Staff Interflow Schemes 2017
(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 IT in Education Centre of Excellence Scheme, which is on a part-time basis, have been subsumed under the Annual Teacher Secondment Exercise.

Details of the secondment positions under the 2017 Annual Teacher Secondment Exercise are at Appendix A.

(b) **Scheme of Voluntary Postings to Schools for Non-teaching Departmental Grade Officers at Basic Rank**

This scheme is designed to enable basic rank officers in non-teaching grades (i.e. Assistant Inspector (Graduate), Assistant Inspector (Non-graduate), Assistant Education Officer (Administration) and Education Assistant) to take up teaching posts in government and aided schools. It aims to benefit the officers concerned and the education service as a whole by focusing on enhancing cross-fertilisation of professional expertise in the school setting.

(c) **Cross-grade Posting Scheme**

Through cross-grade postings within EDB, this scheme provides the opportunity for departmental grade officers (both teaching and non-teaching) to widen their vision, experience and knowledge; develop their potential and professionalism; and improve their adaptability to changing environments.

3. Participants and supervisors generally found the interflow schemes very effective in broadening an officer’s vision, experience and knowledge; developing one’s potential and professionalism; and improving one’s adaptability to the changing work environments. Supervisors are requested to render support to their staff in taking part in the interflow schemes.

**How to Apply**

4. Except for officers who are employed on probation/trial/non-civil service contract terms in EDB and teachers who are employed on temporary contract terms, eligible officers or schools may apply to join the respective interflow schemes by completing the following forms—

(a) Annual Teacher Secondment Exercise (ATSE):
   (i) Secondment positions at Appendices A(1) to A(14) - Application Form at Appendix B with Annexes 1 & 3
(ii) “Seed” Projects at Appendix A(15) - Application Form at Appendix B with Annexes 2 & 3 and Appendix C
(iii) IT in Education Centre of Excellence Scheme at Appendix A(16) - Application Form at Appendix B with Annex 3 and Appendix D

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

(b) Scheme of Voluntary Postings to Schools for Non-teaching Departmental Grade Officers at Basic Rank (SVPS) - Application Form at Appendix B with Annex 3
(c) Cross-grade Posting Scheme (CPS) - Application Form at Appendix B only (without annex)

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

Validity Period of Application

5. Applications for secondment positions under the Annual Teacher Secondment Exercise are valid for the current exercise only. Applications for the other interflow schemes are valid for two years counting from the date of application. An application will lapse automatically if a posting cannot be arranged within the two-year validity period. If after submitting an application, the applicant decides to withdraw it, he/she should notify the Human Resource Management Unit of EDB (Address: 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong) in writing as soon as possible.

Closing Date of Applications

6. The deadline for application under the Annual Teacher Secondment Exercise is 1 March 2017 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 2017 have to submit their applications to EDB on or before 1 March 2017. Normally, late applications will not be considered. Applicants should submit all completed application forms on or before the deadline for application through one of the means below –

(i) by post to the Human Resource Management Unit of the Education Bureau on 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong (the postmark date on the envelope will be regarded as the date of submission of application). Applicants should ensure that sufficient postage is paid to avoid unsuccessful delivery of application. Any underpaid mail items will be disposed of by the Hongkong Post; or
(ii) by hand to the Education Bureau’s drop-in box (Box no.: EDB01 — Staff Interflow Schemes 2017) located at the 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong. The drop-in box is normally open for use from 8:00 a.m. to 7:00 p.m. from Mondays to Fridays (except public holidays).

7. Applications for voluntary postings to school and applications for cross-grade postings submitted after 1 March 2015 shall remain valid. Applicants concerned need not submit fresh application unless they wish to revise their original preferences.

Duration and Timing of Interflow

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

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

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

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

Placement and Selection of Applicants

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

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

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

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

13. Applicants for the Annual Teacher Secondment Exercise will be shortlisted for
selection interviews to be conducted by the host divisions. They may assume that their applications are unsuccessful if they do not hear from us by **30 April 2017**. For the other interflow schemes, initial matching will be worked out centrally by EDB based on the applications received and positions available. Before a posting is confirmed, an interview between the applicant and the prospective host division/school may be arranged where necessary.

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

**Relief Arrangement**

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

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

**Terms and Conditions of Interflow**

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

**Enquiries**

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

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

Miss Alice LAU
for Permanent Secretary for Education

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

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Work of the Section
The Gifted Education (GE) Section is to co-ordinate, plan, and initiate the implementation and review of the curriculum development according to the special characteristics of gifted/more able children and the changing contextual demand of the society upon these children. Organisation of professional development programmes for teachers, development of curriculum resources for stretching the potential of gifted/more able students, as well as promoting effective learning and teaching strategies that enrich the learning experiences of gifted/more able learners are the three main areas of responsibilities of the GE Section.

Main duties of secondees
(a) to visit schools, observe and advise on school-based gifted programmes/projects at primary and secondary schools selected by the Section;
(b) to identify good practices (design and implementation) from the observed programmes/projects;
(c) to review and annotate identified programmes/projects and compile relevant resource packages;
(d) to consolidate the experience and identify the elements constituting an effective school-based gifted programme/projects for wider dissemination; and
(e) to take part in the preparation and delivery of teacher professional development programmes of the Section.

Normal working locations
The normal working place is Gifted Education Section located 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 GM/SGM/PGM of secondary schools in the government or aided sector or schools under the Direct Subsidy Scheme. They should have a bachelor degree and teachers’ qualification with no less than three years (as at 31 August 2017) of full-time post-degree teaching experience at secondary level, as well as past experience in promoting school-based Gifted Education.

Remarks
Candidates with prior training in Gifted Education or those with experience in promoting Gifted Education relating to information technology, science, Science, Technology, Engineering and Mathematics (STEM) education, humanities or languages education at secondary level are preferred.
Education Bureau
Annual Teacher Secondment Exercise (2017/18 School Year)

Curriculum Development Institute
Gifted Education Section

Enquiries
Ms NG Fung-han, Candice
Chief Curriculum Development Officer (Gifted Education)
Tel: 3698 3470
Fax: 2490 6858
E-mail: candiceng@edb.gov.hk
Work of the Section
The Kindergarten and Primary Section is responsible for whole school curriculum development work on kindergarten education, primary education and Primary General Studies. Apart from developing learning and teaching resources, various types of professional development programmes are organised for primary school heads, curriculum leaders and teachers to support their planning, implementation of related curriculum initiatives. The section’s officers also vet textbooks and learning materials, support teachers and schools to implement curriculum initiatives, and participate in curriculum research, evaluation and relevant projects.

Main duties of secondee:
(a) to compile and try out teaching plans, learning & teaching resource materials for topics of the updated Primary General Studies Curriculum Guide (Primary 1 to 6);
(b) to try out e-resources and e-learning pedagogies for Primary General Studies; and
(c) to build network with schools and share experiences on curriculum development and implementation of latest initiatives of the Primary General Studies curriculum with frontline teachers.

Normal working locations
The normal working place is Curriculum Development Institute, 13/F, Wu Chung House. Secondee 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 schools in the government or aided sector or schools under the Direct Subsidy Scheme. They should have no less than three years (as at 31 August 2017) of full-time teaching experience in General Studies.

Enquiries
Mrs AU TANG Oi-lai
Senior Curriculum Development Officer (Kindergarten and Primary/General Studies)
Tel: 2892 5857
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E-mail: alicetang@edb.gov.hk
Work of the Section
The Personal, Social and Humanities Education (PSHE) Section is responsible for giving advice on related curriculum development matters and developing learning and teaching resources to support schools and teachers in the implementation of curriculum policies and innovations.

Main duties of secondees
(a) to develop and try out different learning, teaching and assessment resources related to the topics on political history, cultural history, and Hong Kong history for the revised Junior Secondary Chinese History;
(b) to design materials for the source-based history study on teaching, learning and assessment that promote enquiry learning approach in Chinese History;
(c) to share experience in curriculum development and implementation with frontline teachers through organising professional development activities for them and serving as speakers; and
(d) to establish learning network for Chinese History teachers, visit schools and support schools to try out the designed learning, teaching and assessing resources.

Normal working locations
The normal working place is the PSHE Section at 1319, 13/F, Wu Chung House, Wanchai. Secondees may also be required to work in other locations, such as schools, to be determined by the supervisor in the light of service needs.

Entry Requirements
Applicants should be serving AEOs/EOs/GMs/SGMs of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a Bachelor degree/Master degree/Doctoral degree majoring in Chinese History/History or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2017) of full-time teaching experience in the Chinese History/History subject at secondary levels.

Remarks
(a) The application can be for full-time or half-time secondment;
(b) Candidates with experiences in designing and implementing junior secondary Chinese History curriculum are preferred.

Enquiries
Ms LEE Shuk-yin, Josephine
Senior Curriculum Development Officer (Personal, Social and Humanities Education)
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Education Bureau
Annual Teacher Secondment Exercise (2017/18 School Year)
Curriculum Development Institute
Personal, Social and Humanities Education Section
History

Work of the Section
The Personal, Social and Humanities Education (PSHE) Section is responsible for giving advice on related curriculum development matters and developing learning and teaching resources to support schools and teachers in the implementation of curriculum policies and innovations.

Main duties of secondees
(a) to develop and try out different learning, teaching and assessment resources of the revised junior secondary History curriculum, especially on the newly included topics such as the rise of Islamic civilisation;
(b) to develop and try out learning and teaching materials for source-based history study (including e-learning resources) so as to enhance students’ learning interest and facilitate enquiry learning in History;
(c) to provide professional sharing in professional development activities for teachers and school visits on how to plan and develop a balanced and coherent curriculum that can give students a comprehensive understanding of the historical development of our world; and
(d) to develop a learning network for History teachers to try out the designed learning and teaching materials, facilitate professional dialogues between networked schools, and share experiences and good practices in curriculum development and implementation to all schools.

Normal working locations
The normal working place is the PSHE Section at 1319, 13/F, Wu Chung House, Wanchai. Secondees may also be required to work in other locations, such as schools, to be determined by the supervisor in the light of service needs.

Entry Requirements
Applicants should be serving AEOs/EOs/GMs/SGMs of secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a Bachelor degree/Master degree/Doctoral degree majoring in History or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2017) of full-time teaching experience in History at secondary level(s).

Remarks
The application is for half-time secondment. The secondee should implement and evaluate the newly-designed History learning and teaching materials in their original school. They are expected to conduct collaborative lesson planning with teachers, and take part in lesson observations, etc.
Education Bureau
Annual Teacher Secondment Exercise (2017/18 School Year)

Curriculum Development Institute
Personal, Social and Humanities Education Section
History

Enquiries
Mr WOO Chun-kit, Keith
Senior Curriculum Development Officer (Personal, Social and Humanities Education)
Tel: 2892 6527
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E-mail: keithckwoo@edb.gov.hk
Education Bureau
Annual Teacher Secondment Exercise (2017/18 School Year)

Curriculum Development Institute
Science Education Section
Science (S1-3)

Work of the Section
The Science Education Section is responsible for curriculum development related to Science Education key learning area, to develop curricula and produce resources materials for the subjects of the Science Education key learning area; to review textbooks and resources materials for these subjects; to support teachers and schools for the implementation of curriculum policies and innovation; and to take part in various curriculum research, evaluation and projects.

Main duties of secondees
(a) to design and try-out different learning, teaching and assessment materials related to topics/curriculum emphases of the updated Science (S1-3) curriculum;
(b) to support the project on piloting of learning and teaching of the updated Science (S1-3) curriculum in schools;
(c) to support the development of resource materials for the updated Science (S1-3) curriculum; and
(d) to establish a learning network for science teachers and to share experience in curriculum development and implementation with frontline teachers through organising professional development activities for them.

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

Entry Requirements
Applicants should be serving AEOs/GMs (or above) of secondary schools (including special schools) in the government or aided sector or schools under the Direct Subsidy Scheme. They should have a relevant university degree majoring in Science-related disciplines and no less than three years (as at 31 August 2017) of full-time teaching experience in the Science subject at secondary level(s). Candidates with experiences in development of learning and teaching materials for Science (S1-3) curriculum are preferred.

Enquiries
Mr SO Chi-shing, Jason
Curriculum Development Officer (Science Education)
Tel: 3698 3433
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E-mail: jasonso@edb.gov.hk
Work of the Section
The Technology Education Section is mainly responsible for curriculum development related to the Technology Education key learning area, to develop curricula, and to produce learning and teaching resource materials for the subjects of the Technology Education key learning area; to review textbooks and resources materials for these subjects; to support teachers and schools for the implementation of curriculum policies and innovation; and to take part in various curriculum research, evaluation and projects.

Main duties of secondees
(a) to assist in the development of learning and teaching resources related to Science, Technology, Engineering and Mathematics (STEM) education (e.g. Design and Technology (D&T) subjects);
(b) to identify and disseminate good practices in planning as well as learning and teaching of related disciplines;
(c) to assist in organizing professional development programmes for teachers and panel heads;
(d) to assist in advising schools about their facilities for the implementation of STEM education;
(e) to conduct school visits and offer advice on the curriculum, pedagogical and implementation issues; and
(f) to assist in the arrangement of related promotion activities or events.

Normal working locations
The normal working place is Technology Education Section, Room W101, 1/F, West Block, EDB Kowloon Tong Education Services Centre. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.

Entry Requirements
Applicants should be serving teachers of secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have completed relevant teacher training or equivalent with no less than four years (as at 31 August 2017) of full-time teaching experience in Design and Technology at junior secondary level or Design and Applied Technology at senior secondary level.

Enquiries
Dr. LEUNG Man-wai, Philip
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Education Bureau  
Annual Teacher Secondment Exercise (2017/18 School Year)  

Education Infrastructure Division  
IT in Education Section  

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.

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 the Fourth Strategy of IT in Education through teacher training programmes;  
(b) 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;  
(c) to conduct school visits and offer on-site support to other schools on pedagogical, technological as well as managerial issues related to implementation of the Fourth Strategy of IT in Education;  
(d) to line up schools to form district-based/territory wide teacher learning communities/communities of practice so as to facilitate the collaboration among teachers on promoting and enhancing the use of IT in learning and teaching;  
(e) to provide professional support, monitor and evaluate the development and implementation of school-based IT and e-learning projects in schools;  
(f) to facilitate teachers to make use of e-assessment to enhance assessment for learning or self-directed learning; and  
(g) to promote information literacy and provide support in parents’ education in the context of e-learning and e-safety.

Normal working locations  
The normal working place is 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 2017) of full-time teaching 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.
Enquiries
Mr CHONG Yuk-leung
Senior Curriculum Development Officer (IT in Education)
Tel: 3698 3601
Fax: 2382 4403
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Education Bureau
Annual Teacher Secondment Exercise (2017/18 School Year)

Information Technology Management Division
Systems and Information Management Section

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

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

Normal working locations
The normal working place is at E-Trade Plaza, Chai Wan (a 5 minutes walk from Exit C of Chai Wan MTR Station). Occasionally, secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs.

Entry requirements
Applicants should be serving teachers of primary or secondary schools (including special schools) in the 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 of experience as a WebSAMS administrator or equivalent.

Enquiries
Mr YUEN Hoi-fat, Alfred
Education Officer (Systems and Information Management)6
Tel: 3464 0529
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E-mail: eosim6@edb.gov.hk
Education Bureau
Annual Teacher Secondment Exercise (2017/18 School Year)

Quality Assurance & School-based Support Division
Language Learning Support Section

Work of the Section
To strengthen language support for different stages of education, the Language Learning Support Section was tasked by the Standing Committee on Language Education and Research (SCOLAR) to set up a Task Force, comprising experienced language teachers & language experts, to support schools to implement the curriculum reform, particularly in language learning and teaching. The Section is responsible for planning, implementing and evaluating the support services for schools, as well as disseminating good practices and experiences in school-based language curriculum development.

Main duties of secondees
(a) to help Chinese/English panel heads and teachers of primary and/or secondary schools implement the curriculum reform through the provision of on-site support services;
(b) to organise professional development activities of varying scales for primary and/or secondary school heads, Chinese/English panel heads and teachers;
(c) to identify and disseminate good practices in Chinese/English Language learning and teaching and effective resources for use in primary and/or secondary schools;
(d) to undertake research and development projects related to Chinese/English Language learning and teaching in primary and/or secondary schools;
(e) to liaise with school heads/relevant parties of the schools to review their progress in school-based language curriculum development; and
(f) to support schools to implement Language across the Curriculum at primary and/or secondary schools.

Normal working locations
The normal working places are the office of the Language Learning Support Section in EDB Kowloon Tong Education Services Centre and the schools to which the secondees will be deployed. Secondees may also be required to work in other locations to be determined by the supervisor in the light of service needs.

Entry requirements
Applicants should be serving panel heads/level coordinators or assistant panel heads 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 equivalent in Chinese/English Language and/or Chinese/English Language Education, a postgraduate diploma/certificate in education or equivalent and no less than six years (as at 31 August 2017) of full-time teaching experience in the English/Chinese subject at primary and/or secondary level(s). A higher degree or equivalent in Chinese/English language and/or Chinese/English Language Education is preferable.
Remarks
Working locations, nature of work and time allocation
(a) The secondees are required to meet regularly with team members at the office of the Section to co-plan and organise professional development activities for schools; review their work and evaluate the progress of schools in school-based language curriculum development; co-develop learning and teaching resources; and participate in in-house capacity building activities. These account for about 20 - 25% of the working time.

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

Enquiries
Ms Stella YIU
Executive Officer (Language Learning Support)
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E-mail: stellaykyiu@edb.gov.hk
Work of the Section
The School-based Curriculum Development (Secondary) Section aims at providing diversified modes of professional support services to schools through engaging them in meaningful collaborations as one of the means to enhance teachers’ professional capacity for developing school-based curriculum, and to enrich their repertoire of effective pedagogical practices catered to the learning needs of the students in order to help them develop their potential to the full. It also helps foster a collaborative and reflective culture amongst the teachers, amongst and within schools for collegial support and sustainable development.

For the school year 2017/18, support services will be provided in three Key Learning Areas (KLAs) viz., Mathematics Education, Science Education and Personal, Social and Humanities Education; in the subject of Liberal Studies; and school-based curriculum initiatives pertaining to two focuses, namely Science, Technology, Engineering and Mathematics (STEM) education, and Catering for Learner Diversity.

Main duties of secondees
To assist senior school development officers in –
(a) providing on-site support to secondary schools to develop or refine school-based curriculum, to implement curriculum initiatives, to explore and develop effective pedagogical practices through lesson study;
(b) organising professional development activities to facilitate the implementation of curriculum development initiatives;
(c) contributing to Knowledge Management and supporting the Learning Communities;
(d) identifying and disseminating good practices of schools;
(e) fostering a sharing and collaborative culture among teachers, amongst and within schools; and
(f) liaising with school teachers/relevant parties in relation to the implementation of school-based curriculum development initiatives.

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.
Education Bureau
Annual Teacher Secondment Exercise (2017/18 School Year)
Quality Assurance and School-based Support Division
School-based Curriculum Development (Secondary) Section

Entry requirements
Applicants should be serving teachers of secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree or equivalent, a postgraduate diploma/certificate in education or equivalent, and no less than five years (as at 31 August 2017) of full-time teaching experience in the KLAs of Mathematics Education, Personal, Social and Humanities Education, Science Education, or in Liberal Studies (Hong Kong Diploma of Secondary Education). Experience of being the Prefect of Studies / Head of Curriculum Development in schools would be preferable.

Remarks
(a) Preference will be given to applicants who have curriculum development experiences in the relevant KLA/subject or assumed a leading role in school curriculum development or in catering for learner diversity.

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

Enquiries
Ms HUNG Lai-ting, Venus
Senior School Development Officer (School-based Curriculum Development (Secondary))
Tel: 2639 4745
Fax: 3105 1504
E-mail: venushung@edb.gov.hk
Education Bureau
Annual Teacher Secondment Exercise (2017/18 School Year)

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

Work of the Section
The School-based Professional Support Section is mainly responsible for the implementation of school-based professional support programmes financed by the Education Development Fund such as the Principal Support Network, School Support Partners (Seconded Teacher) Scheme, Professional Development Schools Scheme, and the University-School Support Programmes etc. to enable schools to build capacity to take forward the reform measures.

Main duties of secondees
(a) to work alongside the officers of EDB and other education institutions in the provision of school-based professional support services for the implementation of education initiatives to effect changes occurring at Key Learning Areas (KLAs) level or school level, capitalising on their frontline experiences and subject expertise in respective KLAs or whole school pedagogical issues;
(b) to facilitate the formation of learning communities within and among schools and to foster the cultures of sharing and collaborative through their frontline experience and subject knowledge;
(c) to identify good practices in schools for dissemination to teachers with reference to authentic school contexts; and
(d) to assist in organising and conducting school-based/district-based professional development activities, and territory-wide functions for principals and teachers in relation to school-based professional support programmes.

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

Entry requirements
Applicants should be serving teachers of primary or secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have rich experiences in teacher training and curriculum development work. They should have a university degree or equivalent, a postgraduate diploma/certificate in education or equivalent, and no less than six years (as at 31 August 2017) of full-time teaching experience. Priority will be given to applicants with whole-school curriculum planning experience, or working experience as subject panel chairperson.
Remarks
Applicants should indicate clearly in the application form their major and other 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
Education Bureau  
Annual Teacher Secondment Exercise (2017/18 School Year)  
Quality-Assurance and School-based Support Division  
Students Mainland Exchange Programme Section

**Work of the Section**  
The Students Mainland Exchange Programme Section is mainly responsible for organising Mainland Exchange Programmes (MEP) for students in alignment with the school curriculum to enhance their understanding of history, culture and development of the Country as well as broaden their horizons.

**Main duties of secondees**  
(a) to assist in developing strategies for the implementation of MEP;  
(b) to assist in planning and implementing MEP, performing regular on-site monitoring and conducting briefing and de-briefing sessions;  
(c) to develop learning materials to be used in MEP;  
(d) to assist in disseminating relevant MEP experiences by sharing experiences in seminars; and  
(e) to assist in updating relevant guidelines for organising school-based MEP.

**Normal working locations**  
The normal working place is the office of the Students Mainland Exchange Programme Section at Wu Chung House in Wanchai. Secondees may also be required to work in other locations, such as schools or education services centres, to be determined by the supervisor in the light of service needs. Secondees are required to participate in exchange programmes in the Mainland.

**Entry requirements**  
Applicants should be serving teachers of primary or secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have a university degree in Chinese Language/Humanities disciplines/Liberal Studies, or equivalent, a certificate in education from a Hong Kong tertiary education institution, or equivalent, and no less than seven years (as at 31 August 2017) of full-time teaching experience in Chinese, General Studies or Humanities subjects. Proficiency in Putonghua is preferred.

**Remarks**  
Applicants should indicate clearly in the application form the major and minor subjects studied in their degree courses. Applicants possessing additional qualifications (e.g. a Master / PhD degree) should also include details in their applications.

**Enquiries**  
Ms KEUNG Yin-mun  
Senior Inspector (Students Mainland Exchange Programme)  
Tel: 2892 6594  
Fax: 3104 0716  
E-mail: sismep1@edb.gov.hk
School Development Division
Career Guidance Section

Work of the Section
The Career Guidance (CG) Section is tasked to support secondary schools in providing life planning education and career guidance services to their students. To enhance the support to schools for the delivery of life planning education in a more comprehensive and systematic approach, CG Section undertakes to provide school-based support by conducting consultancy visits; organise training courses, thematic seminars and workshops, to promote successful experiences; promote career education to parents and students; and organise career exploration activities for students through the implementation of Business-school Partnership Programme (BSPP).

Main duties of secondees
(a) to visit schools and provide school-based professional support on career guidance and life planning;
(b) to prepare school visit reports and assist in compiling evaluation reports on school-based professional support;
(c) to assist in organising teacher network and professional sharing among teachers;
(d) to assist in organising seminars and sharing sessions to disseminate effective practices of career guidance services and life planning education;
(e) to assist in building an on-line career guidance repository to support teachers; and
(f) to assist in other duties under the purview of the Section as required.

Normal working locations
The normal working place is EP05, Podium, East Block, 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 operational needs.

Entry Requirements
Applicants should be serving AEOs/EOs/GMs/SGMs of secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have no less than five years (as at 31 August 2017) of full-time teaching experience and three years of experience in career guidance work in secondary schools. Priority will be given to applicants with professional training in career guidance such as the Certificate Course in Career Education for Secondary School Teachers.

Enquiries
Ms Noel HUI
Executive Officer (Career Guidance)
Tel: 3698 3052
Fax: 2770 2012
E-mail: exocg@edb.gov.hk
Education Bureau
Annual Teacher Secondment Exercise (2017/18 School Year)

School Administration Division
Guidance and Discipline Section

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

Main duties of secondees
(a) to visit schools and provide professional support to primary and secondary schools on school guidance and discipline matters / 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 Cityplaza Phase 3 in Quarry Bay. Secondees may also be required to work in other locations, such as schools, campsites or education services centres, to be determined by the supervisor in the light of service needs.

Entry Requirements
Applicants should be serving teachers of primary or secondary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have no less than five years (as at 31 August 2017) of teaching experience preferably with professional training in guidance/discipline/counseling and at least three years of experience in school guidance/discipline work.

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

Enquiries
Miss Winnie POON
Executive Officer (Guidance and Discipline)
Tel: 2863 4683
Fax: 2575 8251
E-mail: exogd@edb.gov.hk
Appendix A(15)

Education Bureau
Annual Teacher Secondment Exercise (2017/18 School Year)

Collaborative Research and Development ("Seed") Projects
for the 2017/18 School Year

Schools are invited to participate in the collaborative research and development ("Seed") projects proposed by the Curriculum Development Institute (CDI), Education Bureau in the 2017/18 school year.

Objectives
In line with the curriculum reform, the CDI has implemented a series of collaborative research and development ("Seed") projects in schools since September 2001. These projects are geared towards enhancing the learning capabilities of students, providing valuable experiences and suggestions, as well as leveraging the synergy gained from the collective efforts of different stakeholders, to achieve the aims of the curriculum reform. Curriculum planning and strategies for learning, teaching and assessment of different Key Learning Areas remain the focuses of the “Seed” projects in the 2017/18 school year, which include the curriculum planning on the senior secondary curriculum, interface across different Key Stages, self-directed learning, development of e-learning resources as well as catering for learner diversity, etc.

Rationale and purpose of “Seed” projects
Curriculum development is an ongoing process to continuously enhance the effectiveness of learning and teaching. Collaborative research and development ("Seed") projects, initiated in 2001, aim to provide schools and teachers with the support which enables them to put relevant theories and principles with regard to the curriculum reform into practice, and also provide practical experiences and reference for refining the curriculum. The purposes of the projects are as follows:
(a) to provide useful knowledge, experiences and viable recommendations as reference for schools, teachers and the community;
(b) to develop teachers as curriculum change agents and curriculum leaders, who constantly reflect on and improve in their teaching so as to strengthen the synergy to promote the curriculum reform; and
(c) to provide impetus for school-based curriculum development.

“Seed” projects
“Seed” projects are collaborative research and development projects. The development focuses are as follows:
(a) curriculum planning, learning and teaching strategies in Key Learning Areas;
(b) development of generic skills in an integrative approach through learning activities;
(c) assessment literacy (assessment of/for/as learning to improve learning and teaching);
(d) four key tasks (project learning, reading to learn, moral and civic education, and information technology for self-directed learning); and
(e) other areas (e.g. catering for learner diversity, Science, Technology, Engineering and Mathematics (STEM) education, e-learning, information literacy, reading across the curriculum, self-directed learning, interface between junior secondary and senior secondary, interface between Primary 6 and Secondary 1, etc.).
Each “Seed” project comprises two major components, namely, development and collaborative research. For the development component, the Education Bureau and schools join hands to plan the curriculum and develop necessary resources and strategies so that the teaching practices can be more aligned with the emphases of curriculum development. For the collaborative research component, it is mainly about collecting evidence of the processes of changes of the curriculum reform as well as the impacts on student learning in order to provide reference for refining the curriculum.

Schools, based on their school contexts and needs, can work closely together with the CDI and expert consultants through participating in “Seed” projects. The CDI will disseminate the invaluable experiences gained and outcomes to the public via effective channels (e.g. seminars, workshops and professional development programmes). Such experiences will also be developed into examples, learning and teaching materials, reports, etc. for teachers’ reference. In the process of participating in the projects, schools find their effectiveness and teachers’ professional capacities being enhanced. School heads and teachers become not only curriculum leaders and instructors, but also life-long learners. Furthermore, cross-fertilisation of ideas among frontline educators, curriculum developers and other experts in the education field also facilitates the building up of a professional community which sustainably enhances curriculum development to strive for excellence.

During the implementation of “Seed” projects, individual teachers may be seconded to the CDI and supply teachers may be provided for the schools concerned so that the seconded teachers can be relieved to assist in developing innovative learning and teaching strategies. Before submitting their proposals for “Seed” projects, schools are strongly encouraged to take into consideration holistically and comprehensively their strengths and capacity, as well as their school development plans to refine the senior secondary curriculum (if applicable). Relevant sections of the CDI will provide schools with further information in the Briefing Session.

Details
A list of the proposed “Seed” projects for the 2017/18 school year together with the relevant information is included in Annex 1 of this Appendix. Schools are invited to participate in projects suitable for them.

Interested school heads and their teachers are requested to complete and return the application form (Appendix C) (and Appendix B, if appropriate) in duplicate by post to the Human Resource Management Unit of EDB on 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong or by hand to the Education Bureau’s drop-in box (Box no.: EDB01 — Staff Interflow Schemes 2017) located at the 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong on or before 1 March 2017 (Wednesday). The drop-in box is normally open for use from 8:00 a.m. to 7:00 p.m. from Mondays to Fridays (except public holidays). Results of the applications will be announced in June 2017.
In order to help schools select the most suitable projects, interested school heads and their teachers are highly encouraged to attend the Briefing Session on “Seed” Projects and discuss with CDI staff regarding the scope and content of the projects.

Briefing Session on “Seed” Projects
The CDI will organise a Briefing Session on 11 February 2017 (Saturday) to help school heads and teachers better understand the concept of “Seed” projects, requirements for participating schools, modes of collaboration as well as details of individual projects so that schools may choose the most appropriate projects to join. Details of the Briefing Session are as follows:

Date:  11 February 2017 (Saturday)
Time:  9:00 a.m. – 11:45 a.m.
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 venue are included 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; Course ID: CDI020161417).

Interested school heads and teachers are requested to make online registration for the Briefing Session through the Training Calendar System by 10 February 2017 (Friday).

In the event of EDB public announcements 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 relevant to the subjects/key learning areas that they have been teaching –

(a) to plan the curriculum and develop necessary resources so as to help schools adopt appropriate learning and teaching strategies with reference to the emphases of curriculum development;
(b) to collect evidence on the processes of changes of the curriculum reform and impacts on student learning in order to provide information to enhance the effectiveness of implementation;
(c) to work together with CDI officers and expert consultants to cater for the needs of schools and disseminate relevant research findings to the public; and
(d) to facilitate the building up of a professional community striving for excellence through ongoing curriculum development.
Collaborative Research and Development (“Seed”) Projects for the 2017/18 School Year

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 which would be determined by their supervisors in the light of service needs.

Entry requirements
Applicants should be serving teachers of primary or secondary schools (including special schools) in the government or aided sector or under the Direct Subsidy Scheme. They should have a relevant degree and teachers’ qualification with full-time teaching experience in a relevant subject/key learning area at primary or secondary level as specified in Annex 1 of this Appendix (as at 31 August 2017). For detailed requirements for individual projects, please refer to Annex 1 of this Appendix.

Remarks
Applicants for secondment positions under “Seed” projects would not be considered for positions under other secondment schemes.

Enquiries
For further information on the duties of secondment in various sections/project teams of the CDI, please contact the respective responsible officers, whose names and telephone numbers are provided in Annex 1 of this Appendix.

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

For other enquiries, please contact Mr Paul LEE of the Life-wide Learning and Library Section, CDI at 2892 5824.
Collaborative Research and Development ("Seed") Projects for 2017/18 School Year
 Proposed by the Curriculum Development Institute

Theme: Curriculum Planning, Learning, Teaching and Assessment Strategies

<table>
<thead>
<tr>
<th>Category</th>
<th>Level</th>
<th>Project Code</th>
<th>Proposed Title of “Seed” Project</th>
<th>Eligibility Criteria for Seconded Teachers</th>
<th>Contact Person and Phone No.</th>
<th>CDI Section and Fax No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Language Education</td>
<td>Primary</td>
<td>CH0117</td>
<td>Enhancing Learning and Teaching Efficiency for Primary Chinese Language: Assessment / E-learning / Catering for Learner Diversity</td>
<td>No seconded teachers will be required</td>
<td>Ms M M HON 2892 5858</td>
<td>Chinese Language Education Section 2119 9065</td>
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<tr>
<td></td>
<td>Secondary</td>
<td>CH0317</td>
<td>Strengthening Literature and Chinese Culture Learning in Junior Secondary Chinese Language</td>
<td>No seconded teachers will be required</td>
<td>Mr M S YU 2892 5878</td>
<td>Chinese Language Education Section 2834 7810</td>
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<tr>
<td></td>
<td>Primary/ Secondary</td>
<td>CH0417</td>
<td>Putonghua Curriculum Planning: Providing More Opportunities for Students to Practise Putonghua both Inside and Outside the Classroom</td>
<td>No seconded teachers will be required</td>
<td>Dr K CHOW 2892 6448</td>
<td>Chinese Language Education Section 2573 5299</td>
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<td>Category</td>
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<td>English Language Education</td>
<td>Primary</td>
<td>EE0217</td>
<td>Catering for Learner Diversity and Enhancing the Learning Effectiveness in English Language Learning at KS1</td>
<td>No seconded teachers will be required</td>
<td>Ms B H HUNG, Isabella 2892 5874</td>
<td>English Language Education Section 2834 7810</td>
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<tr>
<td>Mathematics Education</td>
<td>Primary</td>
<td>MA0117</td>
<td>Exploration and Development of Effective Strategies to Cater for Learner Diversity in Primary Mathematics</td>
<td>No seconded teachers will be required</td>
<td>Ms K Y LEUNG 2153 7469</td>
<td>Mathematics Education Section 3426 9265</td>
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<td>Special Educational Needs</td>
<td>Primary/Secondary</td>
<td>SE0117</td>
<td>Enhancing Assessment Literacy of Teachers in Using Learning Progression Framework of Chinese Language for Students with Intellectual Disabilities (ID) (Primary 1 – Secondary 3)</td>
<td>Applicants should be serving teachers of special schools in the aided sector. They should possess a Teacher’s Certificate/Certificate or Diploma of Education or equivalent academic qualifications and no less than three years (as at 31 August 2017) of full-time teaching experience in the relevant subjects in special schools. Priority will be given to applicants with the following academic qualifications: (i) prior training in special education and a relevant degree; (ii) degree holder of Chinese Language and relevant subjects, or Chinese Language subject-trained teacher.</td>
<td>Ms K P HON, Grace 2892 6418</td>
<td>Special Educational Needs Section 2573 5299</td>
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<tr>
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<td>Special Educational Needs</td>
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<td>SE0217</td>
<td>Developing Learning and Teaching Strategies in Adapted Music Curriculum for Students with Intellectual Disabilities (ID) (Primary 1 – Secondary 3)</td>
<td>Applicants should be serving teachers of special schools in the aided sector. They should possess a Teacher’s Certificate/Certificate or Diploma of Education or equivalent academic qualifications and no less than three years (as at 31 August 2017) of full-time teaching experience in the relevant subjects in special schools. Priority will be given to applicants with the following academic qualifications: (i) prior training in special education and a relevant degree; (ii) degree holder of Music and relevant subjects, or Music subject-trained teacher.</td>
<td>Ms N NG, Bell 2892 5879</td>
<td>Special Educational Needs Section 2573 5299</td>
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<tr>
<td>Special Educational Needs</td>
<td>Primary/Secondary</td>
<td>SE0317</td>
<td>Curriculum Adaptation for Students with Intellectual Disabilities – English Language (Primary 1 – Secondary 3)</td>
<td>Applicants should be serving teachers of special schools in the aided sector. They should possess a Teacher’s Certificate/Certificate or Diploma of Education or equivalent academic qualifications and no less than three years (as at 31 August 2017) of full-time teaching experience in the relevant subjects in special schools. Priority will be given to applicants with the following academic qualifications: (i) prior training in special education and a relevant degree; (ii) degree holder of English Language and relevant subjects, or English Language subject-trained teacher.</td>
<td>Ms C W CHAN, Jocelyn 2892 5474</td>
<td>Special Educational Needs Section 2573 5299</td>
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### Theme: Four Key Tasks (Project Learning, Reading to Learn, Moral and Civic Education, and Information Technology for Interactive Learning)

<table>
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<th>Eligibility Criteria for Seconded Teachers</th>
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<th>CDI Section and Fax No.</th>
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<tr>
<td><strong>Chinese Language Education</strong></td>
<td>Primary</td>
<td>CH0517</td>
<td>Enhancing Self-directed Learning of Students: Planning of Reading and Usage of Reading Strategies in Primary Chinese Language</td>
<td>No seconded teachers will be required</td>
<td>Ms M M HON 2892 5858</td>
<td>Chinese Language Education Section 2119 9065</td>
</tr>
<tr>
<td><strong>English Language Education</strong></td>
<td>Secondary</td>
<td>EE0117</td>
<td>Supporting Junior Secondary Students' Literacy Skills Development: Processing and Creating Visual Texts</td>
<td>No seconded teachers will be required</td>
<td>Mr S L SHEL 2892 6571</td>
<td>English Language Education Section 2834 7810</td>
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<tr>
<td></td>
<td>Secondary</td>
<td>NT0217</td>
<td>Developing Junior Secondary Students' Capability to Understand, Respond to and Create Multimodal Texts in English</td>
<td>No seconded teachers will be required</td>
<td>Mr C H CHENG 3549 8339</td>
<td>Native-speaking English Teacher Section 3549 8379</td>
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<tr>
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<td>Primary</td>
<td>NT0317</td>
<td>Coding to Learn – Enabling Primary Students to Experience a New Approach to English Learning (C2L)</td>
<td>No seconded teachers will be required</td>
<td>Mr Lionell HORN 3549 8306</td>
<td>Native-speaking English Teacher Section 2334 8707</td>
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<td>Category</td>
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<tr>
<td>English Language Education</td>
<td>Primary/Secondary</td>
<td>NT0417</td>
<td>Using Puppetry and Technology to Motivate Students with Intellectual Disability to Learn English and to Enhance Their Learning Effectiveness (Puppetech for ID Students)</td>
<td>No seconded teachers will be required</td>
<td>Ms Alice WONG 3549 8301</td>
<td>Native-speaking English Teacher Section 2334 8707</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>NT0517</td>
<td>Developing Critical Readers and Writers (CR&amp;W) through Reading-driven Units of Work at the Junior Secondary Level</td>
<td>No seconded teachers will be required</td>
<td>Mr C H CHENG 3549 8339</td>
<td>Ms Julien HAWTHORNE 3549 8358</td>
</tr>
</tbody>
</table>

*Apr 2018*
### Theme: Others – Curriculum Interfaces, Self-directed Learning, Generic Skills and e-learning

<table>
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<tr>
<th>Category</th>
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<th>Eligibility Criteria for Seconded Teachers</th>
<th>Contact Person and Phone No.</th>
<th>CDI Section and Fax No.</th>
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<tbody>
<tr>
<td><strong>Chinese Language Education</strong></td>
<td>Secondary</td>
<td>CH0217</td>
<td>Holistic Curriculum Planning for Secondary Chinese Language Education: Learning of Prescribed Text in Chinese Language Curriculum, the Interface between Junior and Senior Secondary Chinese Language Curriculum</td>
<td>No seconded teachers will be required</td>
<td>Ms Y P HO 2892 5833</td>
<td>Chinese Language Education Section 2834 7810</td>
</tr>
<tr>
<td><strong>English Language Education</strong></td>
<td>Primary</td>
<td>NT0117</td>
<td>Text-types and e-Learning for Communication (TEL.com)¹</td>
<td>No seconded teachers will be required</td>
<td>Ms Teresa CHU 3549 8336</td>
<td>Native-speaking English Teacher Section 2334 8707</td>
</tr>
<tr>
<td><strong>Mathematics Education</strong></td>
<td>Secondary</td>
<td>MA0217</td>
<td>Exploration and Development of Self-directed Learning Strategies in Junior Secondary Mathematics</td>
<td>No seconded teachers will be required</td>
<td>Mr S M CHENG 2153 7436</td>
<td>Mathematics Education Section 3426 9265</td>
</tr>
</tbody>
</table>

¹ The TEL.com “Seed” project is ONLY open to the project schools taking part in the 2016/17 school year.
<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>Mathematics Education</td>
<td>Primary</td>
<td>MA0317</td>
<td>Exploration and Development of Effective Strategies for Promoting and Implementing STEM education in Primary Mathematics</td>
<td>Applicants should be serving CM/AM/APSM/PSM of primary schools in the government or aided sector or under the Direct Subsidy Scheme. They should have a Teacher’s Certificate or a university degree in Mathematics education or a subject related to mathematics (with a Certificate/ Diploma of Education) and no less than three years (as at 31 August 2017) of full-time teaching experience in Mathematics at the primary level. Applicants with experience in organising learning activities of STEM education are preferred.</td>
<td>Mr P S YIP 2153 7457</td>
<td>Mathematics Education Section 3426 9265</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>MA0417</td>
<td>Exploration and Development of Effective Strategies for Promoting and Implementing STEM education in Secondary Mathematics</td>
<td>Applicants should be serving AEOs/GMs (or above) of secondary schools in the government or aided sector or schools under the Direct Subsidy Scheme. They should have a university degree in mathematics or a subject related to mathematics, a diploma/certificate in education and no less than three years (as at 31 August 2017) of full-time teaching experience in the Mathematics subject at secondary level. Applicants with experience in organising learning activities of STEM education are preferred.</td>
<td>Mr S T CHAN 2153 7465</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>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------</td>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Secondary</td>
<td>LS0117</td>
<td>Infusing STEM Education Elements into Senior Secondary Liberal Studies (IES)</td>
<td>No seconded teachers will be required</td>
<td>Dr W L CHAN 2892 5851</td>
<td>Liberal Studies Section 2573 5299</td>
</tr>
<tr>
<td>Kindergarten and Primary Education (General Studies)</td>
<td>Primary</td>
<td>KP0117</td>
<td>Implementing STEM Education through Primary General Studies</td>
<td>Applicants should be serving teachers of primary schools in the government or aided sector or schools under the Direct Subsidy Scheme. They should have and no less than three years (as at 31 August 2017) of full-time teaching experience in General Studies.</td>
<td>Ms S F LEUNG 2892 5849</td>
<td>Kindergarten and Primary Education Section 3104 0542</td>
</tr>
</tbody>
</table>

**Briefing Session on Collaborative Research and Development ("Seed") Projects for 2017/18**

**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*</td>
</tr>
</tbody>
</table>

**Session Code for 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>NT</td>
<td>Native-speaking English Teacher</td>
</tr>
<tr>
<td>EE</td>
<td>English Language Education</td>
<td>KP</td>
<td>Kindergarten and Primary Education</td>
</tr>
<tr>
<td>MA</td>
<td>Mathematics Education</td>
<td>SE***</td>
<td>Special Educational Needs</td>
</tr>
<tr>
<td>LS</td>
<td>Liberal Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
* Most “Seed” Projects will be arranged in only one parallel session and will not be repeated.
** Details of the Parallel Sessions can be obtained at the Training Calendar System on the homepage of the Education Bureau (http://tcs.edb.gov.hk, with Course ID CDI020161417).
*** The session for the three Special Educational Needs (SE)-related “Seed” Projects will be arranged in the first slot in one go.
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 are 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.

Main duties of secondees
(a) to develop innovative pedagogy and e-resources in collaboration with members of the focus groups assigned to promote the use of IT in learning and teaching;
(b) to make use of the secondee’s own school as a hub for school networking and 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 line up schools to form district-based/territory-wide professional learning communities/communities of practice, and to share the good IT in Education experiences in regular basis;
(d) to conduct school visits and offer on-site 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;
(e) 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;
(f) to facilitate teachers to make use of e-assessment to enhance assessment for learning or self-directed learning;
(g) to promote information literacy and provide support in parents’ education in the context of e-learning and e-safety; and
(h) 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 the office of IT in Education Section at EDB Kowloon Tong Education Services Centre and other locations, such as other schools requesting supports, to be determined by the supervisor in the light of service needs.

Entry Requirements
Applicants should be serving teachers or heads (up to Headmaster II/Principal II level) of primary or secondary schools (including special schools) in the government or aided sector as well as schools under the Direct Subsidy Scheme. They should have no less than three years (as at 31 August 2017) of full-time teaching experience in using IT for learning and teaching at primary or secondary level.
Remarks

(a) Centre of Excellence Scheme is school-based in nature. Thus, applications have to be submitted by school principals instead of individual teacher applicants.

(b) In addition to the application 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;
- three major strengths in e-learning which are in line with the aims of the Fourth Strategy on IT in Education;
- whole school planning on e-learning implementation, including curriculum planning, capacity building and use of IT tools (e.g. e-textbook, e-learning resources, e-assessment) in different KLAs;
- school plan in promoting information literacy, and parents’ education in the context of e-learning and e-safety (internet safety, healthy and ethical use of computing devices), if any; and
- brief description of work done in promoting IT in Education in the past three years (track records), and a concrete e-learning work plan on providing professional support to schools, building your own school’s professional capacity and community of practice in your school district.

(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 serve in half-secondment basis, it is assumed that about half of their teaching workload will be released. The secondees will be required to conduct workshops and seminars, visit other schools to provide outreach support, and carry out other IT in Education related activities for the IT in Education Section, school heads should arrange workload and their timetables (e.g. free of teaching workload in a few AM/PM sessions apart from the above meetings on Wednesdays) in such a way that they can serve their roles of providing services to the IT in Education Section under part-time secondment.

Enquiries
Mr CHONG Yuk-leung
Senior Curriculum Development Officer (IT in Education)1
Tel: 3698 3601
Fax: 2382 4403
E-mail: ylchong@edb.gov.hk
Please read Education Bureau (EDB) Circular Memorandum (CM) No. 3/2017 before filling in this form. The completed application form should be sent by post to the Human Resource Management Unit of EDB on 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong or by hand to the Education Bureau’s drop-in box (Box no.: EDB01 — Staff Interflow Schemes 2017) located at the 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong. Please specify “Application for Interflow” on the envelope. Application for interflow arrangement to commence in August/September 2017 should reach HRM Unit of EDB or EDB’s drop-in-box on or before 1 March 2017.

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

### Parent School/Office

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

### Experience

#### Experience in Education Profession

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

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

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

### Brief Descriptions (with duration) of Other Related Experience (e.g. subject panel, committee i/c, curriculum design and development, research, IT projects, SAMS administration, student discipline work, etc.)

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

### Knowledge of Computer Software Packages/Programmes

* Please delete where inapplicable

**Note 1:** For teachers from Direct Subsidy Scheme (DSS) schools, actual salary level will need to be provided if their applications are successful.

**Note 2:** We will acknowledge the receipt of your application by sending electronic mail to this address.
### Choice of Interflow Arrangements (Please insert “✓” in the appropriate box(es))

**Annual Teacher Secondment Exercise** – for school heads and teachers from government, aided or DSS schools

- I wish to be selected for the secondment position(s) (please choose only one from below)-
  - □ specified in Appendix A(1) to A(14).
  - □ under the “Seed” Projects specified in Appendix A(15).
  - □ under the IT in Education Centre of Excellence Scheme specified in Appendix A(16).

**Scheme of Voluntary Postings to Schools** – for EDB non-teaching departmental grade officers at basic rank

- □ I wish to be considered for teaching duties in a government/aided school. Duly completed Annex 3 to this Appendix is attached. I am qualified to teach the following subjects and levels:

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

**Cross-grade Posting Scheme** – for EDB departmental grade (either teaching or non-teaching) officers

- □ I wish to be considered for cross-grade posting to take up teaching duties. I am qualified to teach the following subjects and levels:

  [With effect from 2004/05 school year, non-teaching departmental grade officers who wish to take up postings as school heads should obtain the Certificate of Principalship as required under the Continuing Professional Development for teaching staff.]

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

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

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

### Additional Information

Please provide any other relevant information that you think will be useful to your application. For example, you may elaborate why you think you are suitable for interflow, and in what ways and how you will contribute to improve overall education service and student learning through the interflow opportunity.

* I wish to be considered for posting to areas other than those preference(s) indicated above under other interflow arrangements as deemed appropriate by EDB. *YES/NO*

### Declaration by Applicant

I accept the terms and conditions of interflow as set out in EDBCM No. 3/2017. 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 (Human Resource Management) at Tel: 3509 8497 or e-mail: exohrm@edb.gov.hk.
## Choice of Secondment Position Specified in A(1) to A(14)

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

### Division/Office/Section

<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 – Gifted Education Section</td>
<td>Gifted Education</td>
<td>GM/SGM/PGM of secondary schools</td>
<td>Relevant degree and teacher’s qualification; no less than three years (as at 31 August 2017) of full-time post-degree teaching experience at secondary level, as well as past experience in school-based Gifted Education.</td>
</tr>
<tr>
<td>A(2) CDI – Kindergarten and Primary Section</td>
<td>Teachers of primary school</td>
<td>No less than three years (as at 31 August 2017) of full-time teaching experience in General Studies.</td>
<td></td>
</tr>
<tr>
<td>A(3) CDI – Personal, Social and Humanities Education Section</td>
<td>Chinese History</td>
<td>AEOs/EOs/GMs/SGMs of secondary schools</td>
<td>Relevant Bachelor degree/Master degree/Doctoral degree majoring in Chinese History/History or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2017) of full-time teaching experience in the Chinese History/History subject at secondary levels.</td>
</tr>
<tr>
<td>A(4) CDI – Personal, Social and Humanities Education Section</td>
<td>History</td>
<td>AEOs/EOs/GMs/SGMs of secondary schools</td>
<td>Relevant Bachelor degree/Master degree/Doctoral degree majoring in History or equivalent, and a postgraduate diploma/certificate in education or equivalent, and no less than three years (as at 31 August 2017) of full-time teaching experience in History at secondary level(s).</td>
</tr>
<tr>
<td>A(5) CDI – Science Education Section</td>
<td></td>
<td>AEOs/GMs (or above) of secondary schools</td>
<td>Relevant degree majoring in Science-related disciplines and no less than three years (as at 31 August 2017) of full-time teaching experience in the Science subject at secondary level(s). Candidates with experiences in development of learning and teaching materials for Science (S1-S3) curriculum are preferred.</td>
</tr>
<tr>
<td>A(6) CDI – Technology Education Section</td>
<td>Teachers of secondary schools</td>
<td>Relevant teacher training or equivalent with no less than four years (as at 31 August 2017) of full-time teaching experience in Design and Technology at junior secondary level or Design and Applied Technology at senior secondary level.</td>
<td></td>
</tr>
<tr>
<td>A(7) EID – Information Technology in Education Section</td>
<td>Teachers or heads (up to Headmaster II/Principal II level) of primary or secondary schools</td>
<td>No less than three years (as at 31 August 2017) of full-time teaching experience in using IT for learning and teaching at primary or secondary level.</td>
<td></td>
</tr>
<tr>
<td>A(8) ITMD - Systems &amp; Information Management Section</td>
<td>Web-based School Administration and Management System (WebSAMS)</td>
<td>Teachers</td>
<td>Adequate knowledge of the functioning of WebSAMS and preferably no less than two years of experience as a WebSAMS administrator or equivalent.</td>
</tr>
<tr>
<td>A(9) QASBSD – Language Learning Support Section</td>
<td></td>
<td>Panel heads/level coordinators or assistant panel heads of primary or secondary schools</td>
<td>Relevant degree or equivalent in Chinese/English Language and/or Chinese/English Language Education, a postgraduate diploma/certificate in education or equivalent; no less than six years (as at 31 August 2017) of full-time teaching experience in the English/Chinese subject at primary and/or secondary level(s). A higher degree or equivalent in Chinese/English Language and/or Chinese/English Language Education is preferable.</td>
</tr>
<tr>
<td>A(10) QASBSD – School-based Curriculum Development (Secondary) Section</td>
<td></td>
<td>Teachers of secondary schools</td>
<td>Relevant degree, a postgraduate diploma/certificate in education or equivalent; no less than five years (as at 31 August 2017) of full-time teaching experience in the Key Learning Areas (KLAs) of Mathematics Education, Personal, Social and Humanities Education, Science Education or in Liberal Studies (Hong Kong Diploma of Secondary Education). Experience of being the Prefect of Studies / Head of Curriculum Development in schools would be preferable.</td>
</tr>
<tr>
<td>A(11) QASBSD - School-based Professional Support Section</td>
<td></td>
<td>Teachers</td>
<td>Relevant degree or equivalent, a postgraduate diploma/certificate in education or equivalent; no less than six years (as at 31 August 2017) of full-time teaching experience. Rich experience in teacher training and curriculum development work. Priority will be given to applicants with whole-school curriculum planning experience, or working experience as subject panel chairperson.</td>
</tr>
<tr>
<td>A(12) QASBSD – Student Mainland Exchange Programme Section</td>
<td></td>
<td>Teachers</td>
<td>Relevant degree in Chinese Language/Humanities disciplines/Liberal Studies, or equivalent, and a certificate in education from a Hong Kong tertiary education institution, or equivalent; no less than seven years (as at 31 August 2017) of full-time teaching experience in Chinese, General Studies or Humanities subjects. Proficiency in Putonghua is preferred.</td>
</tr>
<tr>
<td>A(13) SDD – Career Guidance Section</td>
<td></td>
<td>AEOs/EOs/GMs/SGMs of secondary schools</td>
<td>No less than five years (as at 31 August 2017) of full-time teaching experience and three years of experience in career guidance work in secondary schools. Priority will be given to applicants with professional training in career guidance.</td>
</tr>
<tr>
<td>A(14) SAD - Guidance and Discipline Section</td>
<td></td>
<td>Teachers</td>
<td>No less than five years (as at 31 August 2017) of teaching experience preferably with professional training in guidance/discipline/counseling and at least three years of experience in school guidance/discipline work.</td>
</tr>
</tbody>
</table>

**Note:** The requirements summarised in this table are for quick reference only. Please refer to Appendices A(1) to A(14) of EDBCM No. 3/2017 for the detailed eligibility criteria for the secondment positions.

**Signature of Applicant:**

(Name : )

Rank :

Date :
Education Bureau  
Staff Interflow Schemes 2017  
Annual Teacher Secondment Exercise (2017/18 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 above “Seed” Project
   Please use the space below or separate A4 sheet(s) to provide details of your expectations with regard to the following aspects:

1. Benefits to self/students/schools

2. Training/support needed

3. Difficulties envisaged

4. Others

Signature of Applicant:

(Name: ____________________________)  
(Rank: ____________________________)  
(Date: ____________________________)

EDBCM No. 3/2017
Recommendation by Head of Division/School

Completion of this Annex (i.e. Annex 3) is required for applications for teacher secondment commencing August/September 2017 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).

**Name of Applicant:**

- (Name)
- (Rank)

**Supervisor’s Remarks**

- What are your views on the applicant’s suitability for secondment to EDB/posting to a school?

- What are your views on the applicant’s strengths/areas for improvement and his/her potential for career development?

**Priority number of this application (if more than one application is submitted from the same division/school):**

**Do you support this application?**

- 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. 3/2017.
  - I understand that:
    - it is my responsibility to report to EDB any subsequent changes to the applicant’s terms and conditions of employment, duty/training commitment or approved leave schedule which may affect the applicant’s eligibility or suitability for interflow.
    - there will be no acting appointment to cover the absence of the officers released for interflow.

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

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

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

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

**Signature of supervisor /School Head:**

- (Name and Post: )

**Division/School:**

- Tel: Date:

---

*Please delete where inapplicable

Note: For non-government schools teachers, please refer to the ranking details as stipulated in the “Code of Aid”. For part-time secondment case, funding will be provided on a pro-rata basis.

EDBCM No. 3/2017
Participation in Collaborative Research and Development (“Seed”) Projects 2017/18 School Year

Part I: My school wishes to take part in the following “Seed” project(s) in 2017/18:
(Please refer to Appendix A(15) for the information on “Seed” projects.)

<table>
<thead>
<tr>
<th>No.</th>
<th>Title of “Seed” Project</th>
<th>Project Code</th>
<th>Name of CDI Section</th>
<th>Please list all other projects in which the school is participating in (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 sheet(s):

- Title of “Seed” project with project code
- School particulars (e.g., reasons for conducting the project, commitment of teachers, willingness to share findings with other schools, previous experiences in school-based curriculum projects)
- Proposal details (e.g., objectives, how the project fits in with the curriculum needs of your school, availability of resources, action plan with schedule, expected deliverables and evaluation methods)

Part IV: Secondment of Teachers

Please 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. 3/2017 before filling in this form. The completed application form should be sent by post to the Human Resource Management Unit of EDB on 4/F, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong or by hand to the Education Bureau’s drop-in box (Box no.: EDB01 — Staff Interflow Schemes 2017) located at the 2/F Entrance, East Wing, Central Government Offices, 2 Tim Mei Avenue, Tamar, Hong Kong. Please specify “Application for Interflow” on the envelope. Application for interflow arrangement to commence in August/September 2017 should reach HRM Unit of EDB or EDB’s drop-in-box on or before 1 March 2017.

Participation in IT in Education Centre of Excellence Scheme

My school wishes to participate in the IT in Education Centre of Excellence Scheme in the 2017/18 school year. The following are the particulars of my school:

Part I: School Information

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

Part II: Proposal Details

Please submit a proposal with the following details on no more than ten pages of A4 paper:

• background of school;
• three major strengths in e-learning which are in line with the aims of the Fourth Strategy on Information Technology in Education;
• whole school planning on e-learning implementation, including curriculum planning, capacity building and use of IT tools (e.g. e-textbook, e-learning resources, e-assessment) in different KLAs;
• school plan in parents’ education in the context of e-learning and e-safety (internet safety, healthy and ethical use of computing devices), if any; and
• brief description of work done in promoting IT in Education in the past three years (track records), and a concrete e-learning work plan on providing professional support to schools, building your own school’s professional capacity and community of practice in your school district.

Part III: Details of Teachers Nominated for Secondment to EDB

My school wishes to nominate the following two teachers to be the part-time seconded teachers to the IT in Education Section in the 2017/18 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 part-time seconded teacher should also submit a completed Appendix B with Annex 3 to show their experiences and qualifications.

Signature of School Head: ____________________________
Name of School Head: ____________________________
Date: ____________________________

*Please delete where inapplicable

EDBCM No. 3/2017
1. Period of Secondment

1.1 Unless otherwise specified, secondment to the Education Bureau (EDB) is for the period from 1 September 2017 to 31 August 2018. 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.

**************
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 2017 to 31 August 2018.

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.

***********************
<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>at Appendix A. (Some of the “Seed” Projects do not involve secondment positions.)</td>
<td>No secondment position is available and secondment is subject to availability of vacancies of the right subjects and levels in schools.</td>
<td>No secondment position is available and secondment is subject to successful matching of posts amongst applicants.</td>
</tr>
<tr>
<td>Application form to be used</td>
<td>(i) Secondment positions at A(1) to A(14) - Appendix B with Annexes 1 and 3. (ii) “Seed” Projects at A(15) - “Seed” Projects that will involve secondment of teachers: Appendix B with Annexes 2 and 3; and Appendix C - “Seed” Projects that will not involve secondment of teachers: Appendix C (iii) IT in Education Centre of Excellence Scheme at A(16) - Appendix B with Annex 3; and - Appendix D.</td>
<td>Appendix B with Annex 3 only.</td>
<td>Appendix B without annex.</td>
</tr>
<tr>
<td>Matching arrangement</td>
<td>Interview is required as part of the selection process.</td>
<td>Matching to be conducted centrally by EDB; interview may be required.</td>
<td>Matching to be conducted centrally by EDB; interview may be required.</td>
</tr>
<tr>
<td>Validity period of application</td>
<td>Applications valid for the current exercise only.</td>
<td>Applications valid for two years from the date of application.</td>
<td>Applications valid for two years from the date of application.</td>
</tr>
<tr>
<td>Closing date of application</td>
<td>1 March 2017</td>
<td>Open all year round. 1 March 2017 is the closing date for applications intended for postings to schools to commence in August/September 2017.</td>
<td>Open all year round. 1 March 2017 is the closing date for applications intended for postings to schools or postings involving teaching grades officers to commence in August/September 2017.</td>
</tr>
</tbody>
</table>