

## Personnel Management Checklist for Schools

As the employer of all staff members of the school, it is necessary for the incorporated management committee (IMC) of the school to formulate policies on personnel management. The following checklist has set out the questions concerning staff management issues on various aspects for school managers' reference.

Area	Thinking Question	✓ / ✗
<b>Appointment</b>	1. Are selection criteria and procedures formulated and documented to ensure the openness, fairness and transparency of the school's appointments?	<input type="checkbox"/>
	2. Is a selection panel formed to conduct interviews or skill tests in accordance with the predetermined selection criteria and procedures?	<input type="checkbox"/>
	3. Whether it is ensured that the persons involved in the selection or approval process have made declaration of actual or potential conflicts of interest as appropriate, and that another person has been assigned to take over the process should there be conflicts of interest?	<input type="checkbox"/>
	4. Is Sexual Conviction Record Check (SCRC) Scheme adopted, such that the prospective employees are requested to undergo SCRC at the advanced stage of the employment process, and whether the SCRC results are kept properly?	<input type="checkbox"/>
	5. Are appointments (e.g. conditions of appointment, selection procedures, etc.) conducted in compliance with the requirements of the Education Ordinance, the Education Regulations, the Code of Aid, the Employment Ordinance, other laws of Hong Kong (e.g. anti-discrimination ordinances) and the circulars issued by the Education Bureau (EDB) from time to time?	<input type="checkbox"/>
	6. Are the appointments of teaching staff endorsed by the majority of the managers of the school?	<input type="checkbox"/>

Area	Thinking Question	✓ / ✗
<b>Appointment</b>	7. Are the necessary procedures for appointment, including approval by the IMC, completed before the effective date of the appointments?	<input type="checkbox"/>
	8. Are the selection and endorsement results of appointments documented properly?	<input type="checkbox"/>
	9. Are the criteria and procedures for selection and endorsement reviewed regularly?	<input type="checkbox"/>
<b>Promotion and succession planning</b>	1. Are the functional duties of every promotion post clearly defined and made known to relevant staff members?	<input type="checkbox"/>
	2. Are open and fair procedures adopted for promotion exercises, such as making known the application procedures, selection criteria and interview arrangement?	<input type="checkbox"/>
	3. Is a selection panel for promotion formed to assess the eligible candidates in accordance with the predetermined selection criteria?	<input type="checkbox"/>
	4. Are the necessary procedures for promotion, including the approval by the IMC, completed before the effective date of the promotion?	<input type="checkbox"/>
	5. Are the candidates and all staff informed of the promotion results?	<input type="checkbox"/>
	6. Is an independent channel established to handle appeals/complaints made by the unsuccessful candidates?	<input type="checkbox"/>
	7. Are the selection criteria and procedures reviewed on a regular basis in consultation with relevant staff members?	<input type="checkbox"/>
	8. Have the teachers met relevant training requirements to be eligible for substantive promotion?	<input type="checkbox"/>
	9. Are succession arrangements for teaching staff planned in advance and in line with the requirements on school development and education policies?	<input type="checkbox"/>

Area	Thinking Question	✓ / ✗
<b>Performance management</b>	1. Is appropriate performance appraisal system established for assessing staff performance with reference to the actual circumstances of the school and relevant assessment criteria have been made known to all staff members?	<input type="checkbox"/>
	2. Is appeal mechanism in place whereby appeal cases are dealt with by the IMC, or a committee appointed by it?	<input type="checkbox"/>
	3. Are the content and methodology adopted by the appraisal system reviewed regularly with a view to ensure that the assessments can truly reflect the performance of the staff members?	<input type="checkbox"/>
	4. Are teachers praised for their good performance and encouraged to develop quality teaching?	<input type="checkbox"/>
	5. Is the school instructed to follow up with the underperforming staff as soon as possible to ensure that they are held accountable?	<input type="checkbox"/>
<b>Professional development</b>	1. Are the staff members consulted, and their strengths and weaknesses assessed, when formulating the policies on staff professional development?	<input type="checkbox"/>
	2. Are the staff professional development policies in line with the school vision, mission and development needs and in the interests of the students?	<input type="checkbox"/>
	3. Is a culture of professional development promoted within the school, for example, creating a conducive learning environment and providing resources for staff training and development?	<input type="checkbox"/>
	4. To tie in with the implementation of Professional Ladder for Teachers, is the school facilitated to strategically incorporate relevant training requirements and contents into its school-based continuing professional development plan for teachers?	<input type="checkbox"/>



Area	Thinking Question	✓ / ✗
<b>Communication channels</b>	2. When formulating/ revising school-related policies/ measures, have opinions been collected from staff so as to strengthen the sense of belonging among staff and build up a collaborative school culture?	<input type="checkbox"/>
	3. Has the IMC solicited support from third parties (such as psychologists or solicitors) when dealing with personnel management matters which involve the expertise of other professionalism?	<input type="checkbox"/>
<b>Complaint handling mechanism</b>	1. Has a set of fair, impartial and recognized school-based mechanism been established to handle complaints/ appeals made by people from school and outsiders, and been reviewed regularly/ on a need basis?	<input type="checkbox"/>
	2. Has the school incorporated mediation as an option or consideration in its complaint handling mechanism with a view to resolving disagreement with stakeholders through mediation as early as possible so as to help both parties restore mutual trust and maintain a harmonious relationship?	<input type="checkbox"/>
	3. Will managers of IMC, representatives of school sponsoring body and independent persons, etc. be invited to set up a task force to handle certain special complaint/ appeal cases based on the nature and severity of an incident?	<input type="checkbox"/>
<b>Conflict of interest</b>	1. Is school-based code of ethics/ conduct formulated with reference to the relevant documents issued by the Independent Commission Against Corruption to set out the standards of integrity to be observed by school managers and staff respectively, and whether such code of ethics/ conduct has been circulated regularly?	<input type="checkbox"/>
	2. Are school managers and staff required to avoid situations that involve any actual or perceived conflict of interest, such as avoiding to accept entertainment from persons with whom they have official dealings?	<input type="checkbox"/>

Area	Thinking Question	✓ / ✗
<b>Conflict of interest</b>	3. Are school managers and staff required to declare/ disclose any conflict of interest that may influence, or appear to influence, their judgement or action in the performance of official duties?	<input type="checkbox"/>
	4. Is mechanism for declaration/ disclosure of conflict of interest established for the committees set up by the IMC?	<input type="checkbox"/>
	5. Is mechanism established to record and manage all the declared conflict of interest, including the actions taken to mitigate the conflicts?	<input type="checkbox"/>

For details on the regulations related to personnel management matters, please refer to the “Checklist on Common Administrative Issues in Aided Schools”.

<https://www.edb.gov.hk/en/sch-admin/regulations/checklist/index.html>

Education Bureau

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