

**The “All-Graduate Teaching Force” Policy in Aided Schools  
Frequently Asked Questions and Answers**

**Responsibilities of graduate teachers**

**Q 1** Since it is stated in the prevailing Code of Aid for Secondary Schools/Compendium to Code of Aid for Aided Schools and the Education Bureau (EDB) website that Graduate Masters/Mistresses (GMs) are responsible for class teaching whereas Senior Graduate Masters/Mistresses (SGMs) and Principal Graduate Masters/Mistresses (PGMs) are responsible for class teaching up to Secondary Six level, does it imply that only SGMs and PGMs can teach Secondary Six level?

**A 1** All along, schools assign duties to teachers (including the class level, subject and number of periods to be taken up) according to their operational needs, teachers’ expertise and students’ learning. Implementation of the all-graduate teaching force policy will not affect the existing practice. In other words, class level is not specified for GMs, while SGMs and PGMs may take up class levels other than the senior secondary levels.

**An all-graduate teaching force**

**Q 2** The Task Force on Professional Development of Teachers (the Task Force) has recommended that the all-graduate teaching force policy should be fully implemented as soon as practicable. Why should the Government allow primary and secondary schools to implement the policy in light of their school-based circumstances instead of implementing the policy across the board in the 2019/20 school year?

**A 2** In the course of consultation, the Task Force learnt from the sector that currently, certain primary and secondary schools are ready to implement the all-graduate teaching force policy in one go. However, some schools have expressed that it would be difficult for them to implement the policy in one go in the 2019/20 school year in view of their existing operations. The difficulties mainly lie with their different arrangements in assigning duties to graduate teachers and non-graduate teachers. To cater for the

varying circumstances and needs of schools, the Task Force recommends that the ratio of graduate teacher posts in public sector schools should be increased to 100% in the 2019/20 school year, while allowing schools to opt for full implementation in one go or by stages according to their school-based circumstances, so that schools can have sufficient time for arranging duties and hence ensuring a smooth transition.

**Q 3 When should schools regrade the serving non-graduate regular teachers as graduate teachers? Is there any timeframe?**

A 3 The Chief Executive announced in the 2018 Policy Address that the all-graduate teaching force policy should be fully implemented in public sector primary and secondary schools in one go in the 2019/20 school year. Schools may, taking into account their school-based circumstances, achieve full implementation in one go or in two years. Unless there are teachers that personally choose not to be regraded, aided schools must have all eligible non-graduate regular teachers regraded as graduate teachers by the 2020/21 school year (i.e. on or before 31 August 2021).

**Q 4 What follow-up measures will be taken by the Government if aided schools are unable to achieve full implementation of the all-graduate teaching force policy by the 2020/21 school year?**

A 4 In principle, save for exceptional circumstances, only teachers who do not hold a local bachelor's degree (or equivalent) or those who choose not to be regraded of their own accord as graduate teachers may be accommodated in non-graduate teacher grade from the 2020/21 school year. The Education Bureau (EDB) will closely monitor schools' progress in the implementation of the policy through day-to-day contacts with school administrators and school visits, and gain understanding of the reasons that had made individual schools unable to optimise the use of all graduate teacher posts. The School Management Committee (SMC)/Incorporated Management Committee (IMC), if necessary, may be required to submit a school-based implementation plan to the EDB for examination.

Currently, tertiary institutions offer a number of part-time undergraduate programmes on different areas. For teachers not holding a recognised

bachelor's degree, they are encouraged to enrol in appropriate programmes and attain the recognised qualification as early as possible in order to upgrade their professional qualifications.

**Q 5 Are schools under the Direct Subsidy Scheme (DSS) required to implement the all-graduate teaching force policy in the 2019/20 school year?**

A 5 While DSS schools are given greater flexibility in personnel management, including teaching staff establishment as well as the rank and remuneration of teachers, they should observe relevant requirements set out by the EDB to ensure the quality of their education services. DSS schools are required to put in place a proper and transparent mechanism for determining the rank and remuneration packages of individual staff to ensure that the arrangements are fair and justifiable.

Under the all-graduate teaching force policy, the ratio of graduate teachers in DSS schools shall comply with the requirements set out by the EDB and be no less favourable than that of aided schools. DSS schools should refer to the arrangements laid down in the relevant circulars in force and, in light of their school-based circumstances, achieve full implementation of the all-graduate teaching force policy expeditiously in two years (i.e. by the 2020/21 school year).

When appointing teachers and determining their remunerations and benefits, DSS schools should continue to fulfil their obligations as good employers by giving due consideration to teachers' degrees or equivalent qualifications, and the pay levels and working conditions of comparable posts in public sector schools. This is to ensure that teachers are offered remunerations commensurate with their duties.

### **Regrading**

**Q 6 What principles should aided schools adopt when regrading eligible non-graduate teachers as graduate teachers?**

A 6 Starting from the 2019/20 school year, with the full implementation of the all-graduate teaching force policy, serving non-graduate regular teachers

holding a local bachelor's degree (or equivalent) who are willing to shoulder the duties of graduate teachers may be regraded as graduate teachers in the corresponding rank. If schools decide to regrade serving teachers as graduate teachers by stages in or before the 2020/21 school year in light of school-based circumstances, they are required to first formulate objective, fair and transparent school-based policies with reference to the prevailing procedures for regrading and in full consultation with all teachers. These policies should be endorsed by SMC/IMC and made known to all teachers. Moreover, schools should ensure that the principles and rules set out in EDB Circular No. 11/2019 are observed when formulating their school-based policies. In handling the regrading of teachers, schools should diligently follow and implement the school-based policies formulated, and complete all necessary procedures for regrading (which include obtaining the approval of SMC/IMC) before the effective date.

**Q 7 How should aided schools deal with teachers who cannot be regraded as graduate teachers due to the fact that their qualifications cannot meet the requirement for regrading?**

A 7 For teachers not holding a local bachelor's degree (or equivalent), they may stay in the schools they serve as non-graduate teachers. Alternatively, they may join another school as Certificated Master/Mistress (CM), provided that the break of service does not exceed one year. Under such circumstances, schools are required to offset an equivalent number of graduate teacher posts in the corresponding rank so that serving non-graduate teachers can be accommodated in their current posts until they leave service because of natural wastage or obtain the required qualifications and choose to be regraded as graduate teachers.

**Q 8 With effect from 1 September 2008, serving Principal Assistant Masters/Mistresses (PAMs) with a recognised degree plus teacher training (or equivalent) may apply for regrading as SGMs. They are allowed to retain their existing salary according to the "fit-in" salary arrangement and progress along the pay scale of SGM to the maximum point. After the full implementation of the all-graduate teaching force policy, will there be any change to this arrangement?**

A 8 After the full implementation of the all-graduate teaching force policy, the above arrangement shall remain unchanged. If a serving PAM does not apply for regrading as SGM, he/she may stay in the present rank of PAM and the school is required to offset an SGM post accordingly.

**Q 9 How can non-graduate teachers holding non-local degree qualifications find out whether their qualifications satisfy the requirements for regrading to graduate posts?**

A 9 For non-graduate teachers holding non-local qualifications, the SMC/IMC is required to ascertain whether the qualifications held are comparable to local ones before these teachers are regraded as graduate teachers. The teachers concerned may apply to the Hong Kong Council for Accreditation of Academic and Vocational Qualifications for an assessment of their non-local qualifications (including academic qualification and professional training).

**Q 10 May teachers regraded as graduate teachers, now or in future, personally seek voluntary reinstatement in a non-graduate regular teacher post at the corresponding rank?**

A 10 Upon implementation of the all-graduate teaching force policy in the 2019/20 school year, all teaching posts on the approved establishment of public sector schools will all be graduate teacher posts. Therefore in respect of internal teacher deployment, schools should, in principle, make arrangements on the basis of their graduate teacher establishment. Since there will no longer be non-graduate teacher posts on the establishment of public sector schools from the 2019/20 school year onwards, it is not possible for teachers regraded as graduate teachers to be reinstated in non-graduate regular teacher posts now or in future.

**Q 11 May teachers personally choose to be regraded as graduate teachers in the middle of a school term?**

A 11 While there is no specific timetable for regrading, approval is usually given by SMC/IMC for teachers to be regraded as graduate teachers with effect from the beginning of a school year. However, if individual teachers wish to be regraded as graduate teachers during the school term, they may,

according to school-based procedures, indicate their preferred effective date/month of regrading when informing the schools of their intention to be regraded as graduate teachers in the letter for expression of intention, so that the schools may take their special requests into consideration when determining a timeframe for regrading.

#### **Arrangements for appointment and transfer between schools**

**Q 12 After the full implementation of the all-graduate teaching force policy, can aided schools appoint teachers on their teaching establishment in non-graduate teacher posts?**

A 12 Starting from the 2019/20 school year, aided schools should appoint newly joined teachers to graduate teacher posts. Newly-joined teachers on the teaching establishment should possess a local bachelor's degree (or equivalent) and satisfy all the entry requirements and standing conditions set out for graduate teachers in the Codes of Aid.

However, since some serving non-graduate regular teachers do not possess a recognised bachelor's degree and/or do not satisfy all the entry requirements set out for graduate teachers in the Codes of Aid, to address exceptional school-based circumstances, aided schools are allowed to accommodate these serving primary and secondary teachers in CM posts, provided that their break of service does not exceed one year (except for redundant/surplus teachers). The schools concerned are required to offset an equivalent number of graduate teacher posts. This flexibility is accorded until those employed as non-graduate teachers leave the service because of natural wastage or obtain the required qualifications and choose to be regraded as graduate teachers.

**Q 13 If a non-graduate regular teacher joins another school in the 2019/20 school year or after, will the appointment of that teacher be affected?**

A 13 Non-graduate regular teachers who do not possess a recognised bachelor's degree and/or do not satisfy all the requirements set out for graduate teachers in the Codes of Aid may still be appointed as CMs by another primary and secondary school on condition that the break of service does not exceed one year and the appointing school would temporarily offset one graduate teacher post. However, if the break of service exceeds one

year, these teachers may not join another aided school and take up a teacher post on the approved establishment. Non-graduate surplus/redundant teachers without a recognised bachelor's degree are exempted from the above length restriction on break of service until they are employed by another aided school as teachers on the teaching establishment.

**Q 14** Currently, primary school teachers with a recognised bachelor's degree but without teacher training for primary education may only enter the teaching profession as CMs and seek regrading as Assistant Primary School Masters/Mistresses (APSMs) in the school they serve afterwards. After the full implementation of the all-graduate teaching force policy in the 2019/20 school year, can primary school teachers with a bachelor's degree but without teacher training for primary education be directly appointed as APSMs?

**A 14** In principle, from the 2019/20 school year onwards, newly-joined teachers taking up a post on the approved teaching establishment of an aided primary school must possess a local bachelor's degree (or equivalent) and have received teacher training for primary education. In order that the job opportunities of serving regular teachers in primary schools would not be affected by the implementation of the policy, serving regular APSMs or Primary School Masters/Mistresses (PSMs) without teacher training for primary education may continue to be appointed as graduate teachers at the same rank by another aided primary school, provided that the break of service does not exceed one year. However, if the break of service exceeds one year, unless the teacher has received teacher training for primary education, he/she cannot join another aided primary school and take up a post on the approved teaching establishment. The above length restriction on break of service does not apply to redundant primary school teachers until they are employed by another aided school as teachers on the teaching establishment.

#### **Promotion and acting up arrangements**

**Q 15** After the full implementation of the all-graduate teaching force policy, will the EDB allow a grace period for aided schools to promote non-graduate teachers to a higher rank in the non-graduate grade (i.e. Assistant Masters/Mistresses (AMs) and Senior Assistant Masters/Mistresses (SAMs))?

A 15 Schools should, as early as possible, orderly work out promotion-related arrangements for teachers currently acting in the non-graduate grade in accordance with their school-based mechanism. With the full implementation of the all-graduate teaching force policy from the 2019/20 school year, the promotion mechanism for the non-graduate grade will cease to operate. In other words, non-graduate teachers should first be regraded as graduate teachers before they could be considered for promotion to or acting up a promotion post in the graduate grade on the premise that all requirements on academic qualification, condition and teaching experience as stated in the Codes of Aid have been met.

**Q 16 How should aided schools deal with non-graduate teachers currently acting up a post at the promotion rank in the 2018/19 school year?**

A 16 Schools should, as early as possible, orderly work out promotion-related arrangements for teachers currently acting in the non-graduate teacher grade in accordance with their school-based mechanism.

**Q 17 After the implementation of the all-graduate teaching force policy, if non-graduate teachers at promotion rank take approved leave, can aided schools arrange acting appointments for administrative convenience?**

A 17 After the implementation of the all-graduate teaching force policy, if substantive non-graduate teachers at promotion rank are temporarily absent, schools may still arrange acting appointments for non-graduate regular teachers (if any) to take up their duties for administrative convenience in accordance with the Codes of Aid. Acting allowance (if applicable) will be granted to teachers who have taken up an acting appointment for 30 calendar days or more.

However, if schools arrange acting appointments for graduate teachers at basic rank to take up the duties of temporarily absent non-graduate teachers at promotion rank for administrative convenience, the rate of acting allowance payable to the graduate teachers who have taken up the acting appointment for 30 calendar days or more is 90% of the difference between the starting salary of the graduate teacher post at promotion rank and the



substantive salary of the teachers who have taken up the acting appointment. Detailed arrangements are as follows:

Aided primary schools:

If regular AMs of aided primary schools are temporarily absent, schools can arrange acting appointments for regular APSMs to take up the duties of the AMs concerned for administrative convenience. Since the corresponding graduate teacher post of AM is PSM, the rate of acting allowance payable to teachers taking up the acting appointment should be 90% of the difference between the starting salary of PSM and the substantive salary of the acting officers.

Aided secondary schools:

If regular PAMs of aided secondary schools are temporarily absent, schools can arrange acting appointments for regular GMs to take up the duties of the PAMs concerned for administrative convenience. Since the corresponding graduate teacher post of PAM is SGM, the rate of acting allowance payable to teachers taking up the acting appointment should be 90% of the difference between the starting salary of SGM and the substantive salary of the acting officers.

To support school management or meet operational needs, schools can arrange acting appointments without granting any acting allowance to the teachers who have taken up an acting appointment.

**Q 18 After the full implementation of the all-graduate teaching force policy, can aided schools, for administrative convenience, make acting arrangements for a non-graduate teacher to take up the duties of a graduate teacher at promotion rank who takes approved leave?**

A 18 All along, schools should arrange a regular graduate teacher to act up a graduate teacher post at promotion rank. Only under exceptional circumstances and with sound justifications should schools consider arranging a non-graduate teacher to act up a graduate teacher post for administrative convenience (e.g. when no graduate teachers are willing to act up a post at promotion rank for administrative convenience). However, since Senior Primary School Master/Mistress (SPSM) has always been the promotion rank for AMs, when an SPSM is temporarily

absent, schools may still consider arranging an AM with a local bachelor's degree (or equivalent) to act up the post of SPSM for administrative convenience.

### **Remunerations for teachers**

**Q 19 How should the salary particulars for regular teachers of aided schools be determined after regrading?**

A 19 Salary particulars of regraded teachers will be determined based on the long-established methods applicable to regrading of teachers. Broadly speaking, for teachers regraded to the basic rank of the graduate teacher grade, i.e. APSMs in primary schools or GMs in secondary schools, their salaries will be determined by either "Carry-forward" or "Reassessment" arrangement, whichever is the higher. For teachers regraded to a promotion rank of the graduate teacher grade, if regrading from AMs to PSMs in primary schools, the pay point after regrading should be the minimum salary point of PSMs; if regrading from PAMs to SGMs in secondary schools, their salaries will be determined by "Carry-forward" arrangement. The incremental date of regraded teachers will be determined by the effective date of regrading. For details, please refer to the Guides to Salary Assessment and relevant references available on the EDB website (Home>School Administration and Management>Administration>About School Staff>Salary Assessment in Aided Schools).

### **Supply teachers**

**Q 20 If a non-graduate teacher in an aided school takes approved leave, what should be the rank of the supply teacher to be appointed?**

A 20 Under the all-graduate teaching force policy, all teachers should be graduate teachers (except those non-graduate teachers who choose not to be regraded or those who are not eligible for regrading). As such, if a non-graduate teacher takes approved leave, the school should appoint a supply teacher with a recognised bachelor's degree as far as possible. In other words, holders of a recognised bachelor's degree should be given priority. If the supply teacher to be appointed is qualified for taking up a graduate teacher post, the school should offer to the appointee

remuneration equivalent to the daily rate/monthly rate of a graduate teacher.

**Q 21 If a graduate teacher in an aided school takes approved leave, may a supply teacher be appointed at a non-graduate teacher rank?**

A 21 With the full implementation of the all-graduate teaching force policy, schools should appoint supply teachers with a recognised bachelor's degree as far as possible. In other words, holders of a recognised bachelor's degree should be given priority. Besides, if the supply teacher to be appointed is qualified for taking up a graduate teacher post, the school should offer to the appointee remuneration equivalent to the daily rate/monthly rate of a graduate teacher.

#### **Contract teachers**

**Q 22 After the implementation of the all-graduate teaching force policy in the 2019/20 school year, may aided schools continue to appoint contract teachers at CM rank?**

A 22 The EDB has all along encouraged schools to fulfil the obligations of a good employer. When determining the remunerations of contract teachers, schools should give thorough consideration to the pay level and work conditions of comparable posts so as to ensure that the remunerations of contract teachers are commensurate with their duties. Schools are encouraged to follow the same pay scale of regular teachers and make reference to the qualifications and experience of the contract teachers to provide the contract teachers with reasonable salaries. In principle, if the contract teachers are qualified for taking up a graduate teacher post and their duties are similar to those performed by graduate teachers on the teaching staff establishment, they should be appointed as graduate teachers. However, if a contract teacher does not possess a recognised bachelor's degree/has not received appropriate teacher training, schools can still appoint the contract teacher as a non-graduate teacher.

#### **Arrangements for redundant/surplus teachers**

**Q 23 How should aided secondary schools deal with serving surplus non-graduate teachers?**

A 23 Starting from the 2019/20 school year, all serving teachers with a recognised bachelor's degree (including serving surplus non-graduate CMs retained under specific schemes) may be regraded as graduate teachers in their serving schools according to the established school-based mechanism. For surplus CMs not possessing the required qualifications, they may stay in their serving schools as CMs until the applicable retention period lapses. In addition, the prevailing mechanism for dealing with surplus teachers (including redeployment of surplus teachers by the school sponsoring bodies (SSBs) and salary arrangements of surplus teachers at promotion ranks) shall continue to operate.

**Q 24 How should aided primary schools deal with serving redundant non-graduate CMs?**

A 24 The prevailing mechanism for dealing with redundant CMs (including redeployment of redundant teachers by SSBs and related salary arrangements) shall continue to operate.

If the school is the only aided primary school operated by an SSB or there are no relevant teaching vacancies in other schools under the same SSB for redeployment, serving redundant non-graduate CMs (including redundant CMs retained as a result of the decline in Primary One student population) holding a recognised bachelor's degree may be regraded as APSMs in their serving schools according to the established school-based mechanism by the 2020/21 school year. If the redundant CMs do not possess the required qualifications, they may stay in their serving schools as CMs until the applicable retention period lapses.

**Q 25 If a SSB has to redeploy redundant/surplus non-graduate teachers at promotion ranks in a school to other schools under its sponsorship, can the non-graduate teachers concerned continue to take up non-graduate teacher posts at promotion ranks?**

A 25 If non-graduate teachers at promotion ranks are to be redeployed to other schools under the same SSB because of redundancy/surplus, they can continue to assume the non-graduate teacher posts at promotion ranks. However, schools that absorb the non-graduate teachers concerned are

required to offset the corresponding rank and number of graduate teacher posts until natural wastage arises from these non-graduate teachers or the teachers have fulfilled relevant qualifications and opts for regrading to graduate teacher posts.

**Q 26 If a non-graduate teacher at promotion rank has to step down because of class reduction, may schools apply for retention of his/her pay point?**

A 26 Starting from the 2019/20 school year, all teaching posts on the approved establishment of public sector schools (including teacher posts at promotion ranks) are graduate teacher posts. As such, when making redeployment arrangements of redundant/surplus teachers, schools should, in principle, adhere to the graduate teacher posts establishment. Should non-graduate teachers at promotion ranks need to step down because of class reduction, schools should make the following arrangements:

At the rank of PAMs in secondary schools or AMs in primary schools before stepping down

The corresponding promotion ranks in the graduate teacher grade of PAM in secondary schools and AM in primary schools are SGM and PSM respectively. If teachers concerned have to step down but are unable to be regraded to graduate teacher posts at basic ranks due to the lack of a recognised bachelor's degree or personal reasons, schools should offset the corresponding number of graduate teacher posts at basic rank to hold against the stepped-down non-graduate teachers concerned and schools can apply to the EDB for retaining the pay points of the teachers concerned subject to the prevailing mechanism. When a vacancy of the corresponding promotion rank of graduate teacher post arises (i.e. SGM in secondary schools or PSM in primary schools), schools should resume the original rank of the non-graduate teachers concerned and offset a graduate teacher post at the corresponding promotion rank until natural wastage arises from that non-graduate teacher or the teacher concerned has fulfilled relevant qualifications and opts for regrading to a graduate teacher post.

At the rank of SAM or AM in secondary schools before stepping down

The corresponding basic rank in the graduate teacher grade of SAM or AM in secondary schools is GM. Since starting from the 2019/20 school year,

there is no non-graduate teacher post in the approved establishment of public sector schools, if teachers have already stepped down and are unable to be regraded to graduate teacher grade due to the lack of recognised bachelor's degree or personal reasons, their surplus teacher identities at promotion ranks will not be retained from the 2019/20 school year onwards. However, schools can apply to the EDB for retaining the pay points of the teachers concerned subject to the prevailing mechanism until natural wastage arises from the teachers concerned or the teachers have fulfilled relevant qualifications and opt for regrading to GM posts. During that period, schools should offset the corresponding number of GM posts to hold against the non-graduate teachers concerned.

#### Stepped down non-graduate teachers possessing a recognised bachelor's degree

If the stepped-down non-graduate teachers possess a recognised bachelor's degree, schools should consult them and regrade them to the corresponding graduate ranks after stepping down (e.g. stepped-down AM in primary schools to be regraded to APSM, stepped-down PAM/SAM/AM in secondary schools to be regraded to GM) according to their preference and the established school-based mechanism. After regrading, the arrangements for retaining their pay points (including approved applications) will not be applicable and their redundant/surplus teacher identities at promotion rank will not be retained. The salary and promotion arrangements of these teachers in the graduate teacher grade are subject to prevailing mechanism and requirements, which are the same as those of other teachers regrading from non-graduate teacher grade to graduate teacher grade. Please note that when handling stepped-down arrangements of non-graduate teachers, schools should duly inform the teachers concerned of the related consequent arrangements as well as their rights and interests of being retained in the non-graduate teacher grade and regraded to the graduate teacher grade so that they can make an informed choice and can plan for professional development according to their individual needs.

In addition, for schools with more than one stepped-down teacher due to over ranking in the approved establishments (which may include graduate and non-graduate teachers), when a graduate teaching vacancy at promotion rank arises, schools should set priority for resuming these

teachers to the teaching posts at promotion ranks according to the established school-based mechanism.

**Q 27 Aided schools are allowed to accommodate redundant/surplus non-graduate teachers in CM posts, even though their break of service exceeds one year. As such, may these redundant/surplus teachers maintain their redundant/surplus identities for long? Under what circumstances are redundant/surplus teachers not allowed to retain this identity?**

A 27 When redundant/surplus teachers are appointed as regular teachers on the approved teaching staff establishment, their redundant/surplus identities will no longer be retained.

**Q 28 When appointing redundant/surplus non-graduate teachers, how can schools ascertain their redundant/surplus identities?**

A 28 According to the existing guidelines on handling redundant/surplus teachers, when schools have finalised the list of redundant/surplus teachers under their school-based mechanism, the SMC/IMC should give the redundant/surplus teachers concerned sufficient notice and documentary proof to facilitate their application for teaching vacancies. Prospective school employers can verify their redundant/surplus identities by these documents.

#### **Others**

**Q 29 In tandem with the implementation of the all-graduate teaching force policy, will the EDB increase the number of PSM and Deputy Head (SPSM) posts in primary schools?**

A 29 It is announced in the Policy Address that a recurrent allocation of \$500 million will be earmarked to rationalise the salaries for principals and vice-principals and to improve the manpower at the middle management level in primary schools. The Task Force has submitted relevant concrete recommendations to the EDB and the EDB will follow up on these recommendations. As this involves seeking funding approval from the Legislative Council and initiating other established procedures, the specific measures and their implementation timetable have yet to be finalised.

**Q 30** When the all-graduate teaching force policy has been fully implemented in the 2019/20 school year, will the EDB increase the rate of other cash grants accordingly?

A 30 Upon the full implementation of the all-graduate teaching force policy in the 2019/20 school year, the prevailing principles for disbursement of various grants will continue to apply.

**Q 31** Why are schools not allowed to freeze the offset graduate teacher posts for the purpose of claiming other grants?

A 31 Schools should employ teachers according to the number and rank of teacher posts on each year's approved teaching establishment. There will not be any increase in the total number of teacher posts on the teaching establishment simply because regrading is not possible for some non-graduate teachers. As such, upon the implementation of the all-graduate teaching force policy, if there are still non-graduate teachers in certain schools, these non-graduate teacher posts should be offset by an equivalent number of graduate teacher posts. In other words, unless schools have teacher posts that are genuinely vacant (including posts left vacant by substantive teachers who are temporarily absent for a period of 30 or more days), there should not be any additional teaching post being left vacant after offsetting the equivalent number of graduate teacher posts. It follows that schools could not freeze those offset graduate teacher posts for the purpose of claiming cash grants.

**Education Bureau**

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