

	Staff Interflow Schemes	Target Participants
(b)	Scheme of Voluntary Postings to Schools for Non-teaching Departmental Grade Officers at Basic Rank	Basic rank officers of non-teaching grades in EDB
(c)	Cross-grade Posting Scheme	Both teaching and non-teaching grade officers in EDB

Officers who are willing and committed to building on the strength of their experience and ready to make contributions in new areas of work are welcome to apply.

Interflow Schemes

2. To facilitate cross-fertilisation of experience and expertise and to enhance overall professionalism of the education sector, EDB has been operating three major voluntary staff interflow schemes. The objectives and target officers of these interflow schemes are as follows —

(a) Annual Teacher Secondment Exercise

This scheme provides an excellent opportunity for cross-exchange of expertise and experience, and enhances partnership between EDB and government schools, schools in the aided sector and under the Direct Subsidy Scheme. 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 2024 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 —
 - (i) Secondment positions at Appendices A(1) to A(25) — Application Form at **Appendix B with Annexes 1 & 3**
 - (ii) “Seed” Projects at Appendix A(26) — Application Form at **Appendix B with Annexes 2 & 3 and Appendix C**
 - (iii) IT in Education Centre of Excellence Scheme at Appendix A(27) — Application Form at **Appendix B with Annex 3 and Appendix D**

Applicants can apply for **not more than one scheme/project** listed in a(i) to a(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)**

5. Eligible applicants may indicate in the application form more than one interflow scheme as listed in paragraphs 4 (a) to (c) above if they wish to be considered. The Government Schools Section will be consulted on applications from government school applicants.

Validity Period of Application

6. 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

7. The deadline for application under the Annual Teacher Secondment Exercise is **5 April 2024** 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 2024 have to submit their applications to EDB **on or before 5 April 2024**. Late applications will normally 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.: EDB03 – Staff Interflow Schemes 2024) 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).

8. Applications for voluntary postings to schools and applications for cross-grade postings submitted after 4 April 2022 shall remain valid. Applicants concerned need not submit fresh application unless they wish to revise their original preferences.

Duration and Timing of Interflow

9. 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.

10. 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.

11. 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 normally not be considered.

12. 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

13. 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) have more than three years to serve before reaching the age of normal retirement on completion of the interflow scheme; and
- (c) have not joined any interflow schemes for the past five years.

14. 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 **6 May 2024**. 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.

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

Relief Arrangement

16. 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.

17. As promulgated in Education Bureau Circular No. 13/2022, starting from the 2023/24 school year, all newly appointed teachers in public sector schools and schools under Direct Subsidy Scheme are required to pass the Basic Law and National Security Law test (BLNST) in order to be considered for appointment. The above requirement is applicable to the substitute teachers to be employed by the parent schools as relief under the Staff Interflow Schemes 2024.

18. 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

19. 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

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

21. 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**.

TONG Kit-man
for Permanent Secretary for Education

c.c. Branch Heads

Education Bureau
Annual Teacher Secondment Exercise
(2024/25 School Year)

List of Secondment Positions

Division/Office	Area/Project	Appendix
School Development Division	Life Planning Education	A(1)
	School Development	A(2)
Special Education Division	Guidance and Discipline	A(3)
Curriculum Development Institute	Citizenship and Social Development	A(4)
	English Language Education	A(5)
	Kindergarten and Primary	A(6)
	Moral, Civic and National Education (Section 1)	A(7)
	Moral, Civic and National Education (Section 2)	A(8)
	Moral, Civic and National Education (Section 3)	A(9)
	Native-speaking English Teacher	A(10)
	Personal, Social and Humanities Education (History)	A(11)
	Physical Education	A(12)
Education Infrastructure Division	Quality Education Fund Secretariat (Team 1)	A(13)
	Quality Education Fund Secretariat (Team 2)	A(14)
Quality Assurance Division	Life-wide Learning and Mainland Exchange	A(15)
Curriculum Support Division	Language Learning Support	A(16)
	Mathematics Education	A(17)
	School-based Curriculum Development (Secondary)	A(18)
	School-based Curriculum Development (Primary)	A(19)
	School-based Professional Support	A(20)

Education Bureau
Annual Teacher Secondment Exercise
(2024/25 School Year)

List of Secondment Positions

Division/Office	Area/Project	Appendix
	Technology Education (STEM Education Centre)	A(21)
	Technology Education (Artificial Intelligence)	A(22)
	Technology Education (Primary General Studies or Mathematics)	A(23)
	Science Education Section	A(24)
Information Technology Management Division	Systems and Information Management	A(25)
Curriculum Development Institute	Collaborative Research and Development (“Seed”) Projects	A(26)
Education Infrastructure Division	IT in Education Centre of Excellence Scheme	A(27)

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

School Development Division
Life Planning Education Section

Work of the Section

The Life Planning Education (LPE) 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, LPE 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” (BSPP).

Main duties of secondees

- (a) To visit schools and provide school-based professional support on life planning education and career guidance;
- (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, sharing sessions and career exploration activities under BSPP to disseminate effective practices of life planning education and career guidance services;
- (e) To assist in supporting and monitoring BSPP career exploration activities for students, teachers and parents;
- (f) To assist in conducting debriefing session and provide valuable feedback to student participants of “Holiday Work Experience Programme” under BSPP;
- (g) To assist in liaising with existing and potential BSPP partners and promoting BSPP to different stakeholders;
- (h) To assist in enhancing the on-line life planning repository to support teachers; and
- (i) 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 will 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 GMs/SGMs of secondary schools (including special schools) in the aided sector or under the Direct Subsidy Scheme. They should have no less than five years (as at 31 August 2024) of full-time teaching experience and three years of experience in life planning education and career guidance work in secondary schools. Priority will be given to applicants with professional training in life planning education and career guidance such as the Certificate Course on Career Guidance and Life Planning for Secondary School Teachers.

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

School Development Division
Life Planning Education Section

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

School Development Division
School Development/Central Team 3

Work of the Section

School Development/Central Team 3 (SD/CT3) is tasked to enhance alignment and consistency of practices among Regional Education Offices (REOs) and to undertake and coordinate cross-bureau/department/division work, including overseeing centralised arrangements for schools on communicable and non-communicable diseases and contingency plans relating to inclement weather and emergency situations. In addition, SD/CT3 undertakes to provide administrative support and advice and coordinate information system-related work for the School Development Division.

Main duties of secondees

- (a) To assist in tasks for supporting the operation of Regional Education Offices including IT system-related development and enhancements as well as preparation of documents and provision of policy advice for alignment and consistency of practices.
- (b) To render support in the liaison with various government bureaus/ departments on the promulgation of information and provision of services to schools and students in relation to health matters and prevention of communicable diseases, inclement weather conditions, territory-wide emergent situations, water safety plan, etc.
- (c) To assist in organising consultation sessions and coordinating visits to schools for meetings with stakeholders.
- (d) To assist in vetting applications for resources to promote and support worthwhile anti-drug programmes and taking collaborative efforts with the Security Bureau and the Police in the promotion of anti-drug education; and
- (e) To perform other duties as assigned by supervisors.

Normal working locations

The normal working place is 18th Floor, Chinachem Tsuen Wan Plaza, 457 Castle Peak Road, Tsuen Wan, NT. Secondees may also be required to work in other locations, such as Education Bureau Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon, 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 aided sector or schools under the Direct Subsidy Scheme. They should have no less than 3 years (as at 31 August 2024) of full-time teaching experience. Priority will be given to applicants with relevant working experience and background in matters under the purview of this Team.

Remarks

This is a full-time secondment position.

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

School Development Division
School Development/Central Team 3

Enquiries

Mr LO Hung-fai

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Special Education 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 and thematic projects;
- (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/personnel;
- (d) To develop and try-out relevant resource materials for guidance and discipline services; and
- (e) To provide consultation to teachers/school personnel on guidance and discipline matters.

Normal working locations

The normal working place is the Guidance and Discipline Section at 14 Taikoo Wan Road in Taikoo Shing. 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 aided sector or under the Direct Subsidy Scheme. They should have no less than 5 years (as at 31 August 2024) of teaching experience preferably with professional training in guidance/discipline/counselling 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

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Development Institute
Citizenship and Social Development Section

Work of the Section

The Citizenship and Social Development (CS) Section is responsible for curriculum development of Citizenship and Social Development. It organises professional development programmes for teachers, and develops learning and teaching resources to support schools and teachers in the implementation of the curriculum.

Main duties of secondees

- (a) To develop learning and teaching resources of Citizenship and Social Development, and assist schools to try out the resources;
- (b) To assist in organising teachers' professional development activities (e.g. seminars, workshops, local and Mainland study tours);
- (c) To assist in organising the school network activities, and share experience and good practices in curriculum development and implementation with frontline teachers; and
- (d) To collect and consolidate good school practices.

Normal working locations

The normal working place is the CS Section at 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 teachers of secondary schools in the aided sector or schools under the Direct Subsidy Scheme. They should have a Bachelor's degree (or equivalent) and a Post-graduate Certificate / Diploma in Education (or equivalent) and no less than 3 years (as at 31 August 2024) of full-time teaching experience in the subject of Citizenship and Social Development.

Remarks

The application is for **half-time** secondment.

Enquiries

Dr CHAN Wah-lun

Curriculum Development Officer (Citizenship and Social Development)1

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Development Institute
English Language Education Section

Work of the Section

The English Language Education (ELE) Section is responsible for curriculum development related to English Language education as well as organising professional development programmes for teachers and developing learning and teaching resources to support schools and teachers in the implementation of curriculum policies and innovations.

Main duties of secondees

- (a) To develop learning and teaching resources with a view to enriching students' learning experiences and increasing their motivation in learning English;
- (b) To conduct professional development programmes, including workshops, seminars and sharing sessions, to promote the learning of English and the professional development of English teachers;
- (c) To organise student activities and competitions so as to provide students with authentic contexts and opportunities to apply the knowledge, skills and values and attitudes covered in the curriculum framework; and
- (d) To conduct school visits and/or focus group interviews to collect and consolidate good school practices for the reference of the school sector.

Normal working locations

The normal working place is the ELE Section at Wu Chung House, Wan Chai. 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 in the aided sector or schools under the Direct Subsidy Scheme. They should have a bachelor's degree/master's degree/doctoral degree majoring in English Language, English Studies, English Literature, English Language Education or Translation or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2024) of full-time teaching experience in the English Language subject at the primary or secondary level.

Remarks

The application is for **half-time** secondment.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Development Institute
Kindergarten and Primary Section

Work of the Section

The Kindergarten and Primary (K&P) Section is responsible for whole school curriculum development work on kindergarten education, primary education and Primary General Studies/Primary Humanities. It also organises professional development programmes for teachers and developing learning and teaching resources to support schools and teachers in the implementation of curriculum policies and innovations.

Main duties of secondees

- (a) To assist in the implementation of the Primary Humanities learning circle by conducting school visits, experience sharing etc.;
- (b) To develop learning and teaching resources for Primary Humanities Curriculum and conducting tryouts on relevant contents, etc.;
- (c) To assist in organising and conducting teacher professional development programmes of General Studies/Primary Humanities;
- (d) To build network with schools and share experiences on curriculum development and good practices in the implementation of General Studies/Primary Humanities curriculum with frontline teachers; and
- (e) To assist in collecting views from primary school sector regarding the implementation of Primary Humanities.

Normal working locations

The normal working place is the secondee's own school. Secondees may also be required to work at the office of the Kindergarten and Primary Section at Wu Chung House, Wanchai. Secondees may also be required to work in other locations, such as other schools, to be determined by the supervisor in the light of service needs.

Entry Requirements

Applicants should be serving teachers of primary schools in the aided sector or schools under the Direct Subsidy Scheme. They should have no less than three years (as at 31 August 2024) of full-time teaching experience in General Studies.

Remarks

- (a) The application is for **half-time** secondment.
- (b) As the secondees will serve on half-secondment basis, it is assumed that about half of their teaching workload will be released. The secondees will be required to conduct professional development programmes, school visits, and carry out other relevant activities for the Kindergarten and Primary Section, the school heads should arrange their workload and timetables (e.g. free of teaching workload in a few AM/PM sessions) in such a way that they can serve their roles of providing services to the Kindergarten and Primary Section under part-time secondment.

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Development Institute
Kindergarten and Primary Section

Enquiries

Ms HSIEN Lai-hing, Katy

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Development Institute
Moral, Civic and National Education Section
Section 1

Work of the Section

The Moral, Civic and National Education (MCNE) Section 1 is responsible for curriculum development related to values education, organising professional development programmes (PDPs), developing learning and teaching resources and organising student activities to support schools and teachers in the implementation of curriculum policies and innovations, as well as the building of positive campus learning environment.

Main duties of secondees

- (a) To develop and try out learning and teaching resources related to values education, including anti-drug education, sex education, life education, media and information literacy education, civic education, law-abiding education, Chinese culture and virtues learning, education for sustainable development, the priority values and attitudes, etc.;
- (b) To carry out school visits for exploration of good school implementation practices;
- (c) To share experience in curriculum development and implementation of values education with frontline teachers in the professional development programmes;
- (d) To participate in organizing activities related to the “My Pledge to Act”;
- (e) To provide support on the preparation and administration of the “Outstanding Teaching Award for Moral Education”; and
- (f) To provide support on the Values Education Annual Prize Presentation Ceremony as well as the Award Presentation Ceremony of the “Outstanding Teaching Award for Moral Education”.

Normal working locations

The normal working place is the MCNE Section 1 at 4/F, Kowloon Government Offices, 405 Nathan Road, Kowloon. Secondees may also be required to work in other locations, such as schools and 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 aided sector or schools under the Direct Subsidy Scheme. They should have no less than three years (as at 31 August 2024) of full-time teaching experience in values education.

Remarks

- (a) The application can be **full-time** or **half-time** secondment.
- (b) Candidates with experiences in planning and implementing curriculum, designing learning and teaching resources as well as organising student activities related to values education (including anti-drug education, sex education, life education, media and information literacy education, civic education, law-abiding education, Chinese culture and virtues learning, education for sustainable development, the priority values and attitudes, etc. are preferred.)

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Development Institute
Moral, Civic and National Education Section
Section 1

Enquiries

Ms Angela CHOW

Senior Curriculum Development Officer (Moral, Civic and National Education)4

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Development Institute
Moral, Civic and National Education Section
Section 2

Work of the Section

The Moral, Civic and National Education (MCNE) Section 2 is responsible for curriculum development related to national education as well as organising professional development programmes for teachers, developing learning and teaching resources and organising life-wide learning activities to support schools and teachers in the implementation of curriculum policies and innovations.

Main duties of secondees

- (a) To render professional support for partner schools of learning circle on the implementation of school-based national education (including promotion of Chinese culture, Constitution and Basic Law education);
- (b) To develop learning and teaching resources related to national education;
- (c) To share experience in curriculum development and implementation of national education through assisting in organising professional development programmes for teachers and serving as speakers; and
- (d) To assist in organising life-wide learning activities related to national education for enriching students' learning experiences.

Normal working locations

The normal working place is the office of the MCNE Section 2 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 teachers of primary or secondary schools in the aided sector or schools under the Direct Subsidy Scheme. They should have no less than three years (as at 31 August 2024) of full-time teaching experience in national education.

Remarks

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

Enquiries

Mr LAM Chi-tak

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Development Institute
Moral, Civic and National Education Section
Section 3

Work of the Section

The Moral, Civic and National Education (MCNE) Section 3 is responsible for curriculum development related to patriotic education and values education including national security education as well as organising professional development programmes for teachers, developing learning and teaching resources and organising life-wide learning activities to support schools and teachers in the implementation of curriculum policies and innovations.

Main duties of secondees

- (a) To render professional support for partner schools of learning circle on the promotion of patriotic education and the implementation of school-based values education including national security education;
- (b) To develop learning and teaching resources related to patriotic education and values education including national security education;
- (c) To share experience in curriculum development and implementation of patriotic education and values education including national security education through assisting in organising professional development programmes for teachers; and
- (d) To assist in organising activities related to patriotic education and values education including national security education for enriching students' learning experiences.

Normal working locations

The normal working place is the MCNE Section 3 at Wu Chung House, Wan Chai. 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 aided sector or schools under the Direct Subsidy Scheme. They should have no less than three years (as at 31 August 2024) of full-time teaching experience in national education and/or national security education.

Remarks

- (a) The application can be **full-time** or **half-time** secondment.
- (b) Candidates with experiences in planning, coordinating and implementing national education and/or national security education in the school curriculum, are preferred.

Enquiries

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Senior Curriculum Development Officer (Moral, Civic and National Education)5

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Development Institute
Native-speaking English Teacher Section

Work of the Section

The Native-speaking English Teacher (NET) Section is responsible for facilitating the implementation of the NET Scheme in Hong Kong. It provides professional support for all public-sector schools to maximise the benefits of the Scheme on English language learning and teaching through the Advisory Teaching Team to cater for the needs of primary schools and the Regional NET Coordinating Team to cater for the needs of secondary schools.

Main duties of secondees

- (a) To assist in the development of learning and teaching (L&T) resources in support of innovative projects that promote the creative use of English and use of various language arts in English Language Education at primary and secondary levels;
- (b) To organise school network activities, co-curricular activities and professional development programmes for promoting innovative teaching practices and the learning of English language;
- (c) To assist in the planning, organisation and evaluation of student competitions and competition-related workshops for teachers supporting the pedagogical use of related L&T resources;
- (d) To identify and disseminate good practices in English language learning and effective use of L&T resources in schools; and
- (e) To conduct professional exchange activities for English teachers from the Mainland and Hong Kong*.

* This is only applicable to English teachers who are interested in joining the Scheme on Hong Kong Teachers' Exchange Activities to the Mainland. The Scheme aims to establish a professional exchange platform for English teachers in Hong Kong and in the Mainland to facilitate their professional development. There are exchange activities with the teachers to be held in Hong Kong and Guangdong, and participating teachers will conduct visits to the Mainland schools and engage in professional sharing activities with the Mainland teachers.

Normal working locations

The normal working place is Native-speaking English Teacher Section, Room 1120 11/F, Tsuen Wan Multi-storey Carpark Building, 174-208 Castle Peak Road, Tsuen Wan, New Territories. Secondees may also be required to work in other locations, such as schools, education services centres, to be determined by the supervisor in the light of service needs.

Entry Requirements

Applicants should be serving English teachers of primary or secondary schools (including special schools) in the 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 three years (as of 31 August 2024) of full-time teaching experience in the English Language subject. Applicants experienced in leading or assisting in the school's curriculum development projects are preferred.

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Development Institute
Native-speaking English Teacher Section

Remarks

- (a) Successful applicants will serve as full-time secondees.
- (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 reviews and sharing sessions, etc.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Development Institute
Personal, Social and Humanities Education
History

Work of the Section

The Personal, Social and Humanities Education (PSHE) Section is responsible for curriculum development related to PSHE, as well as organising teacher professional development programmes and developing learning and teaching resources to support 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;
- (b) To assist in organising professional development programmes for teachers, including curriculum planning of History curriculum;
- (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 nurture in them positive values and attitudes (including national identity, empathy, respect for different races and cultures, etc.); and
- (d) To develop a learning network for History teachers for trying out the designed learning and teaching materials, facilitate professional dialogues between networked schools, and share experiences and good practices in curriculum development and implementation with schools.

Normal working locations

The normal working place is the PSHE Section office at 13/F, Wu Chung House, Wan Chai. 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 GMs/SGMs of secondary schools in the 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 2024) of full-time teaching experience in History at secondary level(s).

Remarks

The application is for **half-time** secondment. The secondee 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 (2024/25 School Year)

Curriculum Development Institute
Personal, Social and Humanities Education
History

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Development Institute
Physical Education Section

Work of the Section

The Physical Education (PE) Section is responsible for curriculum development of PE Key Learning Area, offering advice and support to schools/teachers to develop students' active and healthy lifestyle, organising teachers' professional development programmes (PDPs), developing learning and teaching resources, and organising activities to support schools and teachers in the implementation of curriculum policies and innovations including the promotion of "Active Students, Active People" Campaign (ASAP).

Main duties of secondees

- (a) To develop learning and teaching resources for the Six Strands of the PE KLA curriculum and support the try-out of these resources in schools;
- (b) To build network with schools/PE teachers for promotion of MVPA60 and share experiences on curriculum development and good practices in implementation of the PE curriculum with frontline teachers; and
- (c) To assist in organising and conducting teachers' professional development programmes in PE.

Normal working locations

The normal working place is the office of the PE Section at 3/F, 323 Java Road, North Point. 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 aided sector or schools under the Direct Subsidy Scheme. They should have a Bachelor degree/Master degree/Doctoral degree majoring in PE or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2024) of full-time teaching experience in the PE.

Remarks

The application is for **half-time** secondment.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Education Infrastructure Division
Quality Education Fund Secretariat
Team 1

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 assist in monitoring the progress of QEF funded projects and compiling project evaluation reports;
- (b) To provide support to the operation of Assessment and Monitoring Sub-committee as regards tasks relating to monitoring;
- (c) To assist in organising briefing sessions, consultations sessions and workshops to publicise the QEF; and
- (d) To assist in reviewing and revising project evaluation documents.

Normal working locations

The normal working place is Room 403, 4/F, No 14 Taikoo Wan Road, Taikoo Shing, Hong Kong. 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 aided sector or schools under the Direct Subsidy Scheme. They should have no less than 4 years (as at 31 August 2024) of full-time teaching experience at primary and/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 (2024/25 School Year)

Education Infrastructure Division
Quality Education Fund Secretariat
Team 2

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 assist in organising briefing sessions, workshops and seminars to publicise the QEF and disseminate effective practices of QEF funded projects; and
- (d) To facilitate professional sharing and collaboration among schools in QEF Thematic Network (QTN).

Normal working locations

The normal working place is Room 403, 4/F, No 14 Taikoo Wan Road, Taikoo Shing, Hong Kong. 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 aided sector or schools under the Direct Subsidy Scheme. They should have no less than 4 years (as at 31 August 2024) of full-time teaching experience at primary and/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 (2024/25 School Year)

Quality Assurance Division
The Life-wide Learning and Mainland Exchange Section 2

Work of the Section

The Life-wide Learning and Mainland Exchange Section 2 is mainly responsible for organising Mainland Exchange Programmes (MEP) for students in alignment with the school curriculum to enable them to gain first-hand experience of the developments of our country in various aspects, deepen their classroom learning and 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/ advice on MEP; 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 Life-wide Learning and Mainland Exchange Section 2 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 on the Mainland.

Entry Requirements

Applicants should be serving teachers of primary or secondary schools (including special schools) in the 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/Social Science, or equivalent, a postgraduate diploma/certificate in education or equivalent, and no less than seven years (as of 31 August 2024) 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 (2024/25 School Year)

Quality Assurance Division
Students Mainland Exchange Programme Section 2

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum 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 (SCOLAR) to set up a Task Force, comprising experienced language teachers and 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 language curriculum development.

Main duties of secondees

- (a) To help primary and/or secondary schools implement the curriculum initiatives through on-site support services;
- (b) To organise professional development activities, including Learning Communities, for primary and/or secondary school heads, Chinese/English panel heads and teachers;
- (c) To assist in identifying and disseminating good practices in Chinese/English Language learning and teaching and effective resources for reference 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 assist in conducting 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. The Scheme aims to establish a professional exchange platform for English teachers in Hong Kong and in the Mainland to facilitate their professional development. There are exchange activities with the teachers to be held in Hong Kong and Guangdong, and participating teachers will conduct visits to the Mainland schools and engage in professional sharing activities with the Mainland teachers.

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 (2024/25 School Year)

Curriculum Support Division
Language Learning Support Section

Entry Requirements

Applicants should be serving panel heads, assistant panel heads or level coordinators of primary or secondary schools (including special schools) in the aided sector or schools 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 2024) of full-time teaching experience in the English/Chinese subject at primary and/or secondary level(s). A Master's or doctoral degree or equivalent in Chinese/English language and/or Chinese/English Language Education is an advantage.

RemarksWorking 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 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 for teachers in school language curriculum development. They are expected to conduct collaborative lesson planning with teachers, take part in lesson observation and participate in other learning activities whereby they can understand how learning and teaching can be optimised, 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 reviews and sharing sessions, etc.
- (d) The application is only for full-time secondment.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Support Division
Mathematics Education Section

Work of the Section

The Mathematics Education Section is responsible for planning and coordinating the implementation and review of the Mathematics Education Key Learning Area Curriculum. It provides advice on the curriculum development matters and gives support to schools on the implementation of curriculum policies.

Main duties of secondees

- (a) To develop, compile and try out learning and teaching (L&T) resources and new L&T strategies to support the implementation of the secondary Mathematics curriculum, and the promotion of mathematical modelling, STEAM education and data literacy;
- (b) To assist in organising and conducting teachers' professional development programmes in Mathematics and STEAM education;
- (c) To provide professional services related to Mathematics education, such as participating/assisting in committees and task groups, providing professional inputs and supports in Seed projects, and supporting the organisation of student activities, etc.;
- (d) To develop learning network with Mathematics teachers from different schools, as well as to share experiences and good practices in curriculum development with frontline teachers; and
- (e) To promote new initiatives in learning, teaching and assessment in Mathematics and STEAM education.

Normal working locations

The normal working place is the Mathematics Education Section at 4/F, Kowloon Government Offices, 405 Nathan Road, Yau Ma Tei, 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 as GMs/SGMs of secondary schools in the aided sector or schools under the Direct Subsidy Scheme. They should have a relevant university degree majoring in Mathematics/Mathematics Education and no less than three years (as at 31 August 2024) of full-time teaching experience in Mathematics at the secondary level.

Remarks

- (a) The application is for **full-time** secondment.
- (b) Candidates with experiences in development of L&T materials for Mathematics education are preferred.

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Support Division
Mathematics Education Section

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum 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 curriculum, and to enrich their repertoire of effective pedagogical practices catered to the learning needs of students in order to help them develop their potential to the full. It also helps foster a collaborative and reflective culture among teachers, among and within schools for collegial support and sustainable development.

For the 2024/25 school year, support services will be provided in three Key Learning Areas (KLAs), Mathematics Education, Science Education, and Personal, Social and Humanities Education (PSHE); in Citizenship and Social Development (CS) and in curriculum initiatives pertaining to two focuses, namely STEAM (Science, Technology, Engineering, the Arts and Mathematics) education, and values education. Particular attention will be paid to the implementation of STEAM education; CS and values education to strengthen students' sense of national identity and national pride.

Main duties of secondees

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

Normal working locations

The normal working place is the office of 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 according to service needs.

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Support Division
School-based Curriculum Development (Secondary) Section

Entry Requirements

Applicants should be serving teachers of secondary schools (including special schools) in the aided sector or schools under the Direct Subsidy Scheme. They should have (i) a university degree or equivalent; (ii) a postgraduate diploma/certificate in education or equivalent; and (iii) no less than five years (as at 31 August 2024) of full-time teaching experience in PSHE KLA, Mathematics Education, Science Education or other STEAM-related KLAs/subjects, or no less than three years (as at 31 August 2024) of full-time teaching experience in CS. Experience of being the Prefect of Studies/Head of Curriculum Development in schools would be preferable.

Remarks

- (a) The application can be for full-time or half-time secondment.
- (b) 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 STEAM education or values education.
- (c) Applicants should indicate clearly in the application form his/her respective rank and service periods of all teaching posts taken.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Support Division
School-based Curriculum Development (Primary) Section

Work of the Section

The School-based Curriculum Development (Primary) Section (SBCDP) renders on-site professional support services in various Key Learning Areas/subjects including Chinese Language Education, English Language Education, Mathematic Education and General Studies. School support officers visit schools regularly to work closely with teachers in collaborative lesson preparation meetings and provide various kinds of services to facilitate school curriculum development and instigate curriculum initiatives. The Section also leverages on learning communities to let members explore the continuous development of school curriculum. The cross-school professional exchange aims at enhancing members' professional capacity and leadership.

For the 2024/25 school year, secondees will be assigned to provide support services in Chinese Language Education, English Language Education, and/or General Studies, and to implement curriculum initiatives such as STEAM education, values education and science education.

Main duties of secondees

- (a) To assist in providing on-site support to primary schools to develop school curriculum to cater for diverse student learning needs (including those of NCS students), to implement curriculum initiatives such as STEAM education, values education and science education, and to explore and develop effective pedagogical practices;
- (b) To assist in organising professional development activities to facilitate the implementation of curriculum initiatives;
- (c) To support the organisation and knowledge management of learning communities;
- (d) To develop learning and teaching resources and consolidate support services experience and knowledge;
- (e) To assist in identifying and disseminating good pedagogical practices at cross-school level and territory-wide level; and
- (f) To participate in diverse Mainland exchange programs, such as engaging in professional sharing activities with the Mainland teachers, and may have to visit schools in the Mainland.

Normal working locations

The normal working place is at the office of School-based Curriculum Development (Primary) Section in Shatin Government Offices. 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 (2024/25 School Year)

Curriculum Support Division
School-based Curriculum Development (Primary) Section

Entry Requirements

Applicants should be serving APSM/PSM/SPSM Rank(s) of primary schools (including special schools) in the aided sector or schools under the Direct Subsidy Scheme. They should have a bachelor's degree in Chinese Language Education/English Language Education/Science/Social Science, or equivalent, a postgraduate diploma/certificate in education, or equivalent. They should also meet the language proficiency requirements of 'Level 2' results in the two language papers [Use of Chinese (UC) and Use of English (UE)] in the Common Recruitment Examination (CRE), or equivalent, and a pass result in the Basic Law and National Security Law Test (Degree/Professional Grades). They should have no less than five years (as at 31 August 2024) of full-time teaching experience in the Chinese Language/English Language/General Studies subject(s) at primary level(s). They should have a good understanding on the local education systems and recent curriculum reforms in both local and international settings. Preference will be given to candidates who have proficiency in Putonghua or experience in Chinese Language/English Language Education/General Studies curriculum development.

Remarks

- (a) The application can be for full-time or half-time secondment.
- (b) 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 curriculum development; co-develop learning and teaching resources; and participate in in-house capacity building activities.
- (c) The secondees will be deployed to work in other schools to provide support to teachers in school 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 teacher development workshops, hold discussions with relevant parties of the schools, etc.
- (d) The secondees may be required to take part in visits to schools in the Mainland and engage in different exchange activities, including collaborative lesson planning, lesson studies and sharing sessions, etc.

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Support Division
School-based Professional Support Section

Work of the Section

The School-based Professional Support Section is mainly responsible for the provision of school-based support services under the Quality Education Fund Thematic Networks – Schools, Quality Education Fund Thematic Networks – Tertiary Institutes 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 support services to enable schools to build capacity to take forward education initiatives.

Main duties of secondeesFor full-time secondment position

- (a) To work alongside the EDB officers and other education institutions in the provision of school-based 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 assist in identifying good practices in schools for dissemination to teachers with reference to authentic school contexts; and
- (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 support services.

For 2-month secondment position (for English Language teachers only; the secondment is planned to be conducted in the 2nd semester of 2024/25 school year)

- (e) To conduct professional exchange activities for Mainland and Hong Kong English Language teachers in both places*.

*This is applicable to English Language teachers who are interested in joining the Scheme on Hong Kong Teachers' Exchange Activities to the Mainland (the Scheme). The Scheme aims to establish a professional exchange platform for English Language teachers in the Mainland and Hong Kong to explore effective pedagogy and classroom practices through collaboration and to promote curriculum leadership and capability in pedagogical study. There are exchange activities with the teachers to be held in Hong Kong and Guangdong, and participating teachers will conduct visits to the Mainland schools and engage in professional sharing activities with the Mainland teachers.

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Support Division
School-based Professional Support Section

Normal working locations

The normal working places are 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 (English Language secondees would participate in exchange activities in the Mainland) 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 aided sectors or under the Direct Subsidy Scheme. They should have rich experience in teacher training and curriculum development. 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 2024) of full-time teaching experience. Priority will be given to applicant teachers of English Language, Chinese Language and/or Mathematics, who have experience as a subject panel chairperson, in whole-school curriculum planning, or in the learning and teaching of non-Chinese speaking students.

Remarks

- (a) 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;
- (b) Secondees will be deployed to work in other locations to observe, support and monitor the school-based support services provided by service providers. They are also required to regularly review service providers' work, evaluate the progress of school-based support services and participate in in-house capacity building activities;
- (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 reviews and sharing sessions, etc.; and
- (d) The application is either for full-time secondment (for any subjects) or 2-month secondment (for English Language education only).

Enquiries

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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Support Division
Technology Education Section
STEM Education Centre

Work of the Section

The Technology Education (TE) Section of the Curriculum Support Division aims at giving support to schools in the implementation of curriculum policies and innovations related to TE Key Learning Area (KLA) including the promotion of STEAM education.

To further support schools, 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 the major services provided are:

- Maker Space equipped with more advanced equipment
- Professional Development Programmes for teachers
- Student learning activities such as competitions
- Advice to schools on the implementation of STEAM education

Main duties of secondees

- (a) To organise STEAM-related learning activities for students including 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 STEAM-related professional development programmes, as well as support services for teachers;
- (d) To render professional support for schools on the implementation of STEAM 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 in 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 teachers of secondary schools in the aided sector or schools under the Direct Subsidy Scheme. They should have a university degree in Technology/STEAM-related disciplines and a postgraduate diploma/certificate in education, or equivalent; and no less than four years (as at 31 August 2024) of full-time teaching experience in STEAM-related subjects at the secondary level. Priority will be given to candidates who have full-time teaching experience in Design and Technology related subjects at the secondary level.

Remarks

- (a) The application can be for full-time or half-time secondment.
- (b) Priority will be given to candidates who are familiar with the use of relevant equipment in Design and Technology Workshop and with rich experience in implementation of STEAM education in schools.

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Support Division
Technology Education Section
STEM Education Centre

Enquiries

Ms WONG Ka-ye, Natalie

Senior Curriculum Development Officer (Technology Education) 4

Tel.: 3698 3149

Fax: 2768 8664

E-mail: scdote4@edb.gov.hk

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Support Division
Technology Education Section
Artificial Intelligence

Work of the Section

The Technology Education (TE) Section of the Curriculum Support Division aims at giving support to schools in the implementation of curriculum policies and innovations related to TE Key Learning Area (KLA) including Artificial Intelligence (AI) in Secondary schools.

Main duties of secondees

Seconded teachers may be deployed to assist in or undertake the following curriculum development and support duties in relation to promoting AI at secondary level:

- (a) To assist in planning and organizing professional development programmes (PDP) related to AI, and to apply AI in learning and teaching;
- (b) To develop, compile and try out learning and teaching resources related to AI, such as teaching exemplars, learning and assessment materials, etc. in support of the implementation of AI;
- (c) To collect and disseminate good practices and provide professional support to schools;
- (d) To foster networking with school heads, curriculum leaders, teachers and the learning community;
- (e) To provide professional services related to AI, such as participating in committees and task groups, conducting consultation, etc.; and
- (f) To assist in coordinating the liaison with external parties to organize teacher training events and facilitate sharing of learning and teaching resources to promote AI.

Normal working locations

The normal working place is the Technology Education Section at 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

Candidates should be serving teachers of secondary schools in the aided sector or schools under the Direct Subsidy Scheme. They should have no less than four years (as at 31 August 2024) of full-time teaching experience in ICT or relevant subjects with implementation of AI in school. Preference may be given to candidates who possess good experience in teaching AI.

Enquiries

Mr LUI Kam-ming, Michael
Senior Curriculum Development Officer (Technology Education) 3
Tel.: 3698 3129
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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Support Division
Technology Education Section
(Primary General Studies or Mathematics)

Work of the Section

The Technology Education (TE) Section of the Curriculum Support Division aims at giving support to schools in the implementation of curriculum policies and innovations related to TE Key Learning Area (KLA) including Computational Thinking – Coding Education (CT-CE).

Main duties of secondees

Seconded teachers may be deployed to assist in or undertake the following curriculum development and support duties in relation to promoting CT-CE at the upper primary level:

- (a) To assist in planning and organising professional development programmes (PDP) related to CT-CE, and to apply CE in learning and teaching of General Studies or Mathematics;
- (b) To develop, compile and try out learning and teaching resources related to CT-CE, such as teaching exemplars, learning and assessment materials, etc. in support of the implementation of coding education;
- (c) To collect and disseminate good practices and provide professional support to schools;
- (d) To foster networking with school heads, curriculum leaders, teachers and the learning community;
- (e) To provide professional services related to CT-CE, such as participating in committees and task groups, conducting consultation, etc.; and
- (f) To assist in coordinating the liaison with external parties to organise teacher training events and facilitate sharing of learning and teaching resources to promote CT-CE.

Normal working locations

The normal working place is the Technology Education Section at the EDB Kowloon Tong Education Services Centre. Secondee 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

Candidates should be serving teachers of primary schools in the aided sector or schools under the Direct Subsidy Scheme. They should have no less than four years (as at 31 August 2024) of full-time teaching experience in General Studies or Mathematics or Computer/IT lesson with implementation of CT-CE in school. Preference may be given to candidates who possess good experience in teaching coding education or applying coding education in General Studies or Mathematics.

Remarks

The secondment is on a half-time basis. Successful candidate will be recruited as a 0.5 seconded teacher.

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Support Division
Technology Education Section
(Primary General Studies or Mathematics)

Enquiries

Ms CHAN Ka-man, May
Senior Curriculum Development Officer (Technology Education)2
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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Curriculum Support Division
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.

Main duties of secondees

- (a) To design, try out and compile different learning, teaching and assessment activities related to Science (P1 - 6) curriculum, Science (S1-3) as well as the transition between the primary and junior secondary levels; and
- (b) To develop a learning network which comprises Primary Science teachers and/or Secondary Science teachers for facilitating knowledge and experience sharing of good practices related to science education.

Normal working locations

The normal working place is Science 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 APSMs/PSMs/SPSMs of primary schools, or AEOs/EOs/GMs/SGMs of secondary schools in the aided sector or under the Direct Subsidy Scheme. They should have a Bachelor degree/Master degree/Doctoral degree majoring in biology/chemistry/ physics/engineering or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2024) of full-time teaching experience in General Studies/science-related subjects for primary schools or science subject(s) in secondary schools.

Remarks

The application is for full-time secondment.

Enquiries

Mr CHENG Chung-ki, Legolas
Senior Curriculum Development Officer (Science)5
Tel.: 3698 3455
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E-mail: chengchungki@edb.gov.hk

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Information Technology Management Division
Systems & 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 upcoming projects on 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 Estate Primary School No.1, Mei Lam Estate, Sha Tin, N.T. (a ten-minute walk from Exit A of Tai Wai 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 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 (as at 31 August 2024) of experience as a WebSAMS administrator or equivalent.

Enquiries

Ms TAM Yee-han, Tammy
Education Officer (Systems and Information Management) 6
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Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Collaborative Research and Development (“Seed”) Projects
for the 2024/25 School Year

Schools are invited to participate in the collaborative research and development (“Seed”) projects proposed by the Education Bureau in the 2024/25 school year.

Objectives

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 curriculum development and implementation. Curriculum planning and strategies for learning, teaching and assessment of different Key Learning Areas (KLAs) are covered in the “Seed” Projects in the 2024/25 school year, with focuses including the major renewed emphases of the school curriculum, whole-person development, self-directed learning, catering for learner diversity, interdisciplinary learning and curriculum interface.

“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) Major renewed emphases of the school curriculum (e.g. strengthening values education (including moral and civic education, national security education and Basic Law education), reinforcing the learning of Chinese history and Chinese culture, extending “Reading to Learn” to “Language across the Curriculum”, promoting STEAM education and IT in Education, fostering an entrepreneurial spirit, diversifying life-wide learning experiences; and
- (e) Other areas (e.g. whole-person development, self-directed learning, catering for learner diversity, interdisciplinary learning, curriculum interfaces).

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.

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Collaborative Research and Development (“Seed”) Projects
for the 2024/25 School Year

Schools, based on their school contexts and needs, can work closely together with the EDB and expert consultants through participating in “Seed” Projects. The EDB 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 EDB 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). A list of the proposed “Seed” Projects for the 2024/25 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.

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 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) or by hand to the Education Bureau’s drop-in box (Box no.: EDB03 – Staff Interflow Schemes 2024) located at the 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong **on or before 5 April 2024**. Results of the “Seed” Projects’ applications will be announced in **June 2024**.

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

Collaborative Research and Development (“Seed”) Projects
for the 2024/25 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 EDB 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 EDB. 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 2024) 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 EDB, 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 Joey PANG, Senior Clerical Officer (Appointments and Personnel/Curriculum Development) at 2892 5846.

For other enquiries, please contact Ms Ulrica CHOI of the Council and Secondary Section 2, Curriculum Development Institute at 2892 6460.

Collaborative Research and Development (“Seed”) Projects for 2024/25 School Year

Category	Level	Project Code	Proposed Title of “Seed” Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	Section and Fax No.
Chinese Language Education	Primary/ Secondary	CH0124	Enhancing Chinese Literature and Chinese Culture Learning in Chinese Language Curriculum	No seconded teachers will be required.	Ms LEE Ying-ying 2892 5833	Chinese Language Education Section 2834 7810
	Primary/ Secondary	CH0224	Enhancement of Learning and Teaching Effectiveness in Putonghua: Make Good Use of Learning and Teaching Materials/ Diversified Learning Activities/Assessment for Learning	No seconded teachers will be required.	Dr CHOW Kin 2892 5837	Chinese Language Education Section 2834 7810
English Language Education	Primary	EE0124	Sowing Seeds in Students’ Minds: Cultivating Proper Values and Awareness of National Security in Students through Strengthening the School English Language Curriculum Planning at the Primary Level	No seconded teachers will be required.	Ms Christine LEUNG 2892 5874	English Language Education Section 2834 7810

Collaborative Research and Development (“Seed”) Projects for 2024/25 School Year

Category	Level	Project Code	Proposed Title of “Seed” Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	Section and Fax No.
English Language Education	Secondary	EE0224	Enhancing Students’ Literacy Skills through Appreciating Chinese Culture in the Junior Secondary English Classroom	No seconded teachers will be required.	Ms KONG Ching-man, Isa 2892 6470	English Language Education Section 2834 7810
	Secondary	EE0324	Speak to Peak: Enhancing Students’ English Presentation Skills through Setting Up a Public Speaking Circle	No seconded teachers will be required.	Ms WONG Fong-ting, Elizabeth 2892 5873	English Language Education Section 2834 7810
Mathematics Education	Primary	ME0124	Promoting STEAM Education in Primary Mathematics and to cultivate Students’ Ability of Computational Thinking	Applicants should be serving CM/AM/APSM/PSM of primary schools in the government, aided sector or under the Direct Subsidy Scheme. They should have a Teacher Certificate, or a university degree majoring in Mathematics/Mathematics Education, or a related university degree plus a certificate/diploma in education majoring in Mathematics, or equivalent, and no less than three years (as at 31 August 2024) of full-time teaching experience in Mathematics at primary level. Applicants with experience in organising learning activities of STEAM education are preferred.	Mr TSANG Yu-man 2153 7466	Mathematics Education Section 3426 9265

Collaborative Research and Development (“Seed”) Projects for 2024/25 School Year

Category	Level	Project Code	Proposed Title of “Seed” Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	Section and Fax No.
Mathematics Education	Secondary	ME0324	Promotion of STEAM Education by infusing Mathematical Modelling into Secondary Mathematics	No seconded teachers will be required.	Mr LEE Kin-sum 2153 7456	Mathematics Education Section 3426 9265

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

<https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/seed/whatsnew-2024-25/index.html>

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

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

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.

The Section invites schools to participate in the “**IT in Education Centre of Excellence (CoE) Scheme**” to provide professional development programmes (PDPs) and on-site support services to schools. “CoE Schools” are tasked to build learning communities for scaling up good practices, consolidate new experiences, as well as enhance teachers’ repertoire and ability to use e-learning tools and resources, aiming at equipping students with the necessary knowledge to face challenges in the digital era.

Each CoE school comprises two half-time secondees from the same school. In this connection, schools participating in the Scheme have to **provide two serving teachers at the same time**.

Main duties of secondees

The secondees are required to perform the following duties:

- (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 their own school as a hub for school networking and a test bed of innovative pedagogy and mobilise teachers in their own school to collaborate and test the innovative pedagogy in class;
- (c) To line up schools to form district-based/territory-wide professional learning communities/communities of practice, and to share good IT in Education experiences in regular basis;
- (d) To conduct school visits and offer support services to other schools on pedagogical, technological and managerial issues related to the implementation of IT in Education, including effective use of e-learning in the blended mode of learning and teaching and STEAM education;
- (e) To plan and organise PDPs to share and disseminate good IT in Education experiences gained through experiments in their 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 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 (2024/25 School Year)

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

Entry Requirements

Nominated 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, aided sector or schools under the Direct Subsidy Scheme. They should have no less than three years (as at 31 August 2024) of full-time teaching experience in using IT for learning and teaching at primary or secondary level. We will consider applications from nominees who have joined any interflow schemes in the past in view of the nature of the CoE Scheme.

Remarks

- (a) The secondment is on a **half-time** basis.
- (b) The CoE Scheme is school-based in nature. Thus, applications have to be submitted by school heads instead of individual teacher applicants.
- (c) In addition to the application form to be completed 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 information about the school;
 - three major strengths in promotion of e-learning which are in line with the EDB's policy 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 platforms) in different KLAs and STEAM education;
 - a 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 electronic devices, cyberbullying prevention and information evaluation) , if any;
 - a brief description of achievements in promoting IT in Education in the past three years (with track records);
 - a concrete e-learning work plan on providing professional support to schools, building their own school's professional capacity and community of practice in the school sector; and
 - information on additional manpower support (including an overview of the supporting teachers' relevant experiences, expertise and major subjects taught) who are considered appropriate to serve as backup to the nominated teachers, if any.
- (d) The nominated teachers should indicate clearly in the application their 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.
- (e) As regular meetings are usually conducted in the afternoons on Wednesday, it is strongly advised that schools participating in the Scheme should make arrangement so that their nominated teachers will be free of teaching or any other school administrative duties in the afternoon every Wednesday.

Education Bureau
Annual Teacher Secondment Exercise (2024/25 School Year)

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

- (f) As the secondees will serve on half-secondment basis, it is assumed that about half of their teaching workload will be released. They will be required to conduct workshops and seminars, visit other schools to provide support services, and carry out other relevant activities for the Section. The school heads should arrange their workload and 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 fulfil their roles of providing services to the Section under half-time secondment.
- (g) Change of teacher(s) is not allowed under any circumstances. Withdrawal of one or both of the nominated teachers from the secondment position would be considered as the school's withdrawal from the Scheme.

Enquiries

Ms YEUNG Yuen-ting, Angel
Senior Curriculum Development Officer (IT in Education)1
Tel.: 3698 3601
Fax: 2382 4403
E-mail: scdoite1@edb.gov.hk

Education Bureau
Staff Interflow Schemes 2024
Application Form

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 26/2024 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.: EDB03 – Staff Interflow Schemes 2024) 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 2024 should reach HRM Unit of EDB or EDB's drop-in-box on or before 5 April 2024.

Personal Particulars			
Name in English : (*Mr/Ms)	_____	(surname)	_____ (other names)
Name in Chinese :	_____	HKID No. (First 4 digits) :	_____
Substantive Rank ^(Note1) :	_____	E-mail ^(Note2) :	_____
Employment Term ^(Note3) :	employed on *permanent/probation/trial/non-civil service contract/temporary contract term		
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. 26/2024.

Choice of Interflow Arrangements (Please insert “✓” in the appropriate box(es))			
Annual Teacher Secondment Exercise – for school heads and teachers from aided or DSS schools			
<input type="checkbox"/> specified in Appendix A(1) to A(25) .			
Annual Teacher Secondment Exercise – for school heads and teachers from government schools, aided or DSS schools			
<input type="checkbox"/> under the “Seed” Projects specified in Appendix A(26) .			
<input type="checkbox"/> under the IT in Education Centre of Excellence Scheme specified in Appendix A(27) .			
<i>Note: Applicant can only choose one from the above.</i>			
Scheme of Voluntary Postings to Schools – for EDB non-teaching departmental grade officers at basic rank			
<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:			
Order of preference	Subject(s)	Level	Type of school preferred
1.			* Government/Aided
			* Government/Aided
Cross-grade Posting Scheme – for EDB departmental grade (either teaching or non-teaching) officers			
<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.]			
Order of preference	Subject(s)	Level	
1.			
<input type="checkbox"/> I wish to be considered for cross-grade posting to the following non-teaching positions outside my own grade :			
Order of preference	Nature of work preferred	Division/Section	
1.			
Additional Information			
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.			
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))			
I accept the terms and conditions of interflow as set out in EDBCM No. 26/2024. 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:			
<input type="checkbox"/> have stayed in my current post for at least two years before the date of commencement of interflow.			
<input type="checkbox"/> on completion of interflow, will have more than three years to serve before reaching the age of normal retirement.			
<input type="checkbox"/> have not joined any interflow schemes for the past five years.			
Signature of Applicant:			
_____		Rank :	_____
(Name : _____)		Date :	_____

* 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 2024
Annual Teacher Secondment Exercise (2024/25 school year)

Choice of Secondment Position Specified in A(1) to A(25)

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) SDD – Life Planning Education Section	GMs/SGMs of secondary schools	No less than five years (as at 31 August 2024) of full-time teaching experience and three years of experience in Life Planning Education and Career Guidance Work in Secondary Schools. Priority will be given to applicants with professional training in life planning education and career guidance such as the Certificate Course on Career Guidance and Life Planning for Secondary School Teachers.	
A(2) SDD – School Development Central Team 3	Teachers of primary or secondary schools	No less than 3 years (as at 31 August 2024) of full-time teaching experience. Priority will be given to applicants with relevant working experience and background in matters under the purview of Central Team.	
A(3) SED – Guidance and Discipline Section	Teachers of primary or secondary schools	No less than 5 years (as at 31 August 2024) of teaching experience preferably with professional training in guidance/discipline/counselling and at least 3 years of experience in school guidance/discipline work.	
A(4) CDI - Citizenship and Social Development Section	Teachers of secondary schools	Bachelor degree or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2024) of full-time teaching experience in the subject of Citizenship and Social Development.	
A(5) CDI - English Language Education Section	Teachers of primary or secondary schools	Bachelor degree /Master degree/Doctoral degree majoring in English Language, English Studies, English Literature, English Language Education or Translation or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2024) of full-time teaching experience in the English Language subject at the primary or secondary level.	
A(6) CDI – Kindergarten and Primary Section	Teachers of primary schools	No less than three years (as at 31 August 2024) of full-time teaching experience in General Studies.	
A(7) CDI – Moral, Civic and National Education Section Section 1	Teachers of primary or secondary schools	No less than three years (as at 31 August 2024) of full-time teaching experience in Values Education.	
A(8) CDI – Moral, Civic and National Education Section Section 2	Teachers of primary or secondary schools	No less than three years (as at 31 August 2024) of full-time teaching experience in National Education.	
A(9) CDI – Moral, Civic and National Education Section Section 3	Teachers of primary or secondary schools	No less than three years (as at 31 August 2024) of full-time teaching experience in National Education and/or National Security Education.	
A(10) CDI – Native-speaking English Teacher Section	English teachers of primary or secondary schools	Bachelor degree in English Language or equivalent; (b) a post-graduate diploma / certificate in education or equivalent; and (c) no less than three years (as of 31 August 2024) of full-time teaching experience in the English Language subject. Applicants experienced in leading or assisting in the school's curriculum development projects are preferred.	
A(11) CDI – Personal, Social and Humanities Education Section History	GMs/SGMs of secondary schools	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 2024) of full-time teaching experience in History at secondary level(s).	
A(12) CDI – Physical Education Section	Teachers of primary or secondary schools	Bachelor degree/Master degree/Doctoral degree majoring in Physical Education or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2024) of full-time teaching experience in the Physical Education.	
A(13) EID – Quality Education Fund Secretariat Team 1	Teachers of primary or secondary schools	No less than four years (as at 31 August 2024) of full-time teaching experience at primary and/or secondary level.	
A(14) EID – Quality Education Fund Secretariat Team 2	Teachers of primary or secondary schools	No less than four years (as at 31 August 2024) of full-time teaching experience at primary and/or secondary level.	
A(15) QAD – Life-wide Learning and Mainland Exchange Section 2	Teachers of primary or secondary schools	University degree in Chinese Language/Humanities disciplines/Liberal Studies/Science/Technology/General Studies/Social Science, or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than seven years (as at 31 August 2024) of full-time teaching experience in relevant subjects. Proficiency in Putonghua is preferred.	
A(16) CSD – Language Learning Support Section	Panel heads/Assistant panel heads/level coordinators of primary or secondary schools	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 2024) 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 an advantage.	
A(17) CSD – Mathematics Education Section	GMs/SGMs of secondary schools	University degree majoring in Mathematics/Mathematics Education and no less than three years (as at 31 August 2024) of full-time teaching experience in Mathematics at the secondary level.	
A(18) CSD – School-based Curriculum Development (Secondary) Section	Teachers of secondary schools	University degree or equivalent, a postgraduate diploma/certificate in education or equivalent, and no less than five years (as at 31 August 2024) of full-time teaching experience in the Key Learning Areas(KLAs) of Personal, Social and Humanities Education, Mathematics Education, Science Education or other STEAM-related KLAs/subjects or no less than three years (as at 31 August 2024) of full-time teaching experience in CS. Experience of being the Prefect of Studies/Head of Curriculum Development in schools would be preferable.	

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Staff Interflow Schemes 2024
Annual Teacher Secondment Exercise (2024/25 school year)

Choice of Secondment Position Specified in A(1) to A(25)

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(19) CSD – School-based Curriculum Development (Primary) Section	Teachers of primary schools	Bachelor degree majoring in Chinese Language Education/English Language Education /Science /Social Science, or equivalent, a postgraduate diploma/certificate in education, or equivalent. Applicant should have language proficiency requirements of 'Level 2' results in the two language papers [Use of Chinese (UC) and Use of English (UE)] in the Common Recruitment Examination (CRE), or equivalent, and a pass result in the Basic Law and National Security Law Test (Degree/Professional Grades). No less than five years (as at 31 August 2024) of full-time teaching experience in the Chinese Language/English Language/General Studies subject(s) at primary level(s). They should have a good understanding on the local education systems and recent curriculum reforms in both local and international settings. Preference will be given to candidates who have proficiency in Putonghua or experience in Chinese Language/English Language Education/General Studies curriculum development.	
A(20) CSD – School-based Professional Support Section	Teachers of primary or secondary schools	University degree or equivalent, a postgraduate diploma/certificate in education or equivalent and no less than six years (as at 31 August 2024) of full-time teaching experience. Applicant should have rich experience in teacher training and curriculum development work. Priority will be given to applicant teachers of English Language, Chinese Language and/or Mathematics, who have experience as a subject panel chairperson, in whole-school curriculum planning, or in the learning and teaching of non-Chinese speaking students.	
A(21) CSD – Technology Education Section STEM Education Centre	Teachers of secondary schools	University Degree in Technology/STEAM-related disciplines and a postgraduate diploma/certificate in education, or equivalent; and no less than four years (as at 31 August 2024) of full-time teaching experience in STEAM-related subjects at the secondary level. Priority will be given to candidates who have full-time teaching experience in Design and Technology related subjects at the secondary level.	
A(22) CSD – Technology Education Section Artificial Intelligence	Teachers of secondary schools	No less than four years (as at 31 August 2024) of full-time teaching experience in Information and communication technologies (ICT) or relevant subjects with implementation of Artificial Intelligence (AI) in school. Preference may be given to candidates who possess good experience in teaching AI.	
A(23) CSD – Technology Education Section Primary General Studies or Mathematics	Teachers of primary schools	No less than four years (as at 31 August 2024) of full-time teaching experience in General Studies or Mathematics or Computer/IT lesson with implementation of Computational Thinking-Coding Education in school. Preference may be given to candidates who possess good experience in teaching coding education or applying coding education in General Studies or Mathematics.	
A(24) CSD – Science Education Section	Teachers of primary or secondary schools	Bachelor degree/Master degree/Doctoral degree majoring in Biology/Chemistry/Physics/Engineering or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2024) of full-time teaching experience in General Studies/science-related subjects for primary schools or science subject(s) in secondary schools.	
A(25) ITMD – Systems & Information Management Section	Teachers of primary or secondary schools	Adequate knowledge of the functioning of WebSAMS and preferably no less than two years (as at 31 August 2024) of experience as a WebSAMS administrator or equivalent.	

Note The requirements summarised in this table are for quick reference only. Please refer to Appendices A(1) to A(25) of EDBCM No. 26/2024 for the detailed eligibility criteria for the secondment positions.

Signature of Applicant:

(Name : _____)

Rank : _____

Date : _____

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Annual Teacher Secondment Exercise (2024/25 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 : _____

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Recommendation by Head of Division/School

Completion of this Annex is required for applications for teacher secondment commencing August/September 2024. This form should be completed by the school head (for applications from school teachers) or the applicant's supervisor (for applications from school heads).

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 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 (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

**Education Bureau
Staff Interflow Schemes 2024**

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

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 26/2024 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.: EDB03 – Staff Interflow Schemes 2024) 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 2024 should reach HRM Unit of EDB or EDB's drop-in-box on or before 5 April 2024.

**Participation in Collaborative Research and Development ("Seed") Projects
2024/25 School Year**

Part I: My school wishes to take part in the following "Seed" Project(s) in 2024/25:

(Please refer to Appendix A(26) for the information on "Seed" projects.)

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

Part II: School information

School Name & _____ ()

Number : _____

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 EDB, 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 EDB to participate in its “Seed” Project(s).
- My school wishes to nominate the following teacher(s) for secondment to the EDB 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 2024**

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

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 26/2024 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.: EDB03 — Staff Interflow Schemes 2024) 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 2024 should reach HRM Unit of EDB or EDB's drop-in-box on or before 5 April 2024

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 2024/25 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 information about the school;
- three major strengths in promotion of e-learning which are in line with the EDB's policy 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 platforms) in different KLAs and STEAM education;
- a 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 electronic devices, cyberbullying prevention and information evaluation), if any;
- a brief description of achievements in promoting IT in Education in the past three years (with track records);
- 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 the supporting 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 2024/25 school year (Schools applying for the Scheme are required to nominate two serving teachers at the same time.):

No.	Name of Teacher ^{Note}	Rank	HKID(First 4 digits)
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 2024**

**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 2024 to 31 August 2025. 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 seconded by accident arising out of and in the course of performing his duties.

6. Vacation Leave and Holiday Arrangements

- 6.1 The seconded will not be entitled to school holidays during the period of secondment.
- 6.2 During the period of secondment, a seconded 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 seconded 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 seconded 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 seconded 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 seconded whose period of secondment is three months or longer. The appraisal report will only be disclosed to officers of EDB and the seconded'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 seconded using the organisation's report form.

9. Conduct

- 9.1 The seconded 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 2024**

**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 2024 to 31 August 2025.

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 2024**

Interflow Scheme Features	Annual Teacher Secondment Exercise	Scheme of Voluntary Postings to Schools	Cross-grade Posting Scheme
Eligible officers	<p>For secondment positions at A(1) to A(26)</p> <ul style="list-style-type: none"> - Serving teachers from schools in the aided sector and under the Direct Subsidy Scheme <p>For school based projects under A(26) and A(27)</p> <ul style="list-style-type: none"> - All schools, including government schools, may also apply. 	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	<p>(i) Secondment positions at A(1) to A(25)</p> <ul style="list-style-type: none"> - Appendix B with Annexes 1 and 3. <p>(ii) “Seed” Projects at A(26)</p> <ul style="list-style-type: none"> - “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 <p>(iii) IT in Education Centre of Excellence Scheme at A(27)</p> <ul style="list-style-type: none"> - 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.

Interflow Scheme Features	Annual Teacher Secondment Exercise	Scheme of Voluntary Postings to Schools	Cross-grade Posting Scheme
Closing date of application	5 April 2024	Open all year round. 5 April 2024 is the closing date for applications intended for postings to schools to commence in August/ September 2024.	Open all year round. 5 April 2024 is the closing date for applications intended for postings to schools or postings involving teaching grades officers to commence in August/ September 2024.