EDUCATION BUREAU
CIRCULAR MEMORANDUM NO. 12/2012

From : Permanent Secretary for Education  To : Heads of government and aided
Ref.  : EDB(HRM)/ADM/30/68  primary and secondary schools;
Tel.  : 3509 8497  Heads of primary and secondary
Fax.  : 2893 1976  schools under the Direct
Date : 15 February 2012  Subsidy Scheme;

To : Heads of primary and secondary
schools under the Direct
Subsidy Scheme;
Heads of special schools;
Heads of divisions/sections

Staff Interflow Schemes 2012
(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 secondment positions under the current 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 facilitate 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) - Form at Appendix B with Annexes 1 & 3
   (ii) “Seed” Projects at Appendix A(13) - Form at Appendix B with Annexes 2 & 3 and Appendix C
   (iii) Centre of Excellence Scheme at Appendix A(14) - 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) - Form at Appendix B with Annex 3

(c) Cross-grade Posting Scheme (CPS) - 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 15 March 2012 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 2012 have to submit their applications to EDB on or before 15 March 2012. 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. Late applications will not normally be considered.

7. Applications for voluntary postings to school and applications for cross-grade postings submitted after 15 March 2010 shall remain valid. Applicants concerned need not submit fresh application unless they wish to revise their original preferences.
Duration and Timing of Interflow

8. The duration of interflow should not normally 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 2012. 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. To help them settle in the new positions, successful participants should be prepared to attend induction/familiarisation programmes which may be organised before the interflow commences as considered necessary by the host offices.

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 out at Appendix A.

Mrs Edith TONG
for Permanent Secretary for Education
c.c. Branch Heads
# List of Secondment Positions

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Education Bureau  
Annual Teacher Secondment Exercise (2012/13 School Year)  

Curriculum Development Institute  
Curriculum 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, etc. in support of the implementation of relevant subjects/KLAs, different modes of curriculum organisation, pedagogies and assessment strategies;
(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 Tong, 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  

Arts Education Section  
Applicants should be serving GMs/CMs of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree majoring in Music or Visual Arts, and a Postgraduate Certificate in Education, or equivalent; and no less than four years (as at 31 August 2012) of full-time teaching experience in the arts subjects at junior and/or senior secondary levels. Priority will be given to applicants who have experience in the implementation of Aesthetic Development in Other Learning Experiences, or knowledge and experience in different art forms.
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Annual Teacher Secondment Exercise (2012/13 School Year)

Curriculum Development Institute
Curriculum development and support in various subjects/key learning areas

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 with no less than three years (as at 31 August 2012) of full-time teaching experience in Chinese Language at primary level. Putonghua proficiency and IT skills will be additional assets.

For Secondary Chinese Language: Applicants should be serving GMs/AEOs (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) with no less than three years (as at 31 August 2012) of full-time teaching experience in Chinese Language at secondary level. Putonghua proficiency and IT skills will be additional assets.

For Secondary Chinese Literature: Applicants should be serving GMs/AEOs (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) with no less than three years (as at 31 August 2012) of full-time teaching experience in Chinese Literature at secondary level. Putonghua proficiency and IT skills will be additional assets.

For Primary Putonghua: 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 with no less than three years (as at 31 August 2012) of full-time teaching experience in Putonghua at primary level. IT skills will be additional assets.

For Secondary Putonghua: Applicants should be serving CMs/GMs/AEOs (or above) of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a Teacher’s Certificate or a university degree with no less than three years (as at 31 August 2012) of full-time teaching experience in Putonghua at secondary level. IT skills will be additional assets.

Council and Secondary Section

Applicants should be serving GMs of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have experience in curriculum and assessment planning and/or research and evaluation and no less than three years (as at 31 August 2012) of full-time teaching experience in Chinese Language, English Language, Liberal Studies subjects or interdisciplinary/cross-curricular teaching. Experience in teaching both junior and senior secondary levels is preferred.
Education Bureau
Annual Teacher Secondment Exercise (2012/13 School Year)

Curriculum Development Institute
Curriculum development and support in various subjects/key learning areas

**English Language Section**

*For Primary English Language:* Applicants should be serving English teachers of primary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a recognised university degree majoring in English Language or equivalent, and a postgraduate diploma or certificate in education, majoring in English Language, or equivalent and no less than five years (as at 31 August 2012) of full-time teaching experience in the subject of English Language at primary level.

*For Secondary English Language:* Applicants should be serving English teachers of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a recognised university degree majoring in English Language or equivalent, and a postgraduate diploma or certificate in education, majoring in English Language, or equivalent and no less than five years (as at 31 August 2012) of full-time teaching experience in the subject of English Language at secondary level.

**Kindergarten and Primary Section**

*For Whole School Curriculum Development:* Applicants should be serving Primary School Curriculum Leaders (PSCLs). They should have no less than two years (as at 31 August 2012) of working experience as PSCLs.

*For General Studies:* Applicants should be serving teachers of primary 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 2012) of full-time teaching experience in General Studies.

**Liberal Studies Section**

Applicants should be serving GMs (or above) of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree or equivalent, and no less than three years (as at 31 August 2012) of full-time teaching experience in any senior secondary curricula; and at least one year teaching experience in Liberal Studies, Integrated Humanities or Science and Technology Curriculum at Senior Secondary Level.

**Mathematics Education Section**

*For Primary Mathematics Education:* 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 with no less than three years (as at 31 August 2012) of teaching experience in Mathematics at primary level.

*For Secondary Mathematics Education:* Applicants should be serving 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 Mathematics with no less than three years (as at 31 August 2012) of teaching experience in Mathematics at the secondary level.

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Curriculum Development Institute
Curriculum development and support in various subjects/key learning areas

Moral, Civic and National Education Section
Applicants should be serving vice-principals/PSM(CD)s/teachers of primary or secondary 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 2012) of full-time teaching experience in moral, civic and national education (or related areas) at primary or secondary level.

Personal, Social and Humanities Education Section
For Chinese History/History curriculum: Applicants should be serving Chinese History/History teachers of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree with a major in Chinese History or History and no less than five years (as at 31 August 2012) of full-time teaching experience in Chinese History/History at secondary level. Priority will be given to applicants with teaching experience in different curriculum modes of Chinese History and History at junior secondary level.

For Geography curriculum: Applicants should be serving Geography teachers of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree with a major in Geography or Geography-related subjects and no less than five years (as at 31 August 2012) of full-time teaching experience in Geography at secondary level. They should have knowledge and experience in the use of Geographic Information System, satellite imagery and/or Information and Communication Technology in the learning and teaching of secondary school Geography.

For Ethics and Religious Studies curriculum: Applicants should be serving Ethics and Religious Studies teacher of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. Priority will be given to applicants who have either a post-secondary university degree or post-graduate degree in Ethics or Religious studies, and no less than three years (as at 31 August 2012) of full-time teaching experience in Ethics or Religious subjects at secondary level.

Physical Education Section
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 university degree or above and no less than four years (as at 31 August 2012) of teaching experience in the physical education subject at primary or secondary level.

Science Education Section
For Biology: 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 in Biology and no less than three years (as at 31 August 2012) of full-time teaching experience in Biology at secondary level. Teaching experience in Science (S1-3) is preferable.
Education Bureau  
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Curriculum Development Institute  
Curriculum development and support in various subjects/key learning areas

For Physics: 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 in Physics and no less than three years (as at 31 August 2012) of full-time teaching experience in Physics at secondary level. Teaching experience in Science (S1-3) is preferable.

For Chemistry: 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 in Chemistry and no less than three years (as at 31 August 2012) of full-time teaching experience in Chemistry at secondary level. Teaching experience in Science (S1-3) is preferable.

Special Educational Needs Section  
Applicants should be serving CMs/AMs/SAMs/PAMs/PSMs/GMs/SGMs/PGMs of special schools in the aided sector. They should have a university degree (or above) and no less than three years (as at 31 August 2012) of full-time teaching experience in General Studies or Mathematics or related subjects. Candidate with prior training in Special Education and a relevant degree would be an advantage.

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 completed relevant teacher training or equivalent with no less than five years (as at 31 August 2012) of full-time teaching experience in junior and/or senior secondary Technology Education subjects, such as Computer Literacy, Design and Technology, Home Economics/Technology and Living, or business subjects.

Enquiries  
Mr Allen LAI  
Senior Clerical Officer (Appointment and Personnel/Curriculum Development)  
Tel: 2892 5846  
Fax: 2573 5299  
E-mail: allenlai@edb.gov.hk

Miss Clara NG  
Management Assistant (Curriculum Development) 3  
Tel: 2892 6491  
Fax: 3104 0542  
E-mail: clarang@edb.gov.hk

EDBCM No. 12/2012
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 changing nature of the 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 the gifted learners are the three main areas of responsibilities of the GE Section.

Main duties of secondee
(a) to design and pilot school-based pull-out gifted development programmes in various subjects/domains for gifted students;
(b) to conduct sharing with frontline school teachers with a view to facilitate 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 GE 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 primary or secondary 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 2012) of full-time post-degree teaching experience at primary or 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, critical thinking skills, Chinese Language, Mathematics or General Studies are preferred.
Enquiries
Mr Allen LAI
Senior Clerical Officer (Appointment and Personnel/Curriculum Development)
Tel : 2892 5846
Fax : 2573 5299
E-mail : allenlai@edb.gov.hk

Miss Clara NG
Management Assistant (Curriculum Development) 3
Tel : 2892 6491
Fax : 3104 0542
E-mail : clarang@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 secondees
(a) to conduct school visits and provide classroom support with designated mentors;
(b) to participate in the development and evaluation of projects initiated by the NET Section;
(c) to participate in collaborative lesson planning meetings conducted at schools;
(d) to collect data and compile reports on specific issues related to English Language learning and teaching;
(e) to participate in planning and conducting centralised and school-based professional development workshops for English teachers, including NETs; and
(f) to develop, review and adapt learning, teaching and assessment resources for uploading onto the EDB One-stop Portal.

Normal working locations
The normal working place is the NET Section at Tsuen Wan Multi-Storey Carpark Building. 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 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 2012) of full-time teaching experience in the English Language subject.

Enquiries
Mr Toby CHU
Project Coordinator (NET)
Tel : 3549 8332
Fax : 2334 8707
E-mail : pcnet@edb.gov.hk
Work of the Section
The IT in Education Section is responsible for supporting schools and providing professional advice to teachers to enhance their know-how in using IT in Education and build up their IT capacity. The Section also provides teachers with practical advice on how to integrate IT into learning and teaching by developing an on-line depository of curriculum-based learning and teaching resources as well as piloting the e-Learning Scheme in selected schools.

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 support to the development of the on-line depository of curriculum-based learning and teaching resources;
(c) to provide subject-related professional services, such as coordinating relevant subject teachers and professionals to solicit their views on IT in Education and participating in various focus groups as secretaries or members;
(d) to facilitate the collaboration among teachers on promoting and enhancing the use of IT in learning and teaching;
(e) to provide professional support to the development and implementation of school-based IT and e-Learning projects in schools; and
(f) to monitor and evaluate the effectiveness of school-based IT and e-Learning projects.

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 as well as schools under the Direct Subsidy Scheme. They should have no less than three years (as at 31 August 2012) of full-time teaching experience and experience in using IT for learning and teaching at primary or secondary level.

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

Enquiries
Mr FUNG Lap-ming
Senior Curriculum Development Officer (IT in Education)1
Tel : 3698 3601
Fax : 2382 4403
E-mail : lapmingfung@edb.gov.hk

EDBCM No. 12/2012
Work of the Section
The Language Education Section is the Secretariat of the Standing Committee on Language Education and Research (SCOLAR). The main function of the Section is to implement or to co-ordinate the implementation of decisions of SCOLAR, including recommendations of the Committee made in 2003 in its Final Report on Language Education Review, and other school-based co-curricular activities, schools and teacher support initiatives, and community-wide programmes to raise the standard of biliteracy and trilingualism in Hong Kong.

Main duties of secondees
*For the “Quality English Language Education at Pre-primary Level Project” and Promoting Reading and Learning and Use of English Language*

I) For the “Quality English Language Education at Pre-primary Level Project”

(a) to plan, organise and conduct professional development programmes in English language teaching for kindergarten teachers under the ‘Quality English Language Education at Pre-primary Level’ Project (the “Project”);
(b) to provide professional support in English language teaching and curriculum planning for kindergarten teachers under the Project through on-site support and consultancy services;
(c) to develop and provide kindergartens with English language learning/teaching resource materials which meet the needs of young learners;
(d) to develop and provide resources for parents on how to support/enhance English language exposure of their children; and
(e) to conduct experience-sharing/networking activities for kindergartens and teachers to disseminate good practice and curriculum resources in English language learning and teaching;

II) For Promoting Reading and Learning and Use of English Language

(a) to provide professional advice to schools on how to promote and enhance reading among students in/outside classrooms/schools; and
(b) to assist in planning and organising English language related projects/programmes under SCOLAR’s ‘English Alliance’ Project for promoting the learning and the use of English language of students.
For the “Scheme to Support Schools in using Putonghua to teach Chinese Language Subject” (the “Scheme”)

1. To provide professional support to primary and secondary schools who participate in the Scheme –
   (a) to help teachers of the participating schools to implement their school plan of using Putonghua as medium of instruction for Chinese Language Subject (PMIC) through the provision of consultancy services;
   (b) to liaise with the Mainland experts to facilitate the latter to support the schools in implementing the school plan of PMIC; and
   (c) to participate in, and contribute to, regular collaborative planning sessions with the participating schools.

2. To help organise professional development activities, such as professional development workshops on PMIC and professional exchange activities for the participating schools and other schools.

Normal working locations
For the “Quality English Language Education at Pre-primary Level Project” and Promoting Reading and Learning and Use of English Language
The normal working place is the Language Education Section. Secondees may also be required to work in other locations, such as schools or education service centres, to be determined by the supervisor in the light of service needs.

For the “Scheme to Support Schools in using Putonghua to teach Chinese Language Subject”
The working place is the Language Learning Support Service Section (LLSS). Secondees are also required to travel and work in schools or other locations to be determined by the supervisor in the light of service needs.

Entry requirements
For the “Quality English Language Education at Pre-primary Level Project” and Promoting Reading and Learning and Use of English Language
Applicants should be English panel heads/level co-ordinators or English Language teachers of primary schools in the government or aided sector or under the Direct Subsidy Scheme with no less than five years (as at 31 August 2012) of full-time teaching experience in the English subject at primary level. They should have subject degree in English Language and/or English Language teaching and a Post-degree Diploma/Certificate in Education or equivalent. Experience in school-based curriculum development and upper primary level is also an advantage. Fluency in spoken and written English is a must.

EDBCM No. 12/2012
For the “Scheme to Support Schools in using Putonghua to teach Chinese Language Subject”
Applicants should be serving Chinese 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 in Chinese/Education or equivalent, Diploma/Certificate in Education or equivalent and no less than five years (as at 31 August 2012) of full-time teaching experience, with no less than three years of the experience involving the use of Putonghua as the medium in the Chinese subject at primary/secondary level. Applicants must satisfy the Language Proficiency Requirement for Putonghua teachers in speaking or attain a “Lower Level 2” or above result at the Putonghua Shuiping Ceshi recognised by the State Language Works Committee, PRC.

Enquiries
For the “Quality English Language Education at Pre-primary Level Project” and Promoting Reading and Learning and Use of English Language
Ms Eva LAI
Project Coordinator (English), Language Education Section
Tel : 3527 0162
Fax : 2801 7732
E-mail : laimanchi@edb.gov.hk

For the “Scheme to Support Schools in using Putonghua to teach Chinese Language Subject”
Ms Louisa WONG
Project Coordinator (Chinese), Language Education Section
Tel : 3527 0168
Fax : 2801 7732
E-mail : nywong@edb.gov.hk
Education Bureau
Annual Teacher Secondment Exercise (2012/13 School Year)

Information Technology Management Division
Systems and Information Management Section

Work of the Section
The secondees will work in Systems and Information Management Section, part of the major functions of which are to promote the use of the Web-based School Administration and Management System (WebSAMS) among all public sector schools, support and train schools 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 testing of the enhanced items and preparing for its rollout to schools;
(e) to assist in the preparation for the revamping of WebSAMS by providing suggestions and comments on the project 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 Lui Kee Education Services Centre in Wanchai. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.

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

Enquiries
Mr YUEN Hoi-fat, Alfred
Education Officer (Systems and Information Management)6
Tel : 2832 8471
Fax : 2575 5548
E-mail : eosim6@edb.gov.hk
Work of the Section
The Inspection Section adopts 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 Section also develops 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 (including the fine-tuning of the medium of instruction (MOI) arrangements); and
(c) to assist in publicity and professional development work such as organising talks, seminars and workshops for school personnel to promote the SDA framework, fine-tuning of MOI and disseminate good practices.

Normal working locations
The normal working place is the Inspection Section office 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, secondary or special schools in the government or aided sector, or secondary schools under the Direct Subsidy Scheme. They should have no less than eight years (as at 31 August 2012) 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)
Tel : 2892 6587
Fax : 2573 2805
E-mail : adelineymlam@edb.gov.hk

EDBCM No. 12/2012
Work of the Section
The School-based Curriculum Development (Primary) Section promotes school-based curriculum development in primary schools that aims to generate knowledge on teaching, learning and assessment through conceptualising experiences captured in collaborative lesson planning, collaborative action research, consultation services, learning communities of curriculum leaders, and teacher and school development activities. Based on the needs and characteristics of the students, the visions and the missions as well as the ecological contexts of the school, teachers and curriculum leaders will be empowered to develop quality school-based curriculum to promote effective teaching and learning.

Main duties of secondees
(a) to conduct collaborative lesson planning with teachers from schools receiving on-site support services;
(b) to assist in conducting collaborative action research and in documenting evidence-based practices at schools;
(c) to develop and generate effective learning, teaching and assessment strategies and curriculum resources for the smooth implementation of the school-based curriculum in Mathematics Education for non-Chinese speaking (NCS) students;
(d) to assist in capturing and conceptualising experiences in curriculum development and good practices, and to disseminate the knowledge to teachers and curriculum leaders; and
(e) to assist in organising seminars and workshops for various stakeholders and render support to various work groups of the SBCDP Section as required.

Normal working locations
The normal working place is the School-based Curriculum Development (Primary) Section at Room 1220-1224, Shatin Government Offices, 1 Sheung Wo Che Road, Shatin. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.

Entry requirements
Applicants should be serving CMs/AMs/APSms/PSMs/SPSMS of primary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have relevant degree in Mathematics Education, Teacher Certificate or Diploma in Education and no less than six years (as at 31 August 2012) of full-time teaching experience in the subject of Mathematics Education at primary levels. A sound knowledge of information technology and/or experience in using educational statistical package is preferable.
Education Bureau
Annual Teacher Secondment Exercise (2012/13 School Year)
Quality Assurance Division
School-based Curriculum Development (Primary) Section

Enquiries
Dr LEUNG Shuk-kwan, Sharon
Senior School Development Officer (School-based Curriculum Development (Primary))
Tel : 2158 4925
Fax : 3104 9205
E-mail : leungskwan@edb.gov.hk
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 in Catering for Learner Diversity” is supporting schools to develop more coherent approach to address 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 dissemination of 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 GMs/SGMs/PGMs/AMs/SAMs/PAMs of secondary 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 2012) 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 (Advanced Supplementary Level or Hong Kong Diploma of Secondary Education).
Remarks
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.

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

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

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

Entry requirements
Applicants should be serving teachers of primary or secondary schools in the government or aided sector or schools under the Direct Subsidy Scheme. They should have no less than five years (as at 31 August 2012) of 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 Sueann FUNG
Executive Officer (Guidance and Discipline)
Tel : 2863 4683
Fax : 2575 8251
E-mail : sueannfung@edb.gov.hk
Work of the Section
The Speech and Hearing Services (SHS) Section provides professional consultation and support to schools on matters relating to the support of students with speech and language impairment (SLI) and hearing impairment (HI). The secondee will be mainly deployed to assisting in the planning and development of the collaborative curriculum-based language support programmes for maximising the potentials of students with SLI and HI and facilitating their access to curriculum.

Main duties of secondees
(a) to develop teaching & learning resources for the curriculum-based language support strategies in Mathematics Education/Science Education;
(b) to collaborate with subject teachers of other schools to integrate language support strategies (e.g. vocabulary learning strategies, discourse comprehension strategies and literacy learning skills) in the key learning areas of Mathematics or Science in Junior Secondary Education;
(c) to carry out liaison work for the try out of the language support strategies;
(d) to evaluate the effectiveness of the support strategies and the overall impact on students’ learning; and
(e) to conduct professional development activities to facilitate the implementation of the collaborative curriculum-based language support programmes.

Normal working locations
The normal working place is the SHS Section at EDB Kowloon Tong Education Services Centre. The secondee may be required to work in other locations, such as schools or the SHS Section at Ha Kwai Chung Special Education Services Centre as required by operational needs.

Entry requirements
Applicants should be serving GMs/SGMs of secondary 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 2012) of full-time teaching experience in Junior Secondary Mathematics or Science Education. Preference will be given to applicants who have professional training and/or experience in supporting students with special educational needs.

Enquiries
Ms Wendy WONG
Specialist(Speech Therapy)31
Tel : 3698 3787
Fax : 2194 1430
E-mail : wendywong@edb.gov.hk

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Education Bureau
Annual Teacher Secondment Exercise (2012/13 School Year)

Support Services Office
School-based Professional Support (SBPS) Section

Work of the Section
The School-based Professional Support (SBPS) 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 Programmes in connection to the learning and teaching in Key Learning Areas (KLAs) or whole school pedagogical issues;
(b) to provide school-based professional support services for the implementation of education initiatives to effect changes occurring at KLA level or school level;
(c) to facilitate the formation of learning circles within and among schools for sustaining the collaborative cultures;
(d) to facilitate the capturing and conceptualisation of school-based professional support experiences and good practices in schools for dissemination to teachers;
(e) to organise and conduct school-based/district-based professional development activities; and
(f) to assist in organising 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 SBPS Section. 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, aided sector or schools 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 2012) 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.

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
Schools are invited to participate in the collaborative research and development (“Seed”) projects proposed by the Curriculum Development Institute (CDI), Education Bureau in the 2012/13 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 and cater 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; and
(d) four key tasks (project learning, reading to learn, moral and civic education, and information technology for interactive learning).
Collaborative Research and Development ("Seed") Projects for the 2012/13 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 would also be developed into exemplars, learning and teaching materials, reports, etc. for teachers’ reference or adaptation. Schools and teachers would 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 2012/13 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.

Interested school heads and their teachers are requested to complete and return the application form (Appendix C) in duplicate 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 15 March 2012 (Thursday). Results of the applications will be sent to schools in May 2012.

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 3 March 2012 (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:** 3 March 2012 (Saturday)
**Time:** 9:00 am – 11:45 am
**Venue:** Kowloon Technical School, 332-334 Cheung Sha Wan Road, Sham Shui Po, Kowloon

The Programme of the Briefing Session and the location map of the 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 CDI020111807).

Heads of schools and teachers are requested to make online registration for the Briefing Session through the Training Calendar System on or before 29 February 2012 (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.

EDBCM No. 12/2012
Education Bureau
Annual Teacher Secondment Exercise (2012/13 School Year)

Collaborative Research and Development (“Seed”) Projects
for the 2012/13 School Year

Entry requirements
Applicants should be serving CMs/AMs/SAMs/PAMs/GMs/SGMs/PGMs 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 2012) 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 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 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 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 2012/13 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></td>
<td>Primary</td>
<td>CH0112</td>
<td>Strengthening Moral and Affective Development through Learning Literature and Chinese Culture in Primary Chinese Language</td>
<td>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 with no less than three years (as at 31 August 2012) of full-time teaching experience in Chinese Language at primary level. Putonghua proficiency and IT skills will be additional assets.</td>
<td>Ms B Y LAM 2892 5833</td>
<td>Chinese Language Education Section Fax No: 2119 9065 2119 9075</td>
</tr>
<tr>
<td>Chinese Language Education</td>
<td>Secondary</td>
<td>CH0212</td>
<td>Curriculum Planning on Senior Secondary Chinese Language: Coherence of Compulsory Modules and Elective Modules</td>
<td>No seconded teachers will be required.</td>
<td>Ms W P LEE 2892 5858</td>
<td>Chinese Language Education Section Fax No: 2834 7810</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>CH0312</td>
<td>Planning on Secondary Chinese Literature Education: Continuity and Interface of Junior Secondary and Senior Secondary Levels</td>
<td>Applicants should be serving GMs/AEOs (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) with no less than three years (as at 31 August 2012) of full-time teaching experience in Chinese Literature at secondary level. Putonghua proficiency and IT skills will be additional assets.</td>
<td>Mr M S YU 2892 5878</td>
<td>Chinese Language Education Section Fax No: 2834 7810</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><strong>English Language Education</strong></td>
<td>Primary</td>
<td>EE0112</td>
<td>Effective Use of Learning and Teaching Resources to Cater for Learner Diversity in the Learning of English at Primary Level</td>
<td>Applicants should be serving English teachers of primary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree majoring in English Language or equivalent, and a postgraduate diploma or certificate in education, majoring in English Language, or equivalent and no less than five years (as at 31 August 2012) of full-time teaching experience in the subject of English Language at primary level.</td>
<td>Ms Barbara CHAN 2892 6571</td>
<td>English Language Education Section Fax No: 2834 7810</td>
</tr>
<tr>
<td><strong>English Language Education</strong></td>
<td>Primary</td>
<td>NT0112</td>
<td>Developing Students’ Grammar Competence for Communication through e-learning at KS2 (GEL)</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 2012) of full-time teaching experience in the English Language subject.</td>
<td>Ms Bonnie KO 3549 8309</td>
<td>Native-speaking English Teacher Section Fax No: 2334 8707</td>
</tr>
<tr>
<td><strong>English Language Education</strong></td>
<td>Secondary</td>
<td>NT0212</td>
<td>Enhancing Students’ Language Skills and Beyond through Multimedia Tasking at Junior Secondary Level (MmT)</td>
<td>Applicants should be serving English teachers of secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have no less than five years (as at 31 August 2012) of full-time teaching experience in the English Language subject.</td>
<td>Mr Peter BROE 3549 8337</td>
<td>Native-speaking English Teacher Section Fax No: 3549 8379</td>
</tr>
<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>
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<tr>
<td><strong>English Language Education</strong></td>
<td>Secondary</td>
<td>NT0312</td>
<td>Extending English Learning (ExEL)</td>
<td>Applicants should be serving English teachers of secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have no less than five years (as at 31 August 2012) of full-time teaching experience in the English Language subject.</td>
<td>Mr Peter BROE 3549 8337</td>
<td>Native-speaking English Teacher Section Fax No: 3549 8379</td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td>NT0412</td>
<td>Developing KS2 Students’ Potentials in Writing: Intervention and Enrichment Programmes (WIELD)</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 2012) of full-time teaching experience in the English Language subject.</td>
<td>Mr Lionell Goss HORN 3549 8334</td>
<td>Native-speaking English Teacher Section Fax No: 2334 8707</td>
</tr>
<tr>
<td><strong>General Studies</strong></td>
<td>Primary</td>
<td>KP0112</td>
<td>Implementation of the Key Emphases in the Updated General Studies for Primary Schools Curriculum</td>
<td>Applicants should be serving teachers of primary 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 2012) of full-time teaching experience in General Studies.</td>
<td>Mrs S C LAI 2892 5857</td>
<td>Kindergarten and Primary Section Fax No: 3104 0542</td>
</tr>
<tr>
<td><strong>Liberal Studies</strong></td>
<td>Secondary</td>
<td>LS0112</td>
<td>Curriculum leadership and school-based curriculum planning of NSS Liberal Studies</td>
<td>Applicants should be serving GMs (or above) of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree or equivalent, and no less than three years (as at 31 August 2012) of full-time teaching experience in any senior secondary curricula; and at least one year teaching experience in Liberal Studies, Integrated Humanities or Science and Technology Curriculum at Senior Secondary Level.</td>
<td>Dr W L CHAN 2892 5851  Dr K C LI 2892 6515</td>
<td>Liberal Studies Section Fax No.: 2573 5299</td>
</tr>
<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>
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</tr>
<tr>
<td>Mathematics Education</td>
<td>Primary</td>
<td>MA0112</td>
<td>Exploration and Development of Effective Learning and Teaching Strategies in the Dimension of Shape &amp; Space</td>
<td>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 with no less than three years (as at 31 August 2012) of teaching experience in Mathematics at primary level.</td>
<td>Ms Randy LEUNG 2153 7469</td>
<td></td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>Secondary</td>
<td>MA0212</td>
<td>Applications of Mathematics in Everyday Life</td>
<td>Applicants should be serving 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 Mathematics with no less than three years (as at 31 August 2012) of teaching experience in Mathematics at the secondary level.</td>
<td>Mr S M CHENG 2153 7436</td>
<td>Mathematics Education Section Fax No: 3426 9265</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>Secondary</td>
<td>MA0312</td>
<td>Investigation and development of effective strategies on the learning and teaching of permutation, combination and probability in the Senior Secondary Mathematics Curriculum</td>
<td>Applicants should be serving 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 Mathematics with no less than three years (as at 31 August 2012) of teaching experience in Mathematics at the secondary level.</td>
<td>Dr Y K NG 2153 7460</td>
<td></td>
</tr>
<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>
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</tr>
<tr>
<td>Physical Education</td>
<td>Secondary</td>
<td>PE0112</td>
<td>Using reflective journals to personalise the learning of Senior Secondary Physical Education Elective</td>
<td>No seconded teachers will be required.</td>
<td>Mr C M FUNG, Chris&lt;br&gt;Miss W H NG, Heidy&lt;br&gt;2762 7159</td>
<td>Physical Education Section&lt;br&gt;Fax No:2761 4291</td>
</tr>
<tr>
<td>Personal, Social and Humanities Education</td>
<td>Secondary</td>
<td>PS0112</td>
<td>Learning and Teaching of Chinese Economy in Junior Secondary Level</td>
<td>Applicants should be serving Economics teachers of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree with a major in Economics or China’s Studies (Economics) and no less than five years (as at 31 August 2012) of full-time teaching experience in Economics at secondary level.</td>
<td>Mr M K LEE 2892 6512</td>
<td>Personal, Social and Humanities Education Section&lt;br&gt;Fax No:2573 5299</td>
</tr>
<tr>
<td>Technology Education</td>
<td>Secondary</td>
<td>TE0112</td>
<td>Effective Learning and Teaching for New Senior Secondary Elective Subjects - (a) Health Management and Social Care (HMSC) OR (b) Technology and Living (TL)</td>
<td>Applicants should be serving AMs/GMs/AEOs (or above) of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree or a certificate in education in a relevant subject or equivalent and no less than two years (as at 31 August 2012) of full-time teaching experience in NSS Health Management and Social Care/Technology and Living.</td>
<td>Mrs Y S LEE TANG, Maria 3698 3136</td>
<td>Technology Education Section&lt;br&gt;Fax No.: 2768 8664</td>
</tr>
<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>
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</tr>
<tr>
<td></td>
<td>Secondary /Primary</td>
<td>SE0112</td>
<td>Curriculum Adaptation for Students with Intellectual Disabilities (ID): General Studies (Primary 1 to Secondary 3)</td>
<td>Applicants should be serving CMs/AMs/SAMs/PAMs/APSMs/PSMs/GMs/SGMs/PGMs of special schools in the aided sector. They should have a university degree (or above) and no less than three years (as at 31 August 2012) of full-time teaching experience in General Studies or related subjects. Candidate with prior training in Special Education and a relevant degree would be an advantage.</td>
<td>Ms C W CHAN, Jocelyn 2892 5474</td>
<td>Special Educational Needs Section Fax No: 2573 5299</td>
</tr>
<tr>
<td>Special Educational Needs</td>
<td>Secondary</td>
<td>SE0212</td>
<td>Curriculum Adaptation for Students with Intellectual Disabilities (ID): Health Management and Social Care (Secondary 4 to 6)</td>
<td>Applicants should be serving CMs/AMs/SAMs/PAMs/APSMs/PSMs/GMs/SGMs/PGMs of special schools in the aided sector. They should have a university degree (or above) and no less than three years (as at 31 August 2012) of full-time teaching experience in Health Management and Social Care or related subjects. Candidate with prior training in Special Education and a relevant degree would be an advantage.</td>
<td>Mr W K CHOW, Wallace 2892 6435</td>
<td>Special Educational Needs Section Fax No: 2573 5299</td>
</tr>
<tr>
<td></td>
<td>Secondary /Primary</td>
<td>SE0312</td>
<td>Curriculum Adaptation for Students with Intellectual Disabilities (ID): Mathematics (Primary 1 to Secondary 3)</td>
<td>Applicants should be serving CMs/AMs/SAMs/PAMs/APSMs/PSMs/GMs/SGMs/PGMs of special schools in the aided sector. They should have a university degree (or above) and no less than three years (as at 31 August 2012) of full-time teaching experience in Mathematics. Candidate with prior training in Special Education and a relevant degree would be an advantage.</td>
<td>Mr W K CHOW, Wallace 2892 6435</td>
<td>Special Educational Needs Section Fax No: 2573 5299</td>
</tr>
<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>
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</tr>
<tr>
<td>Special Educational Needs</td>
<td>Secondary/Primary</td>
<td>SE0412</td>
<td>Curriculum Adaptation for Students with Intellectual Disabilities (ID): Moral, Civic and National Education (Primary 1 to Secondary 6)</td>
<td>Applicants should be serving CMs/AMs/SAMs/PAMs/PSMs/GMs/SGMs/PGMs of special schools in the aided sector. They should have a university degree (or above) and no less than three years (as at 31 August 2012) of full-time teaching experience in Moral and Civil Education. Candidate with prior training in Special Education and a relevant degree would be an advantage.</td>
<td>Ms K Y KWAN, Liza 2892 6493</td>
<td>Special Educational Needs Section Fax No: 2573 5299</td>
</tr>
</tbody>
</table>
### Theme: Assessment for Learning

<table>
<thead>
<tr>
<th>Category</th>
<th>Level</th>
<th>Project Code</th>
<th>Proposed Title of “Seed” Project</th>
<th>Requirements 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>CH0412</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>Mr M L CHENG 2892 5869</td>
<td>Chinese Language Education Section Fax No: 2119 9065</td>
</tr>
<tr>
<td>Chinese Language Education</td>
<td>Secondary/Primary</td>
<td>CH0512</td>
<td>Enhancing Assessment for Learning with reference to the Chinese Language Learning Progression Framework</td>
<td>Applicants should be serving teachers in the government or aided sector or under the Direct Subsidy Scheme. They should be either CMs (or above) of primary schools holding Teacher’s Certificate, or GMs/AEOs (or above) of secondary schools possessing a relevant university degree majoring in Chinese Language/Literature (including Translation or Linguistics), with no less than three years (as at 31 August 2012) of full-time teaching experience in Chinese Language at primary or secondary level. Putonghua proficiency and IT skills will be additional assets.</td>
<td>Ms B Y LAM 2892 5833</td>
<td>Chinese Language Education Section Fax No: 2119 9065</td>
</tr>
</tbody>
</table>
### Theme: Four key tasks - Reading to Learn

<table>
<thead>
<tr>
<th>Category</th>
<th>Level</th>
<th>Project Code</th>
<th>Proposed Title of “Seed” Project</th>
<th>Requirements for Seconded Teachers</th>
<th>Contact Person and Phone No.</th>
<th>CDI Section and Fax No.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chinese Language Education</strong></td>
<td>Secondary/Primary</td>
<td>CH0612</td>
<td>Enhancing Self-regulated Learning of Students: Planning of Reading and Usage of Reading Strategies</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>
<tr>
<td><strong>English Language Education</strong></td>
<td>Primary</td>
<td>NT0512</td>
<td>Supported Reading in English (SuRE)</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 2012) of full-time teaching experience in the English Language subject.</td>
<td>Ms Alice WONG 3549 8301</td>
<td>Native-speaking English Teacher Section Fax No: 2334 8707</td>
</tr>
<tr>
<td><strong>Life-wide Learning and Library</strong></td>
<td>Primary</td>
<td>LW0112</td>
<td>Promotion of English Reading through School Library Activities</td>
<td>Applicants should be serving teacher-librarian of primary 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 2012) of full-time working experience as a teacher-librarian.</td>
<td>Ms Helen TSE 3698 4425</td>
<td>Life-wide Learning and Library Section Fax No: 2304 5258</td>
</tr>
</tbody>
</table>

25 Information on individual projects can be browsed in the following webpage

Briefing Session on Collaborative Research and Development ("Seed") Projects for 2012/13

Programme

<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 (REPEATED)</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>KP</td>
<td>Kindergarten and Primary</td>
</tr>
<tr>
<td>EE</td>
<td>English Language Education</td>
<td>LS</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>MA</td>
<td>Mathematics Education</td>
<td>LW</td>
<td>Life-wide Learning</td>
</tr>
<tr>
<td>TE</td>
<td>Technology Education</td>
<td>SEN</td>
<td>Special Educational Needs</td>
</tr>
<tr>
<td>PS</td>
<td>Personal, Social and Humanities Education</td>
<td>NET</td>
<td>Native-speaking English Teacher</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education</td>
<td></td>
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</tr>
</tbody>
</table>

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

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

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

Work of the Section
The IT in Education Section is responsible for supporting schools and providing professional advice to teachers to enhance their know-how in using IT in Education and build up their IT capacity. The Section also provides teachers with practical advice on how to integrate IT into learning and teaching by developing an on-line depository of curriculum-based learning and teaching resources as well as piloting the e-Learning Scheme in selected schools.

Main duties of secondees
(a) to develop innovative pedagogy in collaboration with members of the Focus Group 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 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. Secondees may also be required to work 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 secondary schools under the Direct Subsidy Scheme. They should have no less than three years (as at 31 August 2012) 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 schools instead of individual teacher applicants.
(b) In addition to the application form to be submitted by the applicants, schools should submit a proposal of no more than ten pages containing the following information for the reference and consideration of the Bureau:
   - Background of school;
   - 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 exiting 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.
(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 the afternoon every Wednesday.
(e) As the nominated teachers will be required to conduct workshops and seminars, visit others 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 half-time secondment.

Enquiries
Mr FUNG Lap-ming
Senior Curriculum Development Officer (IT in Education) 1
Tel : 3698 3601
Fax : 2382 4403
E-mail : lapmingfung@edb.gov.hk
**Application Form**

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 12/2012 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 2012 should reach EDB Human Resource Management Unit on or before 15 March 2012.

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### 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 (Note1):</td>
<td>E-mail (Note2):</td>
<td></td>
</tr>
<tr>
<td>Residential Address:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tel: (Day) (Evening)</td>
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</tr>
</tbody>
</table>

### Parent School / Office

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

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>
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</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>
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</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>
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</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>
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<tbody>
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</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

**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>
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<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>
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</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. 12/2012. 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:**

(Name: ___________________________)

(Rank: __________________________)

(Date: __________________________)

*Please delete where inapplicable*

### Remarks

The information provided in this form will be used for processing the application under the Staff Interflow Schemes administered by EDB. It may be disclosed to officers in EDB and the participating organisations who are required to handle appointment and personnel matters related to staff interflow. You have the right to request access to or correction of personal data provided in this form in accordance with the provisions of the Personal Data (Privacy) Ordinance. For enquiries, please contact Executive Officer (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 (See Note)</th>
<th>Choice of Preference (Please fill in 1 – 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A(1) CDI - various sections</td>
<td>Deputy heads; teachers</td>
<td>Relevant degree or subject training; No less than 3 – 5 years (as at 31 August 2012) of full-time teaching experience.</td>
<td></td>
</tr>
<tr>
<td>(Please also complete Page 3 of this Annex)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A(2) CDI - Gifted Education Section</td>
<td>Teachers</td>
<td>Relevant degree and teacher’s qualification in relevant disciplines; No less than 3 years (as at 31 August 2012) of relevant full-time teaching experience.</td>
<td></td>
</tr>
<tr>
<td>Gifted education programmes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A(3) CDI - Native-speaking English Teacher Section</td>
<td>Teachers</td>
<td>No less than 5 years (as at 31 August 2012) of full-time teaching experience in English Language subject.</td>
<td></td>
</tr>
<tr>
<td>Native-speaking English Teacher Scheme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A(4) EID - Information Technology in Education Section</td>
<td>Teachers or heads (up to Headmaster II / Principal II level) of primary/secondary schools</td>
<td>No less than 3 years (as at 31 August 2012) of full-time teaching experience; and experience in using IT for learning and teaching at primary or secondary level.</td>
<td></td>
</tr>
<tr>
<td>A(5) EID- Language Education Section</td>
<td>English Panel heads/level co-ordinators or English Language teachers of primary schools; Chinese teachers of primary/secondary schools</td>
<td>Relevant degree, Postgraduate Diploma/Certificate in Education; or equivalent; No less than 5 years (as at 31 August 2012) of full-time relevant teaching experience.</td>
<td></td>
</tr>
<tr>
<td>Language Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A(6) ITMD – Systems &amp; Information Management Section</td>
<td>Teachers</td>
<td>At least 2 years of experience as a WebSAMS administrator preferred.</td>
<td></td>
</tr>
<tr>
<td>Web-based School Administration and Management System (WebSAMS).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A(7) QAD - Inspection Section</td>
<td>School heads; deputy heads; senior teachers</td>
<td>No less than 8 years (as at 31 August 2012) of teaching and relevant school administrative experience; Experience as a subject panel head or actively involved in the development of education territory-wide preferred.</td>
<td></td>
</tr>
<tr>
<td>External School Review and Other School Inspection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Please also complete Page 2 of this Annex)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A(8) QAD – School-based Curriculum Development (Primary) Section</td>
<td>CM/AM/APS/PSM/SPSM of primary schools</td>
<td>Relevant degree in Mathematics Education, Teacher Certificate or Diploma in Education; No less than 6 years (as at 31 August 2012) of relevant full-time teaching experience. A sound knowledge of information technology and/or experience in using educational statistical package preferred.</td>
<td></td>
</tr>
<tr>
<td>School-based curriculum development in Primary schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A(9) QAD – School-based Curriculum Development (Secondary) Section</td>
<td>GM/SGM/PGM/AM/SAM/PAM of secondary schools</td>
<td>Diploma in education or equivalent; No less than 5 years (as at 31 August 2012) of full-time teaching experience in the key learning areas of Mathematics Education, Personal, Social and Humanities Education, Science Education, Technology Education or Liberal Studies (Advanced Supplementary Level or 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.</td>
<td></td>
</tr>
<tr>
<td>School-based curriculum development in secondary schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A(10) SASD - Guidance and Discipline Section</td>
<td>Teachers</td>
<td>No less than 5 years (as at 31 August 2012) of teaching experiences; Professional training in guidance discipline/counseling and at least 3 years experiences in school guidance/discipline work preferred.</td>
<td></td>
</tr>
<tr>
<td>Student guidance and discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A(11) SASD – Speech and Hearing Section</td>
<td>GM/SGM of secondary schools</td>
<td>No less than 3 years (as at 31 August 2012) of full-time teaching experience in Junior Secondary Mathematics or Science Education; Professional training and/or experience in support of students with special educational needs preferred.</td>
<td></td>
</tr>
<tr>
<td>A(12) SSO - School-based Professional Support Section</td>
<td>Teachers</td>
<td>Relevant degree or Certificate in Education or equivalent; No less than 6 years (as at 31 August 2012) of full-time teaching experience. Experience in school-based curriculum development or as subject panel chairperson preferred.</td>
<td></td>
</tr>
<tr>
<td>School-based Professional Support</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The requirements summarised in this table are for quick reference only. Please refer to Appendices A(1) to A(12) of EDBCM No. 12/2012 for the detailed eligibility criteria for the secondment positions.

**Signature of Applicant:**

(Name : )

(Rank : )

(Date : )
Education Bureau  
Annual Teacher Secondment Exercise (2012/13 school year)  

Applicants who do not choose secondment position in Quality Assurance Division as stipulated in Appendix A(7) should skip this page. Please proceed to complete Annex 3.

### Choice of Secondment Position in Quality Assurance Division at Appendix A(7)

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>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<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 School Ethos</td>
<td>Discipline and guidance</td>
<td></td>
</tr>
<tr>
<td></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>
<tr>
<td>IT in Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Please delete where inapplicable

**Signature of Applicant:**

(Name: ___________________________)

Rank: ___________________________

Date: ___________________________
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 (Please fill in 1, 2, 3)</th>
<th>Level of Teaching Experience Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Education Section</td>
<td></td>
<td>Secondary</td>
</tr>
<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>- Secondary Chinese Literature</td>
<td></td>
<td>Secondary</td>
</tr>
<tr>
<td>- Primary Putonghua</td>
<td></td>
<td>Primary</td>
</tr>
<tr>
<td>- Secondary Putonghua</td>
<td></td>
<td>Secondary</td>
</tr>
<tr>
<td>Council and Secondary Section</td>
<td></td>
<td>Secondary</td>
</tr>
<tr>
<td>English Language Section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Primary English Language</td>
<td></td>
<td>Primary</td>
</tr>
<tr>
<td>- Secondary English 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></td>
</tr>
<tr>
<td>- Primary Mathematics Education</td>
<td></td>
<td>Secondary</td>
</tr>
<tr>
<td>- Secondary Mathematics Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Education Section</td>
<td></td>
<td>*Primary/Secondary</td>
</tr>
<tr>
<td>- Primary Mathematics Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Secondary Mathematics Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moral, Civic and National Education Section</td>
<td></td>
<td>*Primary/Secondary</td>
</tr>
<tr>
<td>Personal, Social and Humanities Education Section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Chinese History/History</td>
<td></td>
<td>Secondary</td>
</tr>
<tr>
<td>- Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ethics and Religious Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education Section</td>
<td></td>
<td>* Primary/Secondary</td>
</tr>
<tr>
<td>Science Education Section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Biology</td>
<td></td>
<td>Secondary</td>
</tr>
<tr>
<td>- Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Educational Needs Section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Education Section</td>
<td></td>
<td>Special</td>
</tr>
</tbody>
</table>

* Please delete where inapplicable

**Signature of Applicant:**  

(Name : )  

 Rank :  

Date :  

---

EDBCM No. 12/2012
## Education Bureau
Annual Teacher Secondment Exercise (2012/13 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 : )
**Recommendation by Head of Division/School**

Completion of this Annex (i.e. Annex 3) is required for applications for teacher secondment commencing August/September 2012 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. 12/2012.
  
  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: ____________________________  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.

EDBCM No. 12/2012
### Participation in Collaborative Research and Development ("Seed") Projects 2012/13 School Year

**Part I: My school wishes to take part in the following “Seed” project(s) in 2012/13:-**

(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 out 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. 12/2012 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 2012 should reach EDB Human Resources Management Unit on or before 15 March 2012.

**Participation in Centre of Excellence Scheme**

My school wishes to participate in the Centre of Excellence Scheme in the 2012/13 school year. The following are the particulars of my school:

**Part I: School Information**

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

**Part II: Proposal Details**

Please submit a proposal with the following details on no more than ten pages of A4 paper:
- Background of school;
- 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 to doing in the coming school year in promoting various IT in Education initiatives such as assisting in the implementation of the 3rd IT in Education Strategy and e-learning;
- 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 half-time seconded teachers to the IT in Education Section in the 2012/13 school year (Please nominate exactly two number of teachers):

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Teacher*Note</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 half-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. 12/2012
Education Bureau
Staff Interflow Schemes 2012

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

1 Period of Secondment

1.1 Unless otherwise specified, secondment to the Education Bureau (EDB) is for the period from 1 September 2012 to 31 August 2013. 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.

***************
Appendix E(2)
Page 1 of 2

Education Bureau
Staff Interflow Schemes 2012

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 2012 to 31 August 2013.

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.
## Education Bureau
### Staff Interflow Schemes 2012

<table>
<thead>
<tr>
<th>Interflow Scheme 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>Yes; see Appendix A.</td>
<td>No, subject to availability of vacancies of the right subjects and levels in schools.</td>
<td>No, subject to successful matching of posts amongst applicants.</td>
</tr>
</tbody>
</table>
| Application form to be used | (i) Secondment positions at A(1) to A(12) - Appendix B with Annexes 1 and 3.  
(ii) “Seed” Project at A(13) - Appendix B with Annexes 2 and 3; and - Appendix C.  
(iii) Centre of Excellence Scheme at A(14) - Appendix B with Annex 3; and - Appendix D. | Appendix B with Annex 3 only. | Appendix B without annex. |
| Matching arrangement      | Interview is required as part of the selection process. | Matching to be conducted centrally by EDB; interview may be required. | Matching to be conducted centrally by EDB; interview may be required. |
| Validity period of application | Applications valid for the current exercise only. | Applications valid for two years from the date of application. | Applications valid for two years from the date of application. |
| Closing date of application | 15 March 2012 | Open all year round. 15 March 2012 is the closing date for applications intended for postings to schools to commence in August/September 2012. | Open all year round. 15 March 2012 is the closing date for applications intended for postings to schools or postings involving teaching grades officers to commence in August/September 2012. |