.		
	Signature of supervisor /School Head: _____ (Name and Post : _____)	
Division/School: _____		
Tel : _____		Date : _____

* Please delete where inapplicable

Note : For non-government schools teachers, please refer to the ranking details as stipulated in the "Code of Aid". For part-time secondment case, funding will be provided on a pro-rata basis.

**Education Bureau
Staff Interflow Schemes 2019**

**School Application Form
(To be completed by School Heads)**

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 5/2019 before filling in this form. The completed application form should be sent by post to the Human Resource Management Unit of EDB on 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong or by hand to the Education Bureau's drop-in box (Box no.: EDB02 – Staff Interflow Schemes 2019) located at the 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong. Please specify "Application for Interflow" on the envelope. Application for interflow arrangement to commence in August/September 2019 should reach HRM Unit of EDB or EDB's drop-in-box on or before 5 March 2019.

**Participation in Collaborative Research and Development ("Seed") Projects
2019/20 School Year**

Part I: My school wishes to take part in the following "Seed" Project(s) in 2019/20:

(Please refer to Appendix A(18) for the information on "Seed" projects.)

No.	Title of "Seed" Project	Project Code	Name of CDI Section	Please list all other projects in which the school is participating (e.g. QEF, SBSS, etc.) for CDI's reference.
1.				
2.				
3.				

Part II: School information

School Name :

School Address :

Telephone No. :

Fax No. :

Contact Person: *Mr/Ms

Telephone No. :

Fax No. :

E-Mail Address:

Signature of School Head :

Name of School Head :

(in BLOCK letters)

Date :

* Please delete where inapplicable.

Please provide the following details for each project separately.

Part III: Proposal Details

Please discuss the project that you are applying for with the relevant Section of CDI, and submit a proposal with the following details on A4 sheet(s):

- *Title of “Seed” Project with project code*
- *School particulars (e.g., reasons for conducting the project, commitment of teachers, willingness to share findings with other schools, previous experiences in school-based curriculum projects)*
- *Proposal details (e.g., objectives, how the project fits in with the curriculum needs of your school, availability of resources, action plan with schedule, expected deliverables and evaluation methods)*

Part IV: Secondment of Teachers (Please complete this part for “Seed” Projects provided with Seconded Teachers.)

Please tick in the appropriate box below:

- My school does not wish to nominate any teacher for secondment to the CDI to participate in its “Seed” Project(s).
- My school wishes to nominate the following teacher(s) for secondment to the CDI to participate in its “Seed” Project(s) (please also submit the completed **Appendix B and its Annexes 2 and 3** for each teacher nominated) :

No.	Name of Teacher	Project code (secondment applied for)
1.	*Mr/Ms	
2.	*Mr/Ms	

* Please delete where inapplicable.

**Education Bureau
Staff Interflow Schemes 2019**

**School Application Form
(To be completed by School Heads)**

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 5/2019 before filling in this form. The completed application form should be sent by post to the Human Resource Management Unit of EDB on 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong or by hand to the Education Bureau's drop-in box (Box no.: EDB02 – Staff Interflow Schemes 2019) located at the 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong. Please specify "Application for Interflow" on the envelope. Application for interflow arrangement to commence in August/September 2019 should reach HRM Unit of EDB or EDB's drop-in-box on or before 5 March 2019.

Participation in IT in Education Centre of Excellence Scheme

My school wishes to participate in the IT in Education Centre of Excellence Scheme in the 2019/20 school year. The following are the particulars of my school:

Part I: School Information

School Name: _____
 School Address: _____
 Telephone No.: _____ Fax No.: _____
 Contact Person: *Mr/Ms _____
 Telephone No.: _____ Fax No.: _____
 E-Mail Address _____

Part II: Proposal Details

Please submit a proposal with the following details on no more than ten pages of A4 paper:

- background of school;
- three major strengths in e-learning which are in line with the aims of the Fourth Strategy on IT in Education;
- whole-school planning on e-learning implementation, including curriculum planning, capacity building and use of IT tools (e.g. e-textbook, e-learning resources, e-assessment, etc.) in different KLAS;
- school plan in promoting information literacy, and parent education in the context of e-learning and e-safety (including internet safety, healthy and ethical use of computing devices), if any;
- brief description of work done in promoting IT in Education in the past three years (track records), and a concrete e-learning work plan on providing professional support to schools, building your own school's professional capacity and community of practice in your school district; and
- information on additional manpower support (including an overview of such teachers' relevant experiences, expertise and major subjects taught) who are considered appropriate to serve as backup to the nominated teachers, if any.

Part III: Details of Teachers Nominated for Secondment to EDB

My school wishes to nominate the following two teachers to be the part-time seconded teachers to the IT in Education Section in the 2019/20 school year (Please nominate exactly two number of teachers) :

No.	Name of Teacher ^{Note}	Rank	HKID
1.	*Mr/Ms		
2.	*Mr/Ms		

Note : Each part-time seconded teacher should also submit a completed Appendix B with Annex 3 to show their experiences and qualifications.

Signature of School Head: _____
 Name of School Head _____
 (in BLOCK letters)
 Date: _____

*Please delete where inapplicable

**Education Bureau
Staff Interflow Schemes 2019**

**Terms and Conditions
for Secondees from Schools in the Aided Sector and
under the Direct Subsidy Scheme (DSS)**

1. Period of Secondment

- 1.1 Unless otherwise specified, secondment to the Education Bureau (EDB) is for the period from 1 September 2019 to 31 August 2020. The Permanent Secretary for Education may vary the period of secondment in consultation with the employer of the secondee.

2. General

- 2.1 Applicants are selected for secondment to EDB on their substantive ranks.
- 2.2 During the period of secondment, the secondee will remain as an employee of his original employing organisation. His terms of appointment and conditions of service will be the same as those applicable to his original employment and will not be changed by the secondment unless expressly provided for in this memorandum.
- 2.3 A secondee from schools in the aided sector or DSS schools will return to his employing organisation after the secondment.
- 2.4 A secondee is subject to the provisions of the Prevention of Bribery Ordinance (Cap. 201) and the Official Secrets Ordinance (Cap. 521).
- 2.5 The secondee is required to observe any Ordinances, Regulations and bureau instructions which may apply to staff of EDB.

3. Working Hours

- 3.1 The normal office opening hours in a non-school setting are from 8:30 a.m. to 6:00 p.m. on weekdays. A secondee is normally required to work for 44 hours gross per week.
- 3.2 The working hours may vary according to the operational needs of EDB.

4. Remuneration

- 4.1 The employing organisation will continue to be responsible for the secondee's remuneration, professional development, and other applicable and entitled benefits as set out in the terms of employment. Where applicable, he will continue to proceed along his present salary scale and contribute to the provident fund or other superannuation schemes as appropriate.

5. Employee's Compensation

- 5.1 During the period of secondment, the employing organisation will remain liable to pay compensation in accordance with the Employees' Compensation Ordinance (Cap. 282) for death or injuries suffered by the secondee by accident arising out of and in the course of performing his duties.

6. Vacation Leave and Holiday Arrangements

- 6.1 The secondee will not be entitled to school holidays during the period of secondment.
- 6.2 During the period of secondment, a secondee from schools in the aided sector or DSS schools will be entitled to vacation leave comparable to the entitlement of his civil service counterpart with the same duration of continuous service in the profession.
- 6.3 The secondee must exhaust all the vacation leave earned during the secondment period (i.e. before returning to his employing organisation). All unspent leave earned during the secondment period will lapse upon completion of the interflow.

7. Duties

- 7.1 The secondee will be assigned to take up duties as stated in the job descriptions to be provided by EDB.
- 7.2 The nature of work undertaken by the secondee is deemed to be equivalent to that of his original duties in his employing organisation for the purpose of determining claims for provident fund, and other employment-related matters, such as seniority, promotion, increment, etc.

8. Performance Appraisal

- 8.1 EDB will conduct performance appraisal by means of a standard appraisal form for secondees whose period of secondment is three months or longer. The appraisal report will only be disclosed to officers of EDB and the secondee's employing organisation who are required to perform human resource management functions. EDB may also, upon request of the employing organisation, complete an appraisal of the secondee using the organisation's report form.

9. Conduct

- 9.1 The secondee should observe all Government rules and regulations on conduct and related matters as applicable to civil servants.

10. Disciplinary Sanctions

10.1 The secondee will be liable to disciplinary sanction (which includes written or verbal warning, etc.) if he neglects or wilfully refuses to perform his duties or in any manner misconducts himself or is convicted of a criminal offence.

10.2 Upon evidence that the secondee has neglected or wilfully refused to perform his duties or has misconducted himself in any manner or has been convicted of a criminal offence, he will be subject to such disciplinary sanction as is deemed appropriate. EDB may also disclose to the secondee's employing organisation established misconducts or criminal convictions in respect of the secondee during or after the secondment period.

11. Changes in Terms and Conditions of Service

11.1 EDB may in consultation with the employing organisation alter any of the terms and conditions of secondment as set out in this document at any time as considered necessary having regard to operational requirements.

**Education Bureau
Staff Interflow Schemes 2019**

**Terms and Conditions
for Civil Service Employees of Education Bureau**

1. Period of Secondment

- 1.1 Unless otherwise specified, the interflow arranged by the Education Bureau (EDB) is for the period from 1 September 2019 to 31 August 2020.

2. General

- 2.1 The employment status of a participating officer and his terms and conditions of service as a civil servant will remain unchanged during the period of interflow outside his/her own rank.
- 2.2 The officer will remain in the establishment of his substantive rank/respective grade.
- 2.3 The officer will be matched to a posting of an appropriate level commensurate with his own rank. No acting appointment will be arranged for the participant unless with the recommendation made by a promotion/selection board for the officer to be tried out in a higher rank.
- 2.4 During the period of interflow, the officer is required to observe any Ordinances, Regulations and bureau instructions issued by EDB. He remains liable to disciplinary punishment if he neglects or wilfully refuses to perform his duties or in any manner misconducts himself.
- 2.5 On completion of the interflow, the officer will either resume his posting prior to the interflow or be transferred to another post in his own rank/grade.

3. Working Hours

- 3.1 The normal office opening hours in a non-school setting are from 8:30 a.m. to 6:00 p.m. on weekdays. The working hours in a school setting will be determined by the school operations.
- 3.2 The working hours may vary according to the operational needs of the host office.

4. Remuneration

- 4.1 The salary and salary scale of an officer, as well as other applicable and entitled benefits as set out in his terms of employment, will not be affected by the posting outside his own rank.

5. Employee's Compensation

5.1 During the period of interflow, the Government as employer will remain liable for any compensation in accordance with the Employees' Compensation Ordinance (Cap. 282) for death or injuries suffered by the officer by accident arising out of and in the course of performing his duties.

6. Vacation Leave and Holiday Arrangements

6.1 An officer on interflow to a non-school setting will not be allowed to enjoy school holidays. He will earn vacation leave during the period of interflow at a rate commensurate with the relevant appointment terms under the prevailing Civil Service Regulations and according to his length of service.

6.2 A civil service teacher undergoing interflow in a non-school setting is required to exhaust all the vacation leave earned before the end of the interflow period. All unspent leave earned during the secondment period will lapse upon completion of the interflow.

7. Performance Appraisal

7.1 For an officer undergoing interflow, the line of reporting according to the secondment position will apply. The standard appraisal form of the officer's own rank will be adopted; where necessary, additional assessment items may be entered on the form to reflect the duties performed by the officer. The normal appraisal cycle applicable to officer's own rank will be followed.

7.2 To ensure fairness and consistency in the assessment standard, appraisal reports of officers on interflow outside the normal scope of work of his own rank/grade will be reviewed by the Moderation Panel.

**Education Bureau
Staff Interflow Schemes 2019**

Interflow Scheme Features	Annual Teacher Secondment Exercise	Scheme of Voluntary Postings to Schools	Cross-grade Posting Scheme
Eligible officers	Serving heads and teachers of secondary/primary/special schools in the government, aided sector and schools under the Direct Subsidy Scheme.	EDB departmental grade (non-teaching) officers at basic rank, namely AI(G), AI(NG), AEO(A) and EA.	EDB departmental grade officers (either teaching or non-teaching).
Secondment positions	at Appendix A. (Some of the “Seed” Projects do not involve secondment positions.)	No secondment position is available and secondment is subject to availability of vacancies of the right subjects and levels in schools.	No secondment position is available and secondment is subject to successful matching of posts amongst applicants.
Application form to be used	(i) Secondment positions at A(1) to A(17) - Appendix B with Annexes 1 and 3. (ii) “Seed” Projects at A(18) - “Seed” Projects that will involve secondment of teachers: Appendix B with Annexes 2 and 3; and Appendix C - “Seed” Projects that will not involve secondment of teachers: Appendix C (iii) IT in Education Centre of Excellence Scheme at A(19) - Appendix B with Annex 3; and - Appendix D.	Appendix B with Annex 3 only.	Appendix B without annex.
Matching arrangement	Interview is required as part of the selection process.	Matching to be conducted centrally by EDB; interview may be required.	Matching to be conducted centrally by EDB; interview may be required.
Validity period of application	Applications valid for the current exercise only.	Applications valid for two years from the date of application.	Applications valid for two years from the date of application.
Closing date of application	5 March 2019	Open all year round. 5 March 2019 is the closing date for applications intended for postings to schools to commence in August/ September 2019.	Open all year round. 5 March 2019 is the closing date for applications intended for postings to schools or postings involving teaching grades officers to commence in August/ September 2019.