

Preparation for Principalship (PFP) Course Framework

The following topics under each module shall be covered and the course providers are requested to update the core content from time to time to better address the needs of the aspiring principals.

(A) Strategic direction and policy environment

- a. Leading schools for the future
 - (i) Hong Kong education policy context
 - (ii) Changing societal needs and expectations
 - (iii) New normal in education
 - (iv) Latest developments in our country, Hong Kong's relationship and interdependence with the Mainland
 - (v) Globalisation
 - (vi) Sense of direction and purpose
 - (vii) Values to be upheld, including students' right to education, equal education opportunities for all
 - (viii) Knowledge management and information literacy
 - (ix) Equipping students for the future and fostering whole-person development and diverse talents
- b. Leading School-based Management¹ and different styles of leadership including ethical leadership and distributed leadership
- c. Strategic planning and thinking
- d. Legal obligations and liabilities under various ordinances² and regulations, such as the key concepts of the Constitution and the Basic Law and the good practices on promoting education on the Constitution and the Basic Law (including national security education and national anthem) in school³.
- e. Understanding of the legislative background, meanings, key messages and the scope of application of the Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region (the National Security Law); to lead and support teachers in enhancing students' understanding of national security and law-abiding awareness in the aspects of school management and learning activities.
- f. Illustration of leadership and strategic planning in response to policy initiatives: integrated education⁴, special education⁵, values education, whole school approach to guidance and discipline, whole school language policy,

life planning education, education support to non-Chinese speaking (NCS) students⁶, promotion of an active and healthy lifestyle⁷, lifelong learning, etc.

(B) Learning, teaching and curriculum

- a. Fundamental questions/issues about curriculum development: history, perspectives, processes and decisions; and learning and instructional theories
- b. Hong Kong curriculum development and design in the 21st century - Learning to Learn curriculum reform and ongoing renewal of the school curriculum (including Report of the Task Force on Review of School Curriculum⁸, whole-school curriculum planning, *Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1 – 6) (2014)*⁹, *Secondary Education Curriculum Guide (SECG) (2017)*, updated Key Learning Areas curriculum guides/documents for different Key Stages, etc.)
- c. Connection of curriculum development with other education policies/reforms (such as whole-school curriculum planning, lifelong learning, integrated education and values education)
- d. Planning, implementing and evaluating the curriculum at school level
 - (i) The role of a principal in leading and overseeing whole school planning of a curriculum which suits school context and in alignment with educational goals and objectives as well as the mission and vision of school sponsoring body: curriculum and instructional leadership/learning-centred leadership
 - (ii) Key principles and perspectives in school-based curriculum planning in alignment with the central curriculum framework:
 - Central curriculum
 - the relationship between central curriculum and school-based curriculum
 - subjects suggested by the Curriculum Development Council at different Key Stages
 - Whole-person development and lifelong learning
 - helping students achieve the updated seven learning goals through adopting the central curriculum, planning and implementing their school curriculum, taking into account their students’ abilities, interests and needs
 - fostering students’ comprehensive and unique development in the moral, intellectual, physical, social, aesthetic and spiritual (if applicable) domains through the five essential learning experiences in school

education

- provision of broad and balanced learning experiences to develop students' knowledge foundation, generic skills and positive values and skills for lifelong learning
 - creating space and opportunities (including planning of the "learning time" of students to cater for the new modes of learning beyond the classroom) for students' whole-person development
 - Embracing learner diversity
 - identify and understand the diverse needs of different learners such as NCS students¹⁰, students with special educational needs (SEN) and gifted students¹¹
 - adopt appropriate instructional and support strategies to cater for learner diversity¹², as well as accommodation in homework and assessment
 - Cross-curricular issues: Language and reading across the Curriculum; values education (including moral, civic and national education, the Constitution and the Basic Law education, and the national security education¹³); information literacy; STEM education and information technology in education; fostering creativity, communication, critical thinking and an entrepreneurial spirit; building of an inclusive school environment; mental and physical health promotion and personal growth education in primary schools¹⁴
 - Interfaces at various key stages: school-based adaptation for curriculum continuity at interfaces, taking into consideration the learning progression of students, like kindergarten-primary interface, e.g. learning and teaching under quality kindergarten education, primary-junior secondary interface and junior secondary-senior secondary interface to facilitate whole-person development
 - Ongoing renewal of the school curriculum¹⁵: implementation of the recommendations of the *Secondary Education Curriculum Guide* (2017) (including the updated seven learning goals, the updated four key tasks, the major renewed emphases, etc.) and the recommendations of the Task Force on Review of School Curriculum¹⁶ (including reinforcing the importance of whole-person development, according higher priority to values education, creating space and catering for learner diversity, etc.)
- (iii) Alignment between curriculum, pedagogy and assessment, including the use of diverse modes of assessment and quality feedback to promote

assessment of, for and as learning; as well as providing special examination arrangements for students with SEN

- (iv) Curriculum evaluation for informing school planning: models and application in Hong Kong context, taking into consideration data from different stakeholders and in line with the expected student learning outcomes
 - (v) Optimising the use of learning and teaching resources
- e. Curriculum planning for secondary schools with special reference to the implementation of the fine-tuned medium of instruction (MOI) arrangements for secondary schools¹⁷, the senior secondary curriculum framework¹⁸ as well as the broad and balanced coverage of the junior secondary curriculum
- (i) Development of a whole-school language policy for the attainment of biliteracy and trilingualism of students
 - (ii) Key issues to address as a result of the senior secondary curriculum implementation: 3-year curriculum planning in senior secondary concerning the design of a broad and balanced school curriculum with adequate learning time allocated to different subjects, learner diversity, subject choice changes in senior secondary (including Applied Learning and Adapted Applied Learning courses), life planning education, career development and career-related experiences (including pre-service training and job interview skills) to cater for diverse needs of learners with reference to multiple pathways
- f. Curriculum planning for primary schools:
- (i) Whole-school curriculum planning for students' balanced development
 - (ii) Adoption of the notion of "learning time" in planning students' learning to facilitate whole-person development
 - (iii) Reviewing and optimising school homework and assessment policy as well as the transformation of the modes of homework and assessment for creating space for students
 - (iv) Implementation of life-wide learning through articulation with the school curriculum and subject learning to foster whole-person development

(C) Teacher professional growth and development

- a. Management of teachers
- b. Policy and practice on teacher development in Hong Kong
 - (i) T-standard⁺ ¹⁹
 - (ii) Professional Ladder for Teachers²⁰
 - (iii) Teachers' Continuing Professional Development (CPD) Framework (ACTEQ, 2003, 2006 & 2009)
 - (iv) Teacher Competencies Framework (ACTEQ, 2003)
 - (v) Teacher development leading to changes, e.g. paradigm shift in learning & teaching, cultural change in school settings, conceptual and pedagogical change in curriculum, including the implementation of e-learning, STEM education, student support and assessment, teachers' changing roles under the whole school approach to integrated education
 - (vi) Teacher Induction Scheme²¹
- c. Teaching profession as a learning profession (including the notion of learning community and reflective practitioner)
- d. Education reform, decentralisation and teacher professionalism
- e. Raising teachers' awareness of the need to change to tie in with the implementation of education initiatives such as according higher priority to values education in schools, small class teaching for primary schools, fine-tuning of MOI for the junior secondary level, approaches on positive education and class management, preventive programmes and counselling services to tackle youth problems such as drug abuse, addiction to the use of electronic devices, truancy, mental health problems, sex-related problems and bullying, as well as the blended mode of instruction (a combination of face-to-face teaching and online classes) to support students' development of self-directed learning capability.
- f. Professional conduct in education

(D) Staff and resources management

- a. Concept and practice in resources management and development (including information and knowledge management) in schools
- b. Contexts of school finance in Hong Kong: system, rules and guidelines
- c. Practical issues of school finance in Hong Kong including planning, budgeting, monitoring, evaluating, accountability, effective deployment of resources, etc.
- d. Latest developments in school finance in Hong Kong
 - (i) Corporate governance and financial management in the context of schools operated by Incorporated Management Committees
 - (ii) Grants for aided schools
 - spirit of autonomy, basic principles and control mechanism with proper

checks and balances in the deployment of funding, in particular, the block grant, i.e., Operating Expenses Block Grant (OEBG)/ Expanded Operating Expenses Block Grant (EOEBG)

- flexible and effective utilisation of resource²² outside OEBG/EOEBG
 - management of existing provision and resources for integrated education ²³ and empowering the Special Educational Needs Coordinator to coordinate the deployment of resources
- (iii) Government subsidy and non-government funds of schools under the Direct Subsidy Scheme (DSS)²⁴

e. Human resources management

- (i) General concept of staff (teaching and non-teaching) establishment of schools
- (ii) Flexible and effective deployment of human resources with particular reference to small class teaching / senior secondary curriculum in secondary schools / diverse learning needs of students and deployment of NETs²⁵ as well as the implementation of all graduate teaching force policy
- (iii) Basic knowledge of personnel matters²⁶ with particular reference to the Education Ordinance, Education Regulations, Employment Ordinance and Code of Aid
- (iv) Legal matters²⁷ and other key issues related to staff management:
 - succession planning (including empowerment of middle leaders)
 - performance appraisal system
 - coaching and mentoring
 - staff discipline and misconduct
 - staff complaint and grievances
- (v) Building a collaborative, positive and inclusive school culture through the Whole School Approach, consensus building and capacity building.
- (vi) Raising teachers' cultural and religious sensitivity in creation of an inclusive learning environment in schools

f. Integrity management, including putting in place an internal control mechanism with proper checks and balances²⁸, proper handling of conflict of interest and enhancing the transparency of school governance

g. Enhancement of school administration through process re-engineering and streamlining, including the effective use of additional administrative manpower/resources provided under the "One Executive Officer for Each School" policy to streamline administrative procedures and strengthen school administrative support, and at the same time to create room for teachers and principals to focus more on core education tasks and to take care of student development

- h. School Premise Management
- i. Environmental policy and energy saving measures in schools²⁹
- j. Optimising the use of external resources to support learning and teaching

(E) Quality assurance and accountability

- a. Implementing the School Development and Accountability (SDA) framework to enhance schools' continuous improvement and accountability to stakeholders (including the SSB, SMC/IMC, parents, teachers, students, the public and the Government)
- b. Conducting school self-evaluation (SSE) under the SDA framework, and making effective use of a range of data and evaluation tools (including Performance Indicators for Hong Kong Schools, Key Performance Measures, Stakeholder Survey and APASO, etc.) to review school performance in a holistic manner, with the aims of fostering students' whole-person development and learning to learn capabilities to achieve lifelong learning
- c. Embedding SSE into daily school practice, including the writing of school development plans, annual school plans and school reports
- d. Following up the recommendations of the external school review reports and focus inspection reports for continuous self-improvement and sustainable development

(F) External communication and connection to the outside world

- a. The understanding of the important role of the community and the building of connections between the school and the local, national and global communities
- b. An analysis of home-school co-operation, such as structured home-school communication mechanism to strengthen parent-child relationship and enhance support for students, including potential dropouts, NCS students and students with SEN
- c. Co-operation among stakeholders regarding current student problems, e.g. student bullying, cyber-bullying, cyber traps, internet addiction, sex-related problems, suicide and drug problems, and the implementation of the Healthy School Policy³⁰
- d. Co-operation and networking with other schools/organisations in supporting NCS students and students with SEN
 - (i) NCS students:
 - formation of learning circles between schools admitting more NCS students and those admitting a larger number of Chinese-speaking students, and engaging NCS students in community services
 - raising cultural awareness among stakeholders, including schools, parents, the community and the public

- cross-disciplinary professional support and close co-ordination with relevant organisations to facilitate the integration of NCS students into the community
- (ii) SEN students:
- co-operation between ordinary schools and special schools in supporting students with SEN
 - support network by means of School Partnership Scheme³¹ or in the form of resources sharing, transfer of information³², assessment and referral mechanism in supporting students with SEN
 - promotion of inclusive culture among stakeholders, including schools, parents, the community and the public
 - cross-disciplinary professional support and close co-ordination with relevant organisations
- e. Crisis management and prevention of student suicides
- leading and preparing the school to manage crisis³³
- f. Prevention and handling of communicable diseases in schools – leading and well preparing the school for health protection measures³⁴
- g. Dealing with the media and general public, conflict management and handling of complaints

Notes:

- ¹ The following objectives of School-based Management should be achieved:
- To strengthen partnership among key stakeholders through participatory decision-making
 - To enable schools to manage their operation and resources in a flexible, effective and accountable manner according to the actual circumstances of the schools and learning needs of students
 - To ensure continuous school improvement and development through systematic planning, implementing and evaluation processes
- ² Schools are required to comply with ordinances and regulations, such as Education Ordinance, Education Regulations, Employment Ordinance, Prevention of Bribery Ordinance, Disability Discrimination Ordinance, Race Discrimination Ordinance, Sex Discrimination Ordinance, Family Status Discrimination Ordinance, Personal Data (Privacy) Ordinance and Buildings Ordinance
- ³ (a) The 3-hour seminar should focus on the following points:
- To illustrate the constitutional status of the Constitution and the Basic Law, clearly interpret the policy of the "One Country, Two Systems" and understand the achievements attained by this policy
 - To share the school-based experiences in promoting the Basic Law education
- (b) Please visit the following website on education on the Constitution and the Basic Law:
<https://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/Newwebsite/Basiclaw.html>
- ⁴ (a) For the implementation of integrated education (IE), the following points should be noted:
- Formulation of a school policy on the support for students with SEN, based on the five principles of integrated education in Hong Kong, namely, early identification, early intervention, Whole School Approach, home-school co-operation and cross-sector collaboration
 - Formulation of budget plan and monitoring mechanism to enable the effective utilisation of additional resources provided by EDB to schools for supporting students with SEN
 - Assessing the effectiveness of the school's IE policy and measures through self-evaluation each year under the School Development and Accountability Framework
 - Enhancing transparency by reporting school's policies, additional resources and support measures for students with SEN, etc. on integrated education in the annual school report and uploading such information onto school's websites, and providing information on implementation of the Whole School Approach to IE in the School Profiles
 - Establishing a systematic and regular communication mechanism in school to enhance communication and co-operation with parents
 - Formulation of strategic plan to achieve the teacher training targets on special education set out by EDB for each public sector school to achieve by the end of the designated school year
- (b) Please refer to the following documents and circulars relating to integrated education for reference:
- "Catering for Student Differences – Indicators for Inclusion"
http://www.edb.gov.hk/attachment/en/edu-system/special/overview/indicators-082008_e.pdf

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- “Operation Guide on the Whole School Approach to Integrated Education”
http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ie%20guide_en.pdf
 - “Parent Guide on the Whole School Approach to Integrated Education”
<https://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ieparentguide.pdf>
 - Special Education Needs Coordinator Website
<https://www.edb.gov.hk/en/edu-system/special/support/wsa/pro-support/senco/index.html>
 - “Code of Practice on Education under the Disability Discrimination Ordinance”
http://www.eoc.org.hk/eoc/otherproject/eng/color/youthcorner/education/cop_edu/cop_edu_b.htm
 - Education Bureau Circular (EDBC) No. 12/2015 on “Teacher Professional Development on Catering for Students with Special Educational Needs”
<http://applications.edb.gov.hk/circular/upload/EDBC/EDBC15012E.pdf>
 - EDBC23/2019 on “Policy and Practice in Early Identification and Intervention for Students with Special Educational Needs”
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC19023E.pdf>

⁵ Aided special schools provide education service for students with more severe or multiple disabilities and help them overcome their limitations and difficulties, attain the learning level in accordance with their abilities, and realise their potential at different stages of development so that they can become increasingly independent with adaptability and the learning to learn capabilities to embrace the challenges in life. Some special schools have a boarding section subvented by the Education Bureau to cater for students with long-term residential needs to facilitate them to receive school education during school days.

⁶ For the planning of educational support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students. The policy objective is to encourage and support their integration into the community including facilitating their early adaptation to the local education system and mastery of the Chinese language. For details, please refer to the dedicated website
<http://www.edb.gov.hk/ncs>

⁷ (a) Please visit the following websites relating to Health Promoting School

- World Health Organization “What is a health promoting school?”
http://www.who.int/school_youth_health/gshi/hps/en/
- United Nations Educational, Scientific and Cultural Organization “Promoting Quality Physical Education Policy”
<https://en.unesco.org/themes/sport-and-anti-doping/sports-education/qpe>
- Department of Health “Health Promoting School Programme”
<https://www.studenthealth.gov.hk/english/hps/hps.html>
- Centre for Health Education and Promotion
https://www.cuhk.edu.hk/med/hep/HPS/e_initiatives.html

(b) Please visit the following websites relating to arts education

- United Nations Educational, Scientific and Cultural Organization “Arts Education”
<http://www.unesco.org/new/en/culture/themes/creativity/arts-education/about/arts-education-highlights/>
- Organisation for Economic Co-operation and Development “Art for Art’s Sake? The Impact of

Arts Education”

<http://www.oecd.org/education/cei/arts.htm>

⁸ Please visit the following website for information on the Task Force on Review of School Curriculum:
https://www.edb.gov.hk/en/curriculum-development/renewal/taskforce_cur.html

⁹ Please visit the following website for information on the Basic Education Curriculum Guide:
<https://www.edb.gov.hk/en/curriculum-development/doc-reports/guide-basic-edu-curriculum/index.html>

¹⁰ Starting from the 2014/15 school year, the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework) has been implemented in primary and secondary schools to help NCS students learn Chinese. For details, please refer to the EDBC No. 8/2014 on “Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students” issued on 5 June 2014 and EDBC No. 8/2020 on “New Funding Arrangements for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students” issued on 26 June 2020.
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC20008E.pdf>

¹¹ To provide gifted education in support of gifted students, the following aspects should be covered:

- (a) concept and definition of giftedness
- (b) development of school-based gifted education policy
- (c) identification of gifted students and talent pool development
- (d) staff development and programme planning
- (e) To make good use of the resources and networks to provide more enrichment and extension learning opportunities outside school for gifted students such as nominating them to be student members of the Hong Kong Academy for Gifted Education and join its programmes, nominating/encouraging gifted student to participate in off-school advanced learning programmes funded by the Gifted Education Fund

- Please visit the following websites for details:

The Hong Kong Academy for Gifted Education:

<https://www.hkage.org.hk/en/>

The Gifted Education Fund and the Advisory Committee on Gifted Education:

<https://www.edb.gov.hk/en/GEFund>

(f) affective education:

The more outstanding performance a gifted student has, the more difficult is his/her adaptation in emotion and interpersonal relationship. Therefore, to ensure a healthy and holistic development of gifted students, affective education is indispensable.

- Please refer to the following documents on affective education for the gifted students:

“Gifted Education in Hong Kong – Information Booklet”, Book 2, Chapter 5:

https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/gifted/resources_and_support/ge_resource_bank/files/Policy/GE_info_booklet/GE_info_booklet_2_eng.pdf

¹² The following support strategies to cater for learner diversity could be adopted:

(a) For students with SEN

- Developing effective mechanism by the Special Educational Needs Coordinator and the Student Support Team led by him/her to meet the diverse educational needs of students with SEN, including the developing a systematic data bank for students with SEN, planning, implementing and monitoring the school-based support services for them as well as reviewing the progress and effectiveness of the measures
- Using a 3-tier intervention model, including Individual Education Plan for students with persistent and severe learning or adjustment difficulties
- Adopting curriculum and instructional strategies to cater for learner diversity including curriculum adaptation; parallel and differentiated instructions; collaborative teaching; cooperative learning and peer support; and implementation of homework/assessment/examination accommodation policy, alternative assessment system and student portfolio
- Please refer to the following documents on implementation of examination accommodation:
 - ◇ “Special Arrangements for Internal Examinations for Students with Special Educational Needs”
https://www.edb.gov.hk/attachment/en/edu-system/special/resources/serc/download/sea_guide_e.pdf
 - ◇ Frequently Asked Questions: Providing special examination arrangements for students with special educational needs (Chinese version only)
https://www.edb.gov.hk/attachment/tc/edu-system/special/resources/serc/download/sea_faq_c.pdf

(b) For NCS students:

- Implementation of the Learning Framework, with the use of the Chinese Language Assessment Tools in conjunction with the Learning Framework to assess annually the learning performance of NCS students, make reference to the “small-step” learning approach at different levels of learning as set out in the Learning Framework to set learning targets and implement intensive learning modes as appropriate (such as pull-out learning, split-class / group learning, increasing Chinese lesson time, learning Chinese across the curriculum, after-school support, etc.), recognition of their progress and attainment, and stretching them in setting more ambitious learning goals for higher attainment

¹³ Please refer to EDBC No. 2/2021 on “National Security Education in School Curriculum - Implementation Mode and Learning and Teaching Resources”.

<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC21002E.pdf>

¹⁴ Please visit the website on Personal Growth Education for details:

<https://www.edb.gov.hk/attachment/en/teacher/student-guidance-discipline-services/projects-services/sgs/comprehensive-student-guidance/ps-sgs-comprehevsive-student-guidance-guideline-en-20120810.pdf>

¹⁵ Please visit the following website on Ongoing Renewal of the School Curriculum

<https://www.edb.gov.hk/en/curriculum-development/renewal/framework.html>

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- 16 Please visit the following website on the Task Force on Review of School Curriculum:
https://www.edb.gov.hk/en/curriculum-development/renewal/taskforce_cur.html
- 17 Please visit the website on the fine-tuned MOI arrangements for details:
<http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-secondary/moi/index.html>
- 18 Please visit New Academic Structure Web Bulletin for further information on the senior secondary curriculum framework:
<http://334.edb.hkedcity.net/EN/index.php>
- 19 Please visit the website of Committee on Professional Development of Teachers and Principals (COTAP) for details of T-standard+
<https://www.cotap.hk/index.php/en/t-excel-hk/t-standard-introduction>
- 20 Please visit the following website for further information on Professional Ladder for Teachers
<https://www.edb.gov.hk/en/teacher/qualification-training-development/development/cpd-teachers/index.html>
- 21 Please visit the following website for further information on Teacher Induction Scheme:
https://www.cotap.hk/images/download/TIS_Pamphlet-Eng.pdf
- 22 Examples of grants include Learning Support Grant for primary and secondary schools, Substitute Teacher Grant/Teacher Relief Grant, Enhanced Speech Therapy Grant, Senior Secondary Curriculum Support Grant, Diversity Learning Grant and Student Guidance Service Grant in primary schools.
- 23 Please refer to the following document and circular on the existing resources for integrated education:
- EDBC No. 6/2019 on “Learning Support Grant ”
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC19006E.pdf>
 - EDBC No.8/2019 on “Special Educational Needs Coordinator”
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC19008E.pdf>
 - Education Bureau Circular Memorandum [EDBCM] No 126/2017 on “Enhancement on Mental Health Promotion and Support for Students with Mental Health Needs”
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM17126E.pdf>
 - EDBCM No. 101/2020 on “School Partnership Scheme in supporting students with special educational needs for the 2020/21 School Years”
<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM20101E.pdf>
 - EDBC No. 7/2019 on “Allocation of Learning Support Grant to Direct Subsidy Scheme Schools”
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC19007E.pdf>
 - EDBC No. 9/2019 on “Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs”
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC19009E.pdf>
 - EDBC No. 13/2019 on “Enhanced School-based Speech Therapy Service”
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC19013E.pdf>

Guidelines on School-based Services

- ✧ School-based Educational Psychology Service Guide (for Schools Receiving Service from School Sponsoring Bodies)
https://www.edb.gov.hk/attachment/en/sch-admin/admin/about-teaching/guideline-sch-based-services/SBEPS%20Guide_2019_Eng.pdf
 - ✧ Guide on School-based Speech Therapy Services
<http://www.edb.gov.hk/en/sch-admin/admin/about-teaching/guideline-sch-based-services/index.html>
- 24 To achieve flexible and effective utilisation of government subsidy and non-government funds under the DSS for educational and school needs in the best interest of students, please refer to the following circulars:
- EDBC No. 16/2012 on “Delineation of Reserves and Reserve Ceiling for the Operating Reserve of DSS Schools”
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC12016E.pdf>
 - EDBC No. 17/2012 on “Use of Government and Non-government Funds in DSS Schools”
<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC12017E.pdf>
- 25 NET deployment guidelines are provided on the following EDB NET Scheme webpages:
- Guidelines for deploying NETs in primary schools:
https://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/2018-19/Primary/NET%20Deployment%20G%20ENG_CH%20online%203.pdf
 - Guidelines for deploying NETs in secondary schools:
https://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/Principles%20and%20Guidelines%20for%20ENET%20Deployment_140323_final.pdf
- 26 The following related issues should be covered:
- appointment/termination of services, remuneration, acting appointment, promotion, regrading, leave, provident fund / MPF and severance payment / long-service payment
- 27 The following issues related to personnel management should be covered:
- all employment-related rules, regulations and legislation and the consequences/ liabilities on school management arising from non-compliance
- 28 For DSS schools, please refer to EDBC No. 7/2012 on “Improvement Measures to Strengthen the Governance and Internal Control of DSS Schools”, which includes the following improvement measures:
- completion of self-evaluation checklist;
 - submission of essential items to SMC/IMC for discussion and decision;
 - review of key management and financial control systems and procedures by a governance review sub-committee; and
 - undergoing management and financial audit

²⁹ Please refer to EDBC No. 4/2017 on “Environmental Policy and Energy Saving Measures in Schools”, EDBCM No. 168/2019 on “Participation of Schools in Feed-in Tariff (FiT) Scheme” and the resources information from the following webpage on “Effective Use of Resources in Schools” on the EDB website:

<http://www.edb.gov.hk/en/sch-admin/admin/about-sch/effective-use-sch-resources/index.html>

³⁰ Please visit the following website for further information on Healthy School Policy:

<http://www.edb.gov.hk/en/edu-system/primary-secondary/healthy-sch-policy/index.html>

³¹ Please refer to EDBCM No. 101/2020 on “School Partnership Scheme in Supporting Students with Special Educational Needs for the 2020/21 School Years”.

<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM20101E.pdf>

³² Please refer to EDBC No. 15/2019 on “Transfer of Information of Students with Special Educational Needs”.

<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC19015E.pdf>

³³ A school crisis management team should be established to assess the impact of crisis on school, identify emotionally disturbed students and personnel, arrange counseling, answer enquiries from parents and the media as well as organise crisis drills. Please refer to the Handbook on “School Crisis Management: Intervention and Psychological Support in the Aftermath of Crises” (2016).

<http://www.edb.gov.hk/attachment/en/student-parents/crisis-management/about-crisis-management/crisise.pdf>

For prevention of student suicides and enhancement of students’ mental health, please refer to the webpage on Prevention of Student Suicides

<https://www.edb.gov.hk/en/teacher/prevention-of-student-suicides/index.html>

³⁴ Please visit the website on Prevention of Communicable Diseases in Schools for details:

<https://www.edb.gov.hk/en/sch-admin/admin/about-sch/diseases-prevention/index.html>