EDUCATION BUREAU
CIRCULAR MEMORANDUM NO. 7/2014

From : Permanent Secretary for Education  To : Heads of government and aided primary and secondary schools;
Ref. : EDB(HRM)/PER/10/2  Heads of primary and secondary schools under the Direct Subsidy Scheme;
Tel. : 3509 8497  Heads of special schools;
Fax. : 2893 1976  Heads of divisions/sections
Date : 29 January 2014

Staff Interflow Schemes 2014
(i) Annual Teacher Secondment Exercise
(ii) Scheme of Voluntary Postings to Schools
(iii) Cross-grade Posting Scheme

(Note : This Circular Memorandum should be read by heads and teachers of primary, secondary and special schools in the government and aided sectors and schools under the Direct Subsidy Scheme; heads of divisions/sections and non-teaching departmental grade officers in the Education Bureau.)

Summary

This Circular Memorandum invites applications from heads and teachers of primary, secondary and special schools in the government and aided sectors and schools under the Direct Subsidy Scheme as well as non-teaching departmental grade officers from the Education Bureau (EDB) to participate in the –

(i) Annual Teacher Secondment Exercise;
(ii) Scheme of Voluntary Postings to Schools for Non-teaching Departmental Grade Officers at Basic Rank; and
(iii) Cross-grade Posting Scheme.

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 schools. Starting from the 2010/11 school year, the Collaborative Research and Development (“Seed”) Projects, which is on a full/part-time basis, and the 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 2014 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; and

(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 (ATSE):
   (i) Secondment positions at Appendices A(1) to A(12) - Application Form at Appendix B with Annexes 1 & 3
   (ii) “Seed” Projects at Appendix A(13) - Application Form at Appendix B with Annexes 2 & 3 and Appendix C
   (iii) Centre of Excellence Scheme at Appendix A(14) - Application Form at Appendix B with Annex 3 and Appendix D

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

(b) Scheme of Voluntary Postings to Schools for Non-teaching Departmental Grade Officers at Basic Rank (SVPS) - Application Form at Appendix B with Annex 3

(c) Cross-grade Posting Scheme (CPS) - Application Form at Appendix B only (without annex)

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

Validity Period of Application

5. Applications for secondment positions under the Annual Teacher Secondment Exercise are valid for the current exercise only. Applications for the other interflow schemes are valid for two years counting from the date of application. An application will lapse automatically if a posting cannot be arranged within the two-year validity period. If after submitting an application, the applicant decides to withdraw it, he/she should notify the Human Resource Management Unit of EDB in writing as soon as possible.

Closing Date of Applications

6. The deadline for application under the Annual Teacher Secondment Exercise is **28 February 2014** 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 2014 have to submit their applications to EDB **on or before 28 February 2014**. Completed application forms should be sent to the Human Resource Management Unit at 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong. Normally, late applications will not be considered.

7. Applications for voluntary postings to school and applications for cross-grade postings submitted after 28 February 2012 shall remain valid. Applicants concerned need not submit fresh application unless they wish to revise their original preferences.
Duration and Timing of Interflow

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

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

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

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

Placement and Selection of Applicants

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

   (a) have stayed in his/her current post for at least two years before the date of commencement of interflow;

   (b) on completion of interflow, will have more than three years to serve before reaching the age of normal retirement; and

   (c) have not joined any interflow schemes for the past five years.

13. Applicants for the Annual Teacher Secondment Exercise will be shortlisted for selection interviews to be conducted by the host divisions. They may assume that their applications are unsuccessful if they do not hear from us by **30 April 2014**. For the other interflow schemes, initial matching will be worked out centrally by EDB based on the applications received and positions available. Before a posting is confirmed, an interview between the applicant and the prospective host division/school may be arranged where necessary.

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

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

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

Terms and Conditions of Interflow

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

Enquiries

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

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

Miss Alice LAU
for Permanent Secretary for Education

c.c. Branch Heads
## List of Secondment Positions

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Education Bureau
Annual Teacher Secondment Exercise (2014/15 School Year)

Curriculum Development Institute
Curriculum Development, Promotion of e-Learning, Resources Development and Support in Various Subjects/Key Learning Areas

Work of the Institute
The Curriculum Development Institute is a full-time professional body dedicated to advise on curriculum development matters and to give support to schools in the implementation of curriculum policies and innovations.

Main duties of secondees
Seconded teachers may be deployed to assist in or undertake the following curriculum development and support duties in their relevant subjects/key learning areas (KLAs) –
(a) to review textbooks and resource materials;
(b) to assist in the review and development of curricula for various subjects/KLAs;
(c) to implement support measures and to develop, compile and try out curriculum support resources, such as teaching exemplars, learning and assessment materials, ETV/multimedia resources, etc. in support of the implementation of relevant subjects/KLAs, different modes of curriculum organisation, pedagogies and assessment strategies, as well as in promoting e-learning;
(d) to collect and disseminate good practices and provide professional support to schools;
(e) to co-ordinate teacher professional development programmes, such as training courses, seminars and workshops;
(f) to foster networking with school heads, curriculum leaders, teachers and the learning community;
(g) to develop, conduct, monitor and evaluate projects, such as those related to Learning Progression Framework, school-based curriculum projects, action research, collaborative research and development projects; and
(h) to provide subject-related professional services, such as participating in committees and task groups, conducting consultation, etc.

Normal working locations
The normal working place depends on the location of the section hosting the secondment. Offices of Curriculum Development Institute are situated at various locations, e.g. Wanchai, Kowloon Government Offices, etc. 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
Chinese Language Education Section
For Primary Chinese Language: Applicants should be serving CMs (or above) of primary schools in the government or aided sector or under the Direct Subsidy Scheme. They should possess a Teacher’s Certificate and no less than three years (as at 31 August 2014) of full-time teaching experience in the Chinese Language subject at primary level. Putonghua proficiency, IT skills and/or experience of teaching Chinese to non-Chinese speaking students will be additional assets.

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For Secondary Chinese Language: Applicants should be serving AEOs/GMs (or above) of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should possess a relevant university degree majoring in Chinese Language/Literature (including Translation or Linguistics) and no less than three years (as at 31 August 2014) of full-time teaching experience in the Chinese Language subject at secondary level. Putonghua proficiency, IT skills and/or experience of teaching Chinese to non-Chinese speaking students will be additional assets.

Kindergarten and Primary Section
For Whole School Curriculum Development: Applicants should be serving teachers of primary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have no less than two years (as at 31 August 2014) of experience in leading or coordinating whole school curriculum development. Priority will be given to applicants with working experience as the Primary School Curriculum Leaders (PSCLs).

For General Studies: Applicants should be serving General Studies teachers of primary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree (preferably with tertiary science background) and no less than three years (as at 31 August 2014) of full-time teaching experience. Priority will be given to applicants who have a post-graduate university degree.

Liberal Studies Section
Applicants should be serving AEOs/GMs (or above) of secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree and no less than three years (as at 31 August 2014) of full-time teaching experience in Liberal Studies, Integrated Humanities or Science and Technology Curriculum at senior secondary level.

Curriculum Resources Section
For Educational Television: Applicants should be serving teachers of primary or secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a relevant university degree and teachers’ qualification with no less than three years (as at 31 August 2014) of full-time post-degree teaching experience at primary or secondary level, as well as basic understanding about and relevant experience in the development, production and management of multimedia teaching resources.
Education Bureau
Annual Teacher Secondment Exercise (2014/15 School Year)

Curriculum Development Institute
Curriculum Development, Promotion of e-Learning, Resources Development and Support in Various Subjects/Key Learning Areas

Technology Education Section
Applicants should be serving teachers of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree majoring in Computer Science or equivalent, and a postgraduate diploma/certificate in education with no less than four years (as at 31 August 2014) of full-time teaching experience in Computer Literacy at junior secondary level or Information and Communication Technology at senior secondary level.

Remarks
It would be preferable if applicants have experience in leading school-based curriculum development projects relating to the use of Information Technology to support learning and teaching and in organising experience-sharing sessions on e-learning in various subjects/key learning areas.

Enquiries
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Mr Allen LAI
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Miss Clara NG
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EDBCM No. 7/2014
Work of the Section
The Gifted Education (GE) Section is to co-ordinate, plan, and initiate the implementation and review of the curriculum development according to the special characteristics of gifted children and the changing contextual demand of the society upon these children. Organisation of professional development programmes for teachers, development of curriculum resources for teaching and counseling the gifted, as well as provision of learning activities to enrich the learning experiences of gifted learners are the three main areas of responsibilities of the GE section.

Main duties of secondees
(a) to design and pilot school-based pull-out gifted development programmes and whole class differentiation in Chinese Language or Humanities (e.g. Geography, Economics, Chinese History, History, Travel and Hospitality Studies, Ethic and Religious Studies, Social Studies, Life and Society etc.) domain for gifted students;;
(b) to conduct sharing with frontline school teachers with a view to facilitating cross-fertilisation of experience and expertise;
(c) to participate in the organisation of territory wide student competitions with a view to acting as change agent in promoting related school-based training activities; and
(d) to participate in Gifted Education-related professional development programmes to prepare for cascading training to parent schools.

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

Entry requirements
Applicants should be serving teachers of secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have a relevant degree and teachers’ qualification with no less than three years (as at 31 August 2014) of full-time post-degree teaching experience at secondary level, as well as basic understanding about the promotion of Gifted Education in schools.

Remarks
Candidates with prior training in Gifted Education or those who have experience in promoting Gifted Education relating to creativity, Chinese Language or Humanities are preferred.
Education Bureau
Annual Teacher Secondment Exercise (2014/15 School Year)

Curriculum Development Institute
Gifted Education Section

Enquiries
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E-mail: aacd@edb.gov.hk
Work of the Section
The Native-speaking English Teacher Section is responsible for implementing and providing professional support for the Native-speaking English Teacher (NET) Schemes in primary and secondary schools.

Main duties of secondee
(a) to collaborate with the NET Section’s Advisory Teaching Team (ATT) to develop e-resources and strategies for resource application to support the next phase of the development of the Section’s literacy programme;
(b) to provide school-based support services focusing on the promotion of e-learning and trialling the e-resources mentioned above under the guidance of a veteran Advisory Teacher (AT);
(c) to co-plan and co-deliver professional development programmes with ATs on effective use of Information Technology to support English learning and teaching in local primary schools in the public sector; and
(d) to assist in Section events and tasks relating to the implementation of the NET Scheme and the English Language Curriculum Guide.

Normal working locations
The normal working place is NET 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 or 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 schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have no less than five years (as at 31 August 2014) of full-time teaching experience in the English Language subject.

Remarks
It would be preferable if applicants have experience in leading school-based curriculum development projects relating to the use of Information Technology to support English language learning and teaching and in organising experience-sharing sessions on e-learning.

Enquiries
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Curriculum Development Officer (Native-speaking English Teacher)
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Work of the Section
The IT in Education Section is responsible for supporting schools in building up their mobile learning environment and providing professional advice to teachers to enhance their know-how in using IT in Education and build up their IT capacity. The Section also provides schools and parents with support in the implementation of Internet Safety.

Main duties of secondees
(a) to promote community-wide culture for the use of IT in Education and provide professional support on the implementation of IT in Education through teacher training programmes;
(b) to provide professional services, such as coordinating teachers and professionals to solicit their views on IT in Education and participating in various focus groups as secretaries or members;
(c) to facilitate the collaboration among teachers on promoting and enhancing the use of IT in learning and teaching in general and in relevant subjects/key learning areas;
(d) to provide professional support, monitor and evaluate the development and implementation of school-based IT and e-learning projects in schools; and
(e) to give advice and support on the implementation of IT in Education Strategies and other related areas in IT in Education.

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

Entry requirements
Applicants should be serving teachers or heads (up to Headmaster II/Principal II level) of primary or secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have no less than three years (as at 31 August 2014) of full-time teaching experience and experience in using IT for learning and teaching at primary or secondary level.

Remarks
Applicants should indicate clearly in the application form their teaching experience including the subjects taught for the past three school years as secondees’ teaching experience will be highly relevant to the professional support duties assigned to them. It would be preferable if applicants have experience in leading school-based curriculum development projects relating to the use of Information Technology to support e-learning and in organising experience-sharing sessions on e-learning.
Enquiries
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Work of the Section
The Assessment and HKEAA Section is responsible for implementing, monitoring and evaluating the Basic Competency Assessments (BCA) Project, as well as planning, implementing and evaluating the development of an Online Student Assessment Platform.

Main duties of secondees
(a) to assist in the development of an enhanced online assessment platform (“platform”) and the implementation of a pilot scheme in promoting assessment for learning and assessment as learning at Key Stage 2 (Primary 4 to 6) in the subjects of Chinese Language, English Language and Mathematics;
(b) to provide professional support to the development of assessment items with reference to the Learning Progression Frameworks for Chinese Language, English Language and Mathematics;
(c) to provide professional services related to the tryouts of assessment items and the use of the platform, such as coordinating with relevant subject teachers from the pilot schools and soliciting their views on the design of the assessment items and the use of the platform, with a view to educating our students to become self-directed learners;
(d) to assist in conducting professional development programmes for teachers on the use of platform to promote self-directed learning; and
(e) to assist in conducting experience-sharing sessions on disseminating pilot schools’ feedback on the assessment items and the platform as well as the good practices observed.

Normal working locations
The normal working place is the Assessment and HKEAA Section at Hopewell Centre of Wanchai. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.

Entry requirements
For Chinese Language: Applicants should be serving CMs (or above) of primary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have a Teacher’s Certificate or a university degree majoring in Chinese Language or equivalent, and a postgraduate diploma/certificate in education, majoring in Chinese Language or equivalent, and no less than five years (as at 31 August 2014) of full-time teaching experience in the Chinese Language subject at primary level.

For English Language: Applicants should be serving CMs (or above) of primary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have a Teacher’s Certificate or a university degree majoring in English Language or equivalent, and a postgraduate diploma/certificate in education, majoring in English Language or equivalent, and no less than five years (as at 31 August 2014) of full-time teaching experience in the English Language subject at primary level.
For Mathematics: Applicants should be serving CMs (or above) of primary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have a Teacher’s Certificate or a university degree majoring in Mathematics or equivalent, and a postgraduate diploma/certificate in education, majoring in Mathematics or equivalent, and no less than five years (as at 31 August 2014) of full-time teaching experience in Mathematics at primary level.

Enquiries
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Deputy Project Director (Assessment & Support)2
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Work of the Section
The Systems and Information Management Section is responsible for the support, development and administration of the information management systems, one of which is the Web-based School Administration and Management System (WebSAMS). The secondees will be deployed to promote the use of WebSAMS among all public sector schools, support and train schools’ staff on using WebSAMS, and to coordinate the WebSAMS enhancement projects.

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

Normal working locations
The normal working place is at E-Trade Plaza, Chai Wan. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.

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

Enquiries
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Education Officer (Systems and Information Management)6
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Work of the Section
The Standing Committee on Language Education and Research (SCOLAR) report, issued in June 2003, recommended the setting up of a Task Force comprising experienced language teachers & language experts to support schools to implement the curriculum reform and particularly in language learning and teaching. The Language Learning Support Section has taken forward this recommendation by setting up the Task Force, and is responsible for planning, implementing and evaluating the support services for schools, as well as disseminating good practices and experiences in school-based language curriculum development.

Main duties of secondees
(a) to help Chinese/English panel heads and teachers of primary and/or secondary schools implement the curriculum reform through the provision of advisory and professional support services;
(b) to participate in, and contribute to, regular collaborative planning sessions with a number of schools;
(c) to organise and conduct school-based/district-based professional development activities and to assist in organising territory-wide functions for primary and/or secondary school heads, Chinese/English panel heads and teachers;
(d) to identify and disseminate good practices in Chinese/English Language learning and teaching and effective resources for use in primary and/or secondary schools;
(e) to undertake research and development projects related to Chinese/English Language learning and teaching in primary and/or secondary schools;
(f) to liaise with school heads/relevant parties of the schools to review their progress in school-based language curriculum development; and
(g) to support schools to implement language across the curriculum at primary and/or secondary schools.

Normal working locations
The normal working places are the office of the 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.

Entry requirements
Applicants should be serving panel heads/level coordinators of primary or secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have a first 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 2014) of full-time teaching experience in the English/Chinese subject at primary and/or secondary level(s).
Remarks

Working locations, nature of work and time allocation

(a) The secondees are required to meet regularly with team members and supervisors at the office of the Section to co-plan and organise professional development activities for schools; review their work and evaluate the progress of schools in school-based language curriculum development; co-develop learning and teaching resources; and participate in in-house capacity building activities. This accounts for about 20 - 25% of the working time.

(b) The secondees will be deployed to work in other schools to provide support to teachers in school-based language curriculum development. They are expected to conduct collaborative lesson planning with teachers, participate in learning activities whereby they can understand how learning and teaching can be improved, take part in lesson observation, conduct school-based teacher development workshops, hold discussions with relevant parties of the schools, etc. This accounts for about 75 - 80% of the working time.

Other

Shortlisted candidates will be required to sit for a written test.

Enquiries

Ms Samantha HUNG
Executive Officer (Language Learning Support)
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Education Bureau
Annual Teacher Secondment Exercise (2014/15 School Year)

Quality Assurance and School-based Support Division
Quality Assurance Sections

Work of the Section
The Quality Assurance Sections adopt various processes, such as the External School Review (ESR) and Focus Inspections, to assess and report on how schools provide quality education in Hong Kong. Since the implementation of the School Development and Accountability (SDA) framework in 2003, ESR has become the main type of inspection to validate school self-evaluation (SSE). The Sections also develop a set of evaluation tools, including Performance Indicators and Key Performance Measures, to facilitate SSE and to achieve sustainable school development. The ultimate aim is to enhance student learning outcomes.

Main duties of secondees
(a) to conduct ESR, Focus Inspection and other types of inspection in local primary, secondary and special schools;
(b) to develop tools and resource materials to support the implementation of the SDA framework; and
(c) to assist in publicity and professional development works such as organising talks, seminars and workshops for school personnel to promote the SDA framework and disseminate good practices.

Normal working locations
The normal working place is the Quality Assurance Sections at Crocodile Centre in Kwun Tong. Secondees are also required to work frequently in schools to be determined by the supervisor in the light of service needs.

Entry requirements
Applicants should be serving heads, deputy heads or senior teachers of primary or secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have no less than eight years (as at 31 August 2014) of teaching and relevant school administrative experience. Applicants should indicate clearly in the application form their period of service in teaching and school administration. Preference will be given to applicants who have worked as subject panel heads, and those who have been actively involved in the development of education territory-wide (e.g. as a member of a task group on education).

Enquiries
Miss Adeline LAM
Executive Officer (Quality Assurance and School-based Support)
Tel: 2892 6587
Fax: 2573 2805
E-mail: adelineymlam@edb.gov.hk

EDBCM No. 7/2014
Education Bureau  
Annual Teacher Secondment Exercise (2014/15 School Year)  
Quality Assurance and School-based Support Division  
School-based Curriculum Development (Secondary) Section

Work of the Section
The School-based Curriculum Development (Secondary) Section aims at providing diversified modes of professional support services and collaboration to secondary schools to enhance teachers’ capacity in developing school-based curricula that help students to actualise their full potential and to build up a collaborative and reflective culture in the teaching profession for teacher and school improvement. Services are provided mainly in the subject of Liberal Studies and key learning areas of Mathematics Education, Personal, Social and Humanities Education, Science Education and Technology Education. Besides, a project “Whole-school approach to catering for learner diversity” is held to support schools to develop a coherent approach in addressing students’ learning needs.

Main duties of secondees
To assist senior school development officers in –
(a) providing on-site support and consultancy services to secondary schools, implementing different curriculum development measures, drawing up curriculum plans, exploring effective teaching and learning strategies, producing teaching & learning materials, and evaluating the impact of each development measure;
(b) organising professional development activities to facilitate the implementation of various curriculum development measures;
(c) identifying and disseminating good practices of schools;
(d) fostering sharing and collaboration culture among teachers in schools; and
(e) liaising with school teachers/relevant parties in relation to the implementation of school-based curriculum development measures.

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

Entry requirements
Applicants should be serving AEOs/EOs/GMs/SGMs/PGMs/AMs/SAMs/PAMs of secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have a diploma in education or equivalent and no less than five years (as at 31 August 2014) of full-time teaching experience in the key learning areas of Mathematics Education, Personal, Social and Humanities Education, Science Education, Technology Education, or in Liberal Studies (Hong Kong Diploma of Secondary Education).
Remarks
(a) Preference will be given to applicants who have relevant Key Learning Area/Subject Curriculum Development experiences or assume a leading role in school curriculum development or in catering for learner diversity.

(b) Applicants should indicate clearly in the application form his/her respective rank and service periods of all teaching posts taken.

Enquiries
Dr CHAN Man-tak
Senior School Development Officer (School-based Curriculum Development (Secondary))
Tel : 2639 4746
Fax : 3105 1504
E-mail : mantakchan@edb.gov.hk
Work of the Section
The School-based Professional Support Section is mainly responsible for the implementation of
School-based Professional Support Programmes financed by the Education Development Fund such
as the Principal Support Network, School Support Partners (Seconded Teacher) Scheme,
Professional Development Schools Scheme, and the University-School Support Programmes etc. to
enable schools to build capacity to take forward the reform measures.

Main duties of secondees
(a) to work alongside the officers of EDB and other education institutions in the provision of
school-based professional support services for the implementation of education initiatives to
effect changes occurring at Key Learning Areas (KLAs) level or school level, capitalising on
their frontline experiences and subject expertise in respective KLAs or whole school
pedagogical issues;
(b) to support the connection of updated subject knowledge in the formation of learning
communities within and among schools for sustaining the sharing and collaborative cultures;
(c) to identify good practices in schools and put them under a conceptualisation framework 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 principals and teachers in relation to school-based
professional support programmes.

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

Entry requirements
Applicants should be serving teachers of primary or secondary schools (including special schools)
in the government or aided sector or under the Direct Subsidy Scheme. They should have a
genuine interest in teacher training, mentoring and curriculum development work. They should
have a university degree or a certificate in education in a relevant subject or equivalent and no less
than six years (as at 31 August 2014) of full-time teaching experience. Priority will be given to
applicants with school-based curriculum development experience, or working experience as subject
panel chairperson.

Remarks
Applicants should indicate clearly in the application 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.
Appendix A(10)

Education Bureau
Annual Teacher Secondment Exercise (2014/15 School Year)

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

Enquiries
Mr Albert CY LIU
Senior School Development Officer (School-based Professional Support)
Tel : 2152 3212
Fax : 2152 3223
E-mail : albertliu@edb.gov.hk
Education Bureau
Annual Teacher Secondment Exercise (2014/15 School Year)

School Development Division
Careers Guidance Team

**Work of the Team**
The Careers Guidance Team is responsible for supporting secondary schools in formulating the school's career guidance policy, co-ordinating and reviewing career education programmes within the school. It provides professional support to schools; organises training, sharing sessions and seminars for teachers, promotes career education for parents and students; and arranges workplace learning opportunities for students in partnership with the business sector.

**Main duties of secondees**
(a) to provide school-based professional support on career guidance and life planning;
(b) to assist in networking and professional sharing among teachers;
(c) to prepare school visit reports and evaluation reports on school-based professional support;
(d) to identify and disseminate effective practices of career guidance services and life planning through seminars and sharing sessions; and
(e) to build up a career guidance repository to support teachers.

**Normal working locations**
The normal working place is Rm EP09, Podium, East Block, Education Bureau Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of operational needs.

**Entry requirements**
Applicants should be serving AEOs/EOs/GMs/SGMs of secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have no less than five years (as at 31 August 2014) of full-time teaching experience and three years of experience in career guidance work in secondary schools. Priority will be given to applicants with professional training in career guidance such as the Certificate Course in Career Education for Secondary School Teachers.

**Enquiries**
Ms Regina HUI
Senior School Development Officer (Careers Guidance)
Tel : 3698 4332
Fax : 2770 2012
E-mail : reginachan@edb.gov.hk
Work of the Section
The Guidance and Discipline Section is responsible for providing professional support to schools on matters relating to student guidance and discipline.

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

Normal working locations
The normal working place is the Guidance and Discipline Section at Hopewell Centre in Wanchai. Secondees may also be required to work in other locations, such as schools, campsites or education services centres, to be determined by the supervisor in the light of service needs.

Entry requirements
Applicants should be serving teachers of primary or secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have no less than five years (as at 31 August 2014) of full-time teaching experience and at least three years of experience in school guidance/discipline work, preferably with professional training in guidance/discipline/counseling.

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

Enquiries
Miss Bonnie NG
Executive Officer (Guidance and Discipline)
Tel: 2863 4683
Fax: 2575 8251
E-mail: exogd@edb.gov.hk
Schools are invited to participate in the collaborative research and development ("Seed") projects proposed by the Curriculum Development Institute (CDI), Education Bureau in the 2014/15 school year.

**Objectives**
In line with the curriculum reform, the CDI has initiated a series of collaborative research and development ("Seed") projects in schools since September 2001. These projects are geared towards promoting the learning capabilities of students, generating valuable experiences, suggesting actions and developing a critical mass in order to achieve the aims of the school curriculum. The key emphasis of the “Seed” projects this year will still be on improving curriculum planning as well as learning, teaching and assessment strategies in Key Learning Areas. It also includes the planning of the senior secondary curriculum, interface across Key Stages of learning, developing self-regulated learning of students and e-learning resources as well as catering for learner diversity in curriculum planning.

**Rationale and purpose of “Seed” projects**
Curriculum development is a continuous process aiming at improving teaching and learning. Collaborative research and development “Seed” projects initiated since 2001 are meant to support schools and teachers in the curriculum reform. They are based on principles/theories which are put into practice, and provide valuable information for improvement and decision making. They are designed to –
(a) generate useful knowledge and experiences, and suggest actions for the reference of schools, teachers and the community;
(b) develop a critical mass of curriculum change agents, reflective practitioners and curriculum leaders to enhance the capacity of reform; and
(c) serve as an impetus to school-based curriculum development.

**“Seed” projects**
“Seed” projects are collaborative research and development projects that focus on the key emphases of curriculum development in line with the objectives of curriculum reform. These key emphases are –
(a) curriculum planning, learning and teaching strategies in Key Learning Areas;
(b) development of critical thinking and creativity through learning activities;
(c) assessment for learning;
(d) four key tasks (project learning, reading to learn, moral and civic education, and information technology for interactive learning); and
(e) other areas (e.g. cater for learner diversity, reading across curriculum, self-regulated learning, smooth transition between Junior Secondary and Senior Secondary and interface between Primary 6 and Secondary 1, etc.).
Education Bureau

Annual Teacher Secondment Exercise (2014/15 School Year)

Collaborative Research and Development ("Seed") Projects for the 2014/15 School Year

Each project has two components. The development component involves joint effort among the professional community in planning the curriculum and developing essential resources to try out learning and teaching in relation to the key emphases of curriculum development. The research component is to collect evidence on the processes of change and impact on student learning in order to provide information to improve practice.

Through collaboration in “Seed” projects, schools will work together with CDI and expert consultants on the schools’ practical needs and will disseminate experience generated through effective channels, such as seminars, workshops and professional development programmes. Such experience will also be developed into exemplars, learning and teaching materials, reports, etc. for teachers’ reference or adaptation. Schools and teachers will be empowered throughout the whole process. Furthermore, cross-fertilisation of ideas from frontline educators, curriculum developers and other experts in the education field will also facilitate the building up of a professional community striving for excellence through an ongoing process of curriculum development.

In view of the intensity and complexity involved in the “Seed” projects, secondment of teachers to CDI and provision of supply teachers to the schools may be required whereby seconded teachers play the role of curriculum change agents. Furthermore, in making proposals for the “Seed” projects, schools are strongly encouraged to take into consideration holistically their strengths and capacity, as well as their school development plans for migration to the new senior secondary academic structure wherever applicable. Relevant sections of CDI will provide schools with further information in the Briefing Session.

Details

A list of the proposed “Seed” projects for the 2014/15 school year together with the relevant information is included in Annex 1 of this Appendix. Schools are invited to participate in projects that are of interest to them. Please note that not all “Seed” projects will involve secondment of teachers.

Interested school heads and their teachers are requested to complete the application form(s) (Appendix C) (and Appendix B, if appropriate) in duplicate. The completed application form(s) should be returned to the Human Resources Management Unit at 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong by post on or before 28 February 2014 (Friday). Results of the applications will be sent to schools in May 2014.

Briefing Session on “Seed” Projects

To familiarise school heads and teachers with the concept, requirements and mode of the “Seed” projects, and to provide them with more information about individual projects, a Briefing Session has been scheduled for 15 February 2014 (Saturday).
Interested school heads and their teachers are encouraged to attend the Briefing Session to discuss with CDI staff regarding the scope and content of their proposals. Details of the Briefing Session are as follows:

Date: 15 February 2014 (Saturday)
Time: 9:00 a.m. – 11:45 a.m.
Venue: Newman Catholic College,
2 Cliff Road, Yau Ma Tei, Kowloon

The Programme of the Briefing Session and the location map of the school are attached in Annex 2 of this Appendix.

Details of the Briefing Session can be obtained at the Training Calendar System on the homepage of the Education Bureau (http://tcs.edb.gov.hk, with Course ID CDI020140633).

Heads of schools and teachers are requested to make online registration for the Briefing Session through the Training Calendar System on or before 12 February 2014 (Wednesday).

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

Main duties of secondees
Seconded teachers may be deployed to assist in or undertake the following duties in trying out collaborative research and development “Seed” Projects in relevant subjects/key learning areas –
(a) to plan the curriculum and develop necessary resources to support the use of learning and teaching strategies in line with the key emphases of curriculum development;
(b) to collect evidence on the processes of change and impact on student learning in order to provide information to improve practice;
(c) to work together with CDI officers and expert consultants to meet the practical needs of schools and disseminate findings to the public; and
(d) to facilitate the building up of a professional community striving for excellence through an ongoing process of curriculum development.

Normal working locations
The normal working places are the offices of the CDI Sections. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.
Entry requirements
Applicants should be serving teachers of primary or secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have a relevant degree and teachers’ qualification with no less than certain years (as at 31 August 2014) of full-time teaching experience in a relevant subject/area at primary or secondary level. For detailed requirements for individual project, 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 the CDI, please contact the respective subject officers, whose names and telephone numbers are separately given in Annex 1 of this Appendix.

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

For other enquiries, please contact Ms L S WONG of the Life-wide Learning and Library Section, CDI at 2892 5830.
Collaborative Research and Development ("Seed") Projects for 2014/15 School Year
Proposed by the Curriculum Development Institute

Theme: Curriculum Planning, Learning and Teaching Strategies

<table>
<thead>
<tr>
<th>Category</th>
<th>Level</th>
<th>Project Code</th>
<th>Proposed Title of “Seed” Project</th>
<th>Eligibility Criteria for Seconded Teachers</th>
<th>Contact Person and Phone No.</th>
<th>CDI Section and Fax No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Language Education</td>
<td>Secondary/Primary</td>
<td>CH0314</td>
<td>Enhance Pragmatic Culture in Putonghua Learning and Teaching</td>
<td>No seconded teachers will be required.</td>
<td>Dr K CHOW 2892 6448</td>
<td>Chinese Language Education Section Fax No: 2573 5299</td>
</tr>
<tr>
<td></td>
<td>Secondary/Primary</td>
<td>CH0414</td>
<td>Adaptation of Chinese Language Learning and Assessment Materials for Non-Chinese Speaking Students</td>
<td>No seconded teachers will be required.</td>
<td>Dr K CHOW 2892 6448</td>
<td></td>
</tr>
<tr>
<td>Category</td>
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<tr>
<td><strong>English Language Education</strong></td>
<td>Primary</td>
<td>EE0114</td>
<td>Incremental Progression in Writing at KS2: Strengthening Skills and Nurturing Habits</td>
<td>No seconded teachers will be required.</td>
<td>Ms Isabella HUNG, 2892 5874</td>
<td>English Language Education Section Fax No: 2119 9075</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>EE0214</td>
<td>From Interacting with Multi-modal Texts to Creative Writing in the Junior Secondary English Classroom</td>
<td>No seconded teachers will be required.</td>
<td>Ms Barbara CHAN 2892 6571</td>
<td>English Language Education Section Fax No: 2119 9075</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>EE0314</td>
<td>Enhancing Senior Secondary Students’ Reading and Writing Skills through Connecting the Learning Experiences in English Language and Liberal Studies</td>
<td>No seconded teachers will be required.</td>
<td>Ms Barbara CHAN 2892 6571</td>
<td>English Language Education Section Fax No: 2119 9075</td>
</tr>
</tbody>
</table>

EDBCM No. 7/2014
### Category: English Language Education

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<tr>
<th>Level</th>
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<th>Proposed Title of “Seed” Project</th>
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<th>Contact Person and Phone No.</th>
<th>CDI Section and Fax No.</th>
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<tbody>
<tr>
<td>Secondary</td>
<td>NT0214</td>
<td>Multimedia Tasking 2.0 (MmT 2.0) for the Junior Secondary English Classroom</td>
<td>No seconded teachers will be required.</td>
<td>Mr Stephen COOLEY 3549 8361</td>
<td>Native-speaking English Teacher Section Fax No: 3549 8379</td>
</tr>
<tr>
<td>Secondary</td>
<td>NT0314</td>
<td>Extending English Learning to Content Subjects (ExEL2C)</td>
<td>No seconded teachers will be required.</td>
<td>Ms Eva CHIU 3549 8359</td>
<td>Native-speaking English Teacher Section Fax No: 3549 8379</td>
</tr>
<tr>
<td>Primary</td>
<td>NT0414</td>
<td>Development of Text Sets (^1) (DTS) for Enriching the School-based English Language Curriculum at the Primary Level</td>
<td>Applicants should be serving English teachers of primary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have no less than five years (as at 31 August 2014) of full-time teaching experience in the English Language subject.</td>
<td>Ms Y M WONG, Alice 3549 8301</td>
<td>Native-speaking English Teacher Section Fax No: 2334 8707</td>
</tr>
</tbody>
</table>

\(^1\) A text set is a collection of materials, usually created by the teacher (or media specialist), composed of diverse resources on a specific subject matter, genre, or theme. Text sets can include information from online sources or can be print-based, and a good text set offers materials at various reading levels. (Lent, 2012).

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<tr>
<td><strong>Mathematics Education</strong></td>
<td>Primary</td>
<td>MA0114</td>
<td>Exploration and Development of Effective Learning and Teaching Strategies in the Dimension of Measures</td>
<td>Applicants should be serving CMs (or above) of primary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should possess a Teacher’s Certificate or equivalent academic qualifications and have no less than three years (as at 31 August 2014) of full-time teaching experience in Mathematics at primary level.</td>
<td>Ms K Y LEUNG 2153 7469</td>
<td>Mathematics Education Section Fax No: 3426 9265</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>MA0314</td>
<td>Exploration and Development of Effective Strategies on the Learning and Teaching of Loci and Transformations of Functions</td>
<td>No seconded teachers will be required.</td>
<td>Mr K S LEE 2153 7456</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Studies</strong></td>
<td>Secondary</td>
<td>LS0114</td>
<td>Making Learning Visible with Issue-enquiry Approach in the NSS Liberal Studies Curriculum</td>
<td>No seconded teachers will be required.</td>
<td>Dr W L CHAN 2892 5851</td>
<td>Liberal Studies Section Fax No.: 2573 5299</td>
</tr>
<tr>
<td><strong>Life-wide Learning &amp; Library</strong></td>
<td>Primary</td>
<td>LW0114</td>
<td>Promoting primary school students’ information literacy through school libraries</td>
<td>No seconded teachers will be required.</td>
<td>Ms S H LAM, Yvonne 3698 4428</td>
<td>Life-wide Learning &amp; Library Section Fax No.: 2304 5258</td>
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<tr>
<td>Category</td>
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<tr>
<td>Special Educational Needs</td>
<td>Secondary</td>
<td>SE0114</td>
<td>Curriculum Adaptation for Students with Intellectual Disabilities (ID): Enriched Technology Education Curriculum (Secondary 1 – Secondary 3)</td>
<td>Applicants should be serving teachers of special schools in the aided sector. They should possess a Teacher’s Certificate / Certificate or Diploma of Education / equivalent academic qualifications and no less than three years (as at 31 August 2014) of full-time teaching experience in the relevant subjects in special schools. Candidate with prior training in special education and a relevant degree would be an advantage.</td>
<td>Mr K W YEUNG, Chris 2892 6493</td>
<td>Special Educational Needs Section</td>
</tr>
<tr>
<td></td>
<td>Secondary /Primary</td>
<td>SE0214</td>
<td>Learning and Teaching Resource Development for Students with Intellectual Disabilities (ID): Chinese Language Curriculum (Primary 1 – Secondary 3)</td>
<td>Applicants should be serving teachers of special schools in the aided sector. They should possess a Teacher’s Certificate / Certificate or Diploma of Education / equivalent academic qualifications and no less than three years (as at 31 August 2014) of full-time teaching experience in the relevant subjects in special schools. Candidate with prior training in special education and a relevant degree would be an advantage.</td>
<td>Ms K P HON, Grace 2892 6418</td>
<td>Fax No: 2573 5299</td>
</tr>
<tr>
<td>Category</td>
<td>Level</td>
<td>Project Code</td>
<td>Proposed Title of “Seed” Project</td>
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<tr>
<td>Chinese Language Education</td>
<td>Primary</td>
<td>CH0514</td>
<td>Enhancing Self-regulated Learning of Students: Planning of Reading and Usage of Reading Strategies in Primary Chinese Language</td>
<td>No seconded teachers will be required.</td>
<td>Mr M S YU 2892 5878</td>
<td>Chinese Language Education Section Fax No: 2834 7810</td>
</tr>
</tbody>
</table>
# Theme: Others – Curriculum Interface, Self-directed Learning and e-learning

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<tr>
<th>Category</th>
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<th>Contact Person and Phone No.</th>
<th>CDI Section and Fax No.</th>
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<tbody>
<tr>
<td><strong>Chinese Language Education</strong></td>
<td>Primary</td>
<td>CH0114</td>
<td>Holistic Curriculum Planning for Primary Chinese Education: the Interface between Kindergarten and Primary, Interface between Primary and Secondary</td>
<td>No seconded teachers will be required.</td>
<td>Ms S Y LI 2892 5858</td>
<td>Chinese Language Education Section Fax No: 2119 9065</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>CH0214</td>
<td>Holistic Curriculum Planning for Senior Chinese Language Education: Learning of Prescribed Text in Chinese Language Curriculum, the Interface between Junior and Senior Secondary Chinese Language Curriculum, Interface between Junior Chinese Language and Secondary Chinese Literature Curriculum, the Coherence between Compulsory and Elective Parts in Senior Chinese Language Curriculum</td>
<td>No seconded teachers will be required.</td>
<td>Ms B Y LAM 2892 5833</td>
<td>Chinese Language Education Section Fax No: 2834 7810</td>
</tr>
<tr>
<td><strong>English Language Education</strong></td>
<td>Primary</td>
<td>NT0114</td>
<td>Grammar and e-learning for Communication (GEL.com)</td>
<td>No seconded teachers will be required.</td>
<td>Ms Teresa CHU 3549 8336</td>
<td>Native-speaking English Teacher Section Fax No: 2334 8707</td>
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<tr>
<td>Category</td>
<td>Level</td>
<td>Project Code</td>
<td>Proposed Title of “Seed” Project</td>
<td>Eligibility Criteria for Seconded Teachers</td>
<td>Contact Person and Phone No.</td>
<td>CDI Section and Fax No.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------</td>
<td>--------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>----------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>Secondary</td>
<td>MA0214</td>
<td>Exploration and Development of Effective Self Directed Learning Strategies in the Dimension of Number and Algebra</td>
<td>No seconded teachers will be required.</td>
<td>Ms M Y TANG 2153 7455</td>
<td>Mathematics Education Section Fax No: 3426 9265</td>
</tr>
</tbody>
</table>

Briefing Session on Collaborative Research and Development ("Seed") Projects for 2014/15

Programme

<table>
<thead>
<tr>
<th>Date:</th>
<th>15 February 2014 (Saturday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>9:00 am – 11:45 am</td>
</tr>
<tr>
<td>Venue:</td>
<td>Newman Catholic College, 2, Cliff Road, Yau Ma Tei, Kowloon</td>
</tr>
</tbody>
</table>

(Please refer to the location map of the school)

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:10 am</td>
<td>Registration</td>
</tr>
<tr>
<td>9:10 - 9:45 am</td>
<td>Introduction to Seed Projects</td>
</tr>
<tr>
<td>9:45 - 10:00 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:00 - 10:45 am</td>
<td>Parallel Sessions (I) on Individual Seed Projects</td>
</tr>
<tr>
<td>10:45 - 11:00 am</td>
<td>Break</td>
</tr>
<tr>
<td>11:00 - 11:45 am</td>
<td>Parallel Sessions (II) on Individual Seed Projects (REPEATS of Sessions I)</td>
</tr>
</tbody>
</table>

Parallel Sessions:

<table>
<thead>
<tr>
<th>Session Code</th>
<th>Category</th>
<th>Session Code</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH</td>
<td>Chinese Language Education</td>
<td>LS</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>EE</td>
<td>English Language Education</td>
<td>NET</td>
<td>Native-speaking English Teacher</td>
</tr>
<tr>
<td>MA</td>
<td>Mathematics Education</td>
<td>SEN</td>
<td>Special Educational Needs</td>
</tr>
<tr>
<td>LWLL</td>
<td>Life-wide Learning and Library</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note that no car parking facilities will be available at the venue for participants.
Location Map of the Venue

Venue: Newman Catholic College
2, Cliff Road, Yau Ma Tei, Kowloon

Please note that no car parking facilities are available at the venue for participants.
Centre of Excellence Scheme (CoE)
Each participating school has to nominate two serving teachers to be the part-time secondee.

Work of the Section
The IT in Education Section is responsible for supporting schools in building up their mobile learning environment and providing professional advice to teachers to enhance their know-how in using IT in Education and build up their IT capacity. The Section also provides schools and parents with support in the implementation of Internet Safety.

Main duties of secondee
(a) to develop innovative pedagogy in collaboration with members of the focus groups assigned to promote the use of IT in learning and teaching, and line up schools to form district-based/territory-wide teacher learning communities;
(b) to make use of the secondee’s own school as a test bed of innovative pedagogy and mobilise teachers in his/her own school to collaborate and test the innovative pedagogy proposed in class;
(c) to conduct school visits and offer outreach support, individually or in a group, to other schools on pedagogical, technological as well as managerial issues related to the implementation of IT in Education;
(d) to plan and organise professional development programmes to share and disseminate the good IT in Education experiences learnt through experiments in his/her own school; and
(e) to keep the IT in Education Section informed of the latest practices and issues related to IT in Education in schools from a frontline practitioners’ perspective and help conveying messages about the Government’s policy, such as the IT in Education Strategies and action about various hot 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. Secondee may also be required to work at IT in Education Section at EDB Kowloon Tong Education Services Centre and other locations, such as other schools requesting supports, to be determined by the supervisor in the light of service needs.

Entry Requirements
Applicants should be serving teachers or heads (up to Headmaster II/Principal II level) of primary or secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have no less than three years (as at 31 August 2014) of full-time teaching experience and experience in using IT for learning and teaching at primary or secondary level.
Remarks
(a) Centre of Excellence Scheme is school-based in nature. Thus, applications have to be submitted by school principals instead of individual teacher applicants.

(b) In addition to the application forms at Appendix B with Annex 3 and Appendix D, schools should submit a proposal of no more than ten pages containing the following information for the reference and consideration of the Bureau –
   • Background of school;
   • Strength and excellence in specific areas of IT in Education;
   • Work done in promoting IT in Education in the past few years (track records);
   • Work committed in the coming school year in various IT in Education initiatives such as promoting e-learning to other schools;
   • A concrete and sound work plan with achievable targets under existing provision and the additional relief funds for the employment of a substitute teacher if the school is selected to become an IT in Education Centre of Excellence;
   • Expectation on the benefits of the secondees, students and schools in participating in this Scheme; and
   • Any training and support needed for the secondees and difficulties envisaged.

(c) The nominated teachers should indicate clearly in the application 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 them.

(d) As focus group meetings are usually conducted in the afternoons on Wednesday, we suggest that schools participating in the Scheme should arrange to have their nominated teachers to be free of teaching or any other school administrative duties in every Wednesday afternoon.

(e) As the nominated teachers will be required to conduct workshops and seminars, visit other schools to provide outreach support, and carry out other IT in Education related activities for the IT in Education Section, school heads should arrange their timetables and workload in such a way that they can serve their roles of providing services to the IT in Education Section under part-time secondment.

Enquiries
Ms LAM Wing-yee Sierra  
Senior Curriculum Development Officer (IT in Education)  
Tel : 3698 3602  
Fax : 2382 4403  
E-mail : sierralam@edb.gov.hk
**Application Form**

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 7/2014 before filling in this form. The completed application form should be sent to EDB Human Resource Management Unit at 4/F, 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 2014 should reach EDB Human Resource Management Unit on or before 28 February 2014.

### Personal Particulars

<table>
<thead>
<tr>
<th>Name in English: (*Mr/Ms)</th>
<th>(surname)</th>
<th>(other names)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name in Chinese:</td>
<td>HKID No.:</td>
<td></td>
</tr>
<tr>
<td>Present Rank (*note 1):</td>
<td>E-mail(*note 2):</td>
<td></td>
</tr>
<tr>
<td>Residential Address:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tel: (Day)</td>
<td>(Evening)</td>
<td></td>
</tr>
</tbody>
</table>

### Parent School / Office

<table>
<thead>
<tr>
<th>Name of School/Section:</th>
<th>Office Address:</th>
<th>Tel:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Fax: ___________ School Level (if applicable): *Primary/Secondary/Special School*

### Academic and Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification Obtained</th>
<th>Major/Minor/Elective Subjects</th>
<th>Name of School/Institute</th>
<th>Year of Award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Experience

#### Experience in Education Profession

<table>
<thead>
<tr>
<th>Name of School/Section</th>
<th>Post</th>
<th>Period of Service (mm/yy – mm/yy)</th>
<th>Major Duties (for teaching jobs, please specify the subjects and levels taught)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### Experience of Interflow to EDB or former Education and Manpower Bureau/Education Department(if any)

<table>
<thead>
<tr>
<th>Name of School/Section</th>
<th>Post</th>
<th>Period of Service (mm/yy – mm/yy)</th>
<th>Major Duties (for teaching jobs, please specify the subjects and levels taught)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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)

<table>
<thead>
<tr>
<th>Position Held</th>
<th>Period of Service (mm/yy – mm/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.
### Choice of Interflow Arrangements (Please insert “☐” in the appropriate box(es))

#### Annual Teacher Secondment Exercise – for school heads and teachers from government, aided or DSS schools
- I wish to be selected for the secondment position(s) (please choose only one from below):
  - □ specified in Appendix A(1) to A(12).
  - □ under the “Seed” Projects specified in Appendix A(13).
  - □ under the Centre of Excellence Scheme specified in Appendix A(14).

#### Scheme of Voluntary Postings to Schools – for EDB non-teaching departmental grade officers at basic rank
- I wish to be considered for teaching duties in a government/aided school. Duly completed Annex 3 to this Appendix is attached. I am qualified to teach the following subjects and levels:

<table>
<thead>
<tr>
<th>Order of preference</th>
<th>Subject(s)</th>
<th>Level</th>
<th>Type of school preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td>* Government/Aided</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Government/Aided</td>
</tr>
</tbody>
</table>

#### Cross-grade Posting Scheme – for EDB departmental grade (either teaching or non-teaching) officers
- □ 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.]

<table>
<thead>
<tr>
<th>Order of preference</th>
<th>Subject(s)</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- □ I wish to be considered for cross-grade posting to the following non-teaching positions outside my own grade:

<table>
<thead>
<tr>
<th>Order of preference</th>
<th>Nature of work preferred</th>
<th>Division/Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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

I accept the terms and conditions of interflow as set out in EDBCM No. 7/2014. 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.

**Signature of Applicant:**

---

*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 (HRM) at Tel: 3509 8497 or e-mail: exohrm@edb.gov.hk.
### Choice of Secondment Position Specified in A(1) to A(12)

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.

<table>
<thead>
<tr>
<th>Division/Office/Section</th>
<th>Eligible ranks</th>
<th>Qualification and experience required/preferred</th>
<th>Choice of Preference (Please fill in 1 – 3)</th>
</tr>
</thead>
</table>
| **A(1) CDI – Various Sections**  
Curriculum development, promotion of e-learning, resources development and support in various subjects/key learning areas  *(Please also complete Page 3 of this Annex)* | Teachers | Relevant degree or subject training; no less than 2 – 4 years (as at 31 August 2014) of full-time teaching experience. |  |
| **A(2) CDI – Gifted Education Section**  
Gifted Education | Teachers | Relevant degree and teacher’s qualification in relevant disciplines; no less than 3 years (as at 31 August 2014) of relevant full-time teaching experience. |  |
| **A(3) CDI – Native-speaking English Teacher Section**  
Implementing and providing professional support for the Native-speaking English Teacher (NET) Schemes in primary and secondary schools | Teachers | No less than 5 years (as at 31 August 2014) of full-time teaching experience in English Language Subject. |  |
| **A(4) EID – Information Technology in Education Section**  
Web-based School Administration and Management System (WebSAMS)  
Online Student Assessment Platform | Teachers or heads (up to Headmaster II / Principal II level) of primary / secondary schools | No less than 3 years (as at 31 August 2014) of full-time teaching experience and experience in using IT for learning and teaching at primary or secondary level. |  |
| **A(5) EID – Assessment and HKEAA Section**  
Assessment Team | Teachers of primary schools | Teacher’s Certificate; or relevant degree and postgraduate diploma/certificate in education; or equivalent; no less than 5 years (as at 31 August 2014) of full-time teaching experience in relevant subject. |  |
| **A(6) ITMD - Systems & Information Management Section**  
Web-based School Administration and Management System (WebSAMS) | Teachers | No less than 2 years of experience as a WebSAMS administrator or equivalent preferred. |  |
| **A(7) QASBSD – Language Learning Support Section**  
English Language Subject  
Languages for Communication subject | Panel heads/level coordinators of primary or secondary schools | Relevant degree, postgraduate diploma/certificate in education; or equivalent; no less than 6 years (as at 31 August 2014) of full-time teaching experience. |  |
| **A(8) QASBSD – Quality Assurance Sections**  
Quality Assurance for Schools  *(Please also complete Page 2 of this Annex)* | School heads; deputy heads; senior teachers | No less than 8 years (as at 31 August 2014) of full-time teaching and relevant school administrative experience; experience as a subject panel head or actively involved in the development of education territory-wide preferred. |  |
| **A(9) QASBSD – School-based Curriculum Development (Secondary) Section**  
Curriculum development and support in various subjects/key learning areas | AEOs/EOs/GMs/SGMs/PG Ms/AMs/ SAMS/ PAMs of secondary schools | Diploma in education or equivalent; no less than 5 years (as at 31 August 2014) of full-time teaching experience in the key learning areas (KLAs) of Mathematics Education, Personal, Social and Humanities Education, Science Education, Technology Education or Liberal Studies (Hong Kong Diploma of Secondary Education). Relevant KLA/subject curriculum development experiences or leading role in school curriculum development or in catering for learner diversity preferred. |  |
| **A(10) QASBSD - School-based Professional Support Section** | Teachers | Relevant degree or certificate in education or equivalent; no less than 6 years (as at 31 August 2014) of full-time teaching experience. Experience in whole-school curriculum planning or as subject panel chairperson preferred. |  |
| **A(11) SDD – Careers Guidance Team**  
Careers Guidance Team | AEOs/EOs/GMs/SGMs of secondary schools | No less than 5 years (as at 31 August 2014) of full-time teaching experience and 3 years of experience in career guidance work in secondary schools. Priority will be given to applicants with professional training in career guidance. |  |
| **A(12) SDD - Guidance and Discipline Section** | Teachers | No less than 5 years (as at 31 August 2014) of full-time teaching experience and at least 3 years of experience in school guidance/discipline work. Professional training in guidance/discipline/counseling preferred. |  |

**Note**: The requirements summarised in this table are for quick reference only. Please refer to Appendices A(1) to A(12) of EDBCM No. 7/2014 for the detailed eligibility criteria for the secondment positions.

### Signature of Applicant:

(Name : )  
(Rank : )  
(Date : )
Choice of Secondment Position in Quality Assurance and School-based Support Division at Appendix A(8)

Please indicate your preferred subject(s) of inspection. If you choose more than one subject, please list them in order of preference.

<table>
<thead>
<tr>
<th>Subject (Chinese, English, Mathematics, etc.)</th>
<th>Level (Primary/Secondary/Special)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Domain/Aspect – Please choose your preferred areas of duties from the following list in order of preference. The choice(s) you make should be relevant to your existing or past duties.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Area</th>
<th>Choice of Preference (Please fill in 1, 2, 3, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and Organisation</td>
<td>Planning and administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Planning and management of resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-evaluation</td>
<td></td>
</tr>
<tr>
<td>Support for Students and</td>
<td>Discipline and guidance</td>
<td></td>
</tr>
<tr>
<td>School Ethos</td>
<td>Extra-curricular activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moral and civic education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support to students with special educational needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Links with parents and external organisations</td>
<td></td>
</tr>
</tbody>
</table>

IT in Education

* Please delete where inapplicable

*Signature of Applicant:

(Name :  )

Rank :  

Date :  

EDBCM No. 7/2014
Applicants who do not choose secondment positions in Curriculum Development Institute (Curriculum development and support duties in various subjects/key learning areas) as stipulated in Appendix A(1) should skip this page and proceed to complete Annex 3 of this Appendix.

Choice of Secondment Positions in Curriculum Development Institute at Appendix A(1)

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Choice of Preference</th>
<th>Level of Teaching Experience Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Language Education Section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Primary Chinese Language</td>
<td></td>
<td>Primary</td>
</tr>
<tr>
<td>- Secondary Chinese Language</td>
<td></td>
<td>Secondary</td>
</tr>
<tr>
<td>Kindergarten and Primary Section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Whole School Curriculum Development</td>
<td></td>
<td>Primary</td>
</tr>
<tr>
<td>- General Studies</td>
<td></td>
<td>Primary</td>
</tr>
<tr>
<td>Liberal Studies Section</td>
<td></td>
<td>Secondary</td>
</tr>
<tr>
<td>Curriculum Resources Section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Educational Television</td>
<td></td>
<td>Primary or Secondary</td>
</tr>
<tr>
<td>Technology Education Section</td>
<td></td>
<td>Secondary</td>
</tr>
</tbody>
</table>

* Please delete where inapplicable

Signature of Applicant:

(Name :     ) Rank :     

Date :     

EDBCM No. 7/2014
Education Bureau  
Staff Interflow Schemes 2014  
Annual Teacher Secondment Exercise (2014/15 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  

<table>
<thead>
<tr>
<th>Project Code</th>
<th>Title of “Seed” Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Teacher’s expectations of participation in the said “Seed” Project  
Please use the space below or separate A4 paper 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: __________________________)
Completion of this Annex (i.e. Annex 3) is required for applications for teacher secondment commencing August/September 2014 and for voluntary postings to schools by EDB non-teaching departmental grade officers at basic rank. This form should be completed by the school head (for applications from school teachers), the applicant’s supervisor (for applications from school heads), or the division head (for applications from non-teaching grade officers at basic rank).

<table>
<thead>
<tr>
<th>Name of Applicant</th>
<th>(Name)</th>
<th>(Rank)</th>
</tr>
</thead>
</table>

**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):**

**Do you support this application? Please insert “☑” in the appropriate box.**

- [ ] Yes, I support this application. To the best of my knowledge, the applicant can be deployed to work for the interflow position he/she applies for. I accept the terms and conditions of interflow set out in EDBCM No. 7/2014.
  - I understand that:
    - 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.

- [ ] No, I do not support this application. Reason(s): ____________________________________________

**Please indicate your acceptance to the relief arrangement by inserting “☑” in only one of the following boxes :**

- [ ] Application for participation in the Annual Teacher Secondment Exercise
  - I am willing to receive funding for employing a substitute teacher at the basic rank\(^{Note}\) (at the actual salary level if the applicant is at the basic rank) as relief arrangement.

- [ ] Application for voluntary posting to schools for non-teaching departmental grade officers at basic rank
  - I am willing to receive funding (up to the minimum salary point of the teacher post) for employing non-civil service contract staff.

**Signature of supervisor /School Head:**

(Name and Post : )

**Division/School:**

Tel : ____________________ Date : ____________________

* Please delete where inapplicable

**Note:** For non-government schools teachers, please refer to the ranking details as stipulated in the “Code of Aid”. For part-time secondment case, funding will be provided on a pro-rata basis.
Please read Education Bureau (EDB) Circular Memorandum (CM) No. 7/2014 before filling in this form. The completed application form should be sent to EDB Human Resource Management Unit at 4/F, 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 2014 should reach EDB Human Resources Management Unit on or before 28 February 2014.

**Participation in Collaborative Research and Development ("Seed") Projects**

*2014/15 School Year*

**Part I: My school wishes to take part in the following “Seed” project(s) in 2014/15:**

(Please refer to Appendix A(13) for the information on “Seed” projects.)

<table>
<thead>
<tr>
<th>No.</th>
<th>Title of “Seed” Project</th>
<th>Project Code</th>
<th>Name of CDI Section</th>
<th>Please list all other projects in which the school is participating (e.g. QEF, SBSS, etc.) for CDI’s reference.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part II: School information**

School Name: __________________________

School Address: ____________________________________________________________

Telephone No.: __________________ Fax No.: __________________

Contact Person: *Mr/Ms

Telephone No.: __________________ Fax No.: __________________

E-Mail Address: __________________________________________________________

Signature of School Head: ________________________________________________

Name of School Head: ______________________________________________________

(in BLOCK letters)

Date: __________________________

* Please delete where inapplicable.
Please provide the following details for each project separately.

**Part III: Proposal Details**

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

- **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 tick in the appropriate box below:*

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Teacher</th>
<th>Project code (secondment applied for)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>*Mr/Ms</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>*Mr/Ms</td>
<td></td>
</tr>
</tbody>
</table>

*Please delete where inapplicable.*
Please read Education Bureau (EDB) Circular Memorandum (CM) No. 7/2014 before filling in this form. The completed application form should be sent to EDB Human Resource Management Unit at 4/F, 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 2014 should reach EDB Human Resources Management Unit on or before 28 February 2014.

**Participation in Centre of Excellence Scheme**

My school wishes to participate in the Centre of Excellence Scheme in the 2014/15 school year. The following are the particulars of my school:

**Part I: School Information**

School Name:  
School Address:  
Telephone No.:  
Fax No.:  
Contact Person:  
Telephone No.:  
Fax No.:  
E-Mail Address:  

**Part II: Proposal Details**

Please submit a proposal with the following details on no more than ten pages of A4 paper:
- Background of school;
- Strength and excellence in specific areas of IT in Education;
- Work done in promoting IT in Education in the past few years (track records);
- Work committed in the coming school year in various IT in Education initiatives such as promoting e-learning to other schools;
- A concrete and sound work plan with achievable targets under existing provision and the additional relief funds for the employment of a substitute teacher if the school is selected to become an IT in Education Centre of Excellence;
- Expectation on the benefits of the secondees, students and schools in participating in this Scheme; and
- Any training or support needed for the secondees and difficulties envisaged.

**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 2014/15 school year (Please nominate exactly two number of teachers):

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Teacher</th>
<th>Rank</th>
<th>HKID</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>*Mr/Ms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>*Mr/Ms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:  
Date:  

*Please delete where inapplicable

EDBCM No. 7/2014
Education Bureau
Staff Interflow Schemes 2014

Terms and Conditions
for Secondee 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 2014 to 31 August 2015. The Permanent Secretary for Education may vary the period of secondment in consultation with the employer of the secondee.

2. General

2.1 Applicants are selected for secondment to EDB on their substantive ranks.

2.2 During the period of secondment, the secondee will remain as an employee of his original employing organisation. His terms of appointment and conditions of service will be the same as those applicable to his original employment and will not be changed by the secondment unless expressly provided for in this memorandum.

2.3 A secondee from schools in the aided sector or DSS schools will return to his employing organisation after the secondment.

2.4 A secondee is subject to the provisions of the Prevention of Bribery Ordinance (Cap. 201) and the Official Secrets Ordinance (Cap. 521).

2.5 The secondee is required to observe any Ordinances, Regulations and bureau instructions which may apply to staff of EDB.

3. Working Hours

3.1 The normal office opening hours in a non-school setting are from 8:30 a.m. to 6:00 p.m. on weekdays. A secondee is normally required to work for 44 hours gross per week.

3.2 The working hours may vary according to the operational needs of EDB.

4. Remuneration

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

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

6. Vacation Leave and Holiday Arrangements

6.1 The secondee will not be entitled to school holidays during the period of secondment.

6.2 During the period of secondment, a secondee from schools in the aided sector or DSS schools will be entitled to vacation leave comparable to the entitlement of his civil service counterpart with the same duration of continuous service in the profession.

6.3 The secondee must exhaust all the vacation leave earned during the secondment period (i.e. before returning to his employing organisation). All unspent leave earned during the secondment period will lapse upon the completion of the interflow.

7. Duties

7.1 The secondee will be assigned to take up duties as stated in the job descriptions to be provided by EDB.

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

8. Performance Appraisal

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

9. Conduct

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

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

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

11. **Changes in Terms and Conditions of Service**

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

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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 2014 to 31 August 2015.

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 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 the 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.

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EDBCM No. 7/2014
## Staff Interflow Schemes 2014

<table>
<thead>
<tr>
<th>Features</th>
<th>Annual Teacher Secondment Exercise</th>
<th>Scheme of Voluntary Postings to Schools</th>
<th>Cross-grade Posting Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible officers</td>
<td>Serving heads and teachers of secondary/primary/special schools in the government, aided sector and schools under the Direct Subsidy Scheme.</td>
<td>EDB departmental grade (non-teaching) officers at basic rank, namely AI(G), AI(NG), AEO(A) and EA.</td>
<td>EDB departmental grade officers (either teaching or non-teaching).</td>
</tr>
<tr>
<td>Secondment positions</td>
<td>at Appendix A. (Some of the “Seed” Projects do not involve secondment positions.)</td>
<td>No secondment position is available and secondment is subject to availability of vacancies of the right subjects and levels in schools.</td>
<td>No secondment position is available and secondment is subject to successful matching of posts amongst applicants.</td>
</tr>
<tr>
<td>Application form to be used</td>
<td>(i) Secondment positions at A(1) to A(12) - Appendix B with Annexes 1 and 3. (ii) “Seed” Projects at A(13) - “Seed” Projects that will involve secondment of teachers: Appendix B with Annexes 2 and 3; and Appendix C - “Seed” Projects that will not involve secondment of teachers: Appendix C (iii) Centre of Excellence Scheme at A(14) - Appendix B with Annex 3; and - Appendix D.</td>
<td>Appendix B with Annex 3 only.</td>
<td>Appendix B without annex.</td>
</tr>
<tr>
<td>Matching arrangement</td>
<td>Interview is required as part of the selection process.</td>
<td>Matching to be conducted centrally by EDB; interview may be required.</td>
<td>Matching to be conducted centrally by EDB; interview may be required.</td>
</tr>
<tr>
<td>Validity period of application</td>
<td>Applications valid for the current exercise only.</td>
<td>Applications valid for two years from the date of application.</td>
<td>Applications valid for two years from the date of application.</td>
</tr>
<tr>
<td>Closing date of application</td>
<td>28 February 2014</td>
<td>Open all year round. 28 February 2014 is the closing date for applications intended for postings to schools to commence in August/September 2014.</td>
<td>Open all year round. 28 February 2014 is the closing date for applications intended for postings to schools or postings involving teaching grades officers to commence in August/September 2014.</td>
</tr>
</tbody>
</table>