

18 October 2001

**EDB Circular No. 36/2001**  
**(Formerly referred as EMB Circular No. 36/2001)**  
**(Formerly referred as Administration Circular No.36/2001)**

(Chinese version will follow)

**Provision of One Additional Senior Teacher Post in  
Aided Primary Schools**

[Note : This circular should be read by –

- (a) Supervisors/Heads of aided primary ordinary schools and aided primary special schools/special schools with primary section adopting the ordinary school curriculum - for necessary action; and
- (b) Heads of sections, government and private primary schools, primary schools under the Direct Subsidy Scheme and special schools not covered under (a) above - for information]

**Summary**

Starting from 1 September 2001, an additional senior teacher post, to be offset by a post in the rank of Certificated Master/Mistress (CM) or Assistant Primary School Master/Mistress (APSM) as appropriate, is provided to an aided primary school (as detailed in paragraph 2 below) to provide curriculum leadership in the teaching of English.

**Details**

**(A) Additional Senior Teacher Post of English Upgraded from Existing CM/APSM Post**

2. With effect from 1 September 2001, one existing post in the rank of CM or APSM is upgraded to Assistant Master/Mistress (AM) or Primary School Master/Mistress (PSM) as appropriate in each aided primary ordinary school, or each aided primary special school/special school with primary section adopting the ordinary school curriculum, that operates six or more classes to provide curriculum leadership in the teaching of English to improve co-ordination, planning and methodology. In an aided bi-sessional primary school with a total of 25 classes or more for both sessions, each session is considered as a separate school for the present provision. Further, the filling of this additional senior teacher post of English is subject to the availability of a suitable teacher, who meets, amongst other requirements (which are detailed in paragraph 5 (a) below), paragraph 5 (b).

3. The provision of the additional senior teacher post of English is to enhance curriculum leadership in the teaching of English in primary schools. Listed at Appendix I, for reference by schools, are some curriculum-related duties of the senior teacher, who heads the panel of the subject.

4. Before the provision of the additional senior teacher post of English, some large-sized aided primary schools have been provided with eight or more senior teacher posts, one of which may, at the discretion of individual school management committees (SMCs) in the light of their senior teacher entitlement, be allocated for taking charge of the panel of English. These schools, which are entitled to two senior teachers of English starting from 1 September 2001, may refer to [Appendix II](#), which is based on Appendix I, for a recommended distribution of duties between the two senior teachers.

5. To be eligible for consideration for promotion/direct appointment to the additional senior teacher post of English provided effective from 1 September 2001, candidates should -

- (a) fulfill the conditions for promotion laid down in Appendix 18 of the Code of Aid for Primary Schools or Appendix 10 of the Code of Aid for Special Schools, Volume I in respect of non-graduate teachers or the Guides to Appointment for primary graduate teachers currently in force as appropriate; and
- (b) attain an average proficiency at Level 4 of the English Language Proficiency Requirement (LP4). Criteria for reaching an average proficiency at Level 4 are detailed at [Appendix III](#).

6. Effective from 23 June 2000, SMCs of aided schools have been given the authority to approve promotions and acting appointments. Aided primary schools, in handling the promotions and acting appointments of teachers to fill the additional senior teacher post of English, are reminded that, in addition to paragraph 5 above, they should observe, where appropriate, the relevant requirements contained in the following circulars -

- (a) [Administration Circular No. 31/99](#) dated 14 July 1999 on Grade Structure of Graduate/Non-graduate Teachers and Appointment of Graduate Teachers in Aided Primary Schools which sets out, in particular, the recommended grade structure or the alternative grade structure as appropriate in accordance with the requirements spelt out in the circular;
- (b) [Administration Circular No. 9/2000](#) dated 16 February 2000 on Acting Appointment and Granting of Acting Allowance;
- (c) [Administration Circular No. 30/2000](#) dated 23 June 2000 on Promotion, Acting Appointment, Regrading of Teachers/Specialists and Passage over Efficiency Bar of Specialist Staff in Aided Schools; and
- (d) Points to Note in Handling Appointment Matters included in Annex IV to [Administration Circular No. 32/2000](#) dated 26 June 2000 on Appointment of Staff in Aided Schools.

In addition, for an acting appointment to the additional senior teacher post of English, apart from observing the usual requirements as spelt out in the above documents, an aided primary school should ensure that a teacher should be eligible for consideration if paragraph 5 (b) above, which is an essential requirement for this additional senior teacher post of English, has

been fulfilled.

***(B) Existing Senior Teacher Posts of English (i.e. senior teacher posts of English other than (A) and as mentioned in paragraph 4 above)***

7. Schools are requested to note that incumbents of existing senior teacher posts of English mentioned in paragraph 4 above should not be affected by the introduction of LP4. An existing senior teacher of English on transfer, without break of service, to take up an existing senior teacher post of English in another school under the same sponsoring body within the aided primary school sector and a teacher given an offer of promotion/direct appointment to an existing senior teacher post of English, which is to take effect in the 2001/02 school year, on or before the date of issue of this circular would not be subject to the LP4 requirement. However, whenever an existing senior teacher post of English is vacated, the school, in filling the vacated post,

- (i) should accord priority to LP4 qualified candidates; and
- (ii) may employ a teacher who has met the basic Language Proficiency Requirement, should it be unable to find a suitable candidate who is LP4 qualified.

In addition, incumbents of existing senior teacher posts of English who are not LP4 qualified are encouraged to acquire the LP4 qualification through the Language Proficiency Assessment for Teachers or through training or through a combination of both.

8. Relevant parts of the Codes of Aid for primary schools and special schools will be amended in due course.

**Enquiry**

9. Enquiries relating to this circular should be directed to the respective Senior School Development Officers.

M Y CHENG  
for Director of Education

### Curriculum-related Duties of Senior Teachers of English

Curriculum-related duties of a senior teacher of English may include, as exemplified in the table below, the overall organization and teaching of English in his/her school, widening pupils' exposure to English, including the creation and use of an English-rich environment and the promotion of life-wide learning. While performing these duties, the senior teacher of English will have to take up the roles of a change agent and a curriculum leader.

Aspect	Some examples of duties
Curriculum planning and organization	To plan and organize - <ul style="list-style-type: none"> <li>• English learning and teaching (e.g. the school-based English curriculum, schemes of work, textbooks and resources, teaching programmes based on the CDC English Language Education curriculum documents)</li> <li>• remedial/enhancement measures (e.g. remedial teaching and enhancement programmes within and beyond school hours)</li> <li>• assessment policy and organization (e.g. formative and summative assessments, homework, projects, tests and examinations)</li> <li>• research and development projects, if appropriate (e.g. action research, QEF projects)</li> </ul>
	To plan and organize - <ul style="list-style-type: none"> <li>• learning experiences in the informal curriculum and life-wide learning (e.g. English club/corner activities, visits, inter-school collaboration projects and competitions, other kinds of extra-curricular activities)</li> <li>• learning experiences with cross-curricular elements to enhance English language learning (e.g. development of modules or whole-school activity week involving different key learning areas across the curriculum)</li> <li>• self-access learning (e.g. use of IT, project work, extensive reading, self-access learning corner)</li> </ul>
Curriculum management	To monitor and evaluate English learning and teaching, remedial/enhancement measures and assessment (e.g. exercise book inspection, programme/lesson preparation, lesson observation, scrutiny of examination papers and evaluation of the effectiveness of relevant measures/programmes)
	To monitor and evaluate the school-based English language programme (including extra-curricular activities, cross-curricular/life-wide learning programmes) in promoting English language learning, and developing self-access learning skills and attitudes (e.g. development and implementation of evaluation mechanisms)
	To provide varied forms of communication (external and internal) for exchanging information and ideas on English learning and teaching, remedial/enhancement measures and assessment

Aspect	Some examples of duties
	<sup>Note</sup> To provide varied forms of communication (external and internal) for the smooth conduct of extra-curricular activities, cross-curricular/life-wide learning programmes, extensive reading schemes and project work, and the sharing of useful IT resources for self-access learning
	To provide professional development opportunities and support for English teachers in the areas of English learning and teaching, catering for learner diversity and assessment (e.g. theory and practice, methodology, team-teaching, collaboration with experts)
	To provide professional development and support for English teachers in the organization and conduct of extra-curricular activities, cross-curricular/life-wide programmes and self-access learning (e.g. theory and practice, methodology, team-teaching, collaboration with experts)
	To manage the learning and teaching resources in school to ensure maximized usage

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<sup>Note</sup> A senior teacher of English in a special school is also required to coordinate with other non-teaching staff in carrying out his/her duties.

### Recommended Distribution of Duties between Two Senior Teachers of English<sup>Note</sup>

The following is an example which a school may consider in allocating curriculum-related duties to the two senior teachers of English. One of the senior teachers can be the panel chairperson (PC 1) mainly responsible for the overall organization and teaching of English. The other senior teacher can be the panel chairperson (PC 2) mainly responsible for widening pupils' exposure to English, including the creation and use of an English-rich learning environment and the promotion of life-wide learning.

Aspect	Some examples of duties	PC 1	PC 2
Curriculum planning and organization	To plan and organize - <ul style="list-style-type: none"> <li>• English learning and teaching (e.g. the school-based English curriculum, schemes of work, textbooks and resources, teaching programmes based on the CDC English Language Education curriculum documents)</li> <li>• remedial/enhancement measures (e.g. remedial teaching and enhancement programmes within and beyond school hours)</li> <li>• assessment policy and organization (e.g. formative and summative assessments, homework, projects, tests and examinations)</li> <li>• research and development projects, if appropriate (e.g. action research, QEF projects)</li> </ul>	✓	
	To plan and organize - <ul style="list-style-type: none"> <li>• learning experiences in the informal curriculum and life-wide learning (e.g. English club/corner activities, visits, inter-school collaboration projects and competitions, other kinds of extra-curricular activities)</li> <li>• learning experiences with cross-curricular elements to enhance English language learning (e.g. development of modules or whole-school activity week involving different key learning areas across the curriculum)</li> <li>• self-access learning (e.g. use of IT, project work, extensive reading, self-access learning corner)</li> </ul>		✓

<sup>Note</sup> In a special school with both primary and secondary sections in which there is already an English panel chair, an alternative arrangement is for the additional senior teacher of English to be responsible for the primary section while the existing English panel chair will be responsible for the secondary section.

Aspect	Some examples of duties	PC 1	PC 2
Curriculum management	To monitor and evaluate English learning and teaching, remedial/enhancement measures and assessment (e.g. exercise book inspection, programme/lesson preparation, lesson observation, scrutiny of examination papers and evaluation of the effectiveness of relevant measures/programmes)	✓	
	To monitor and evaluate the school-based English language programme (including extra-curricular activities, cross-curricular/life-wide learning programmes) in promoting English language learning, and developing self-access learning skills and attitudes (e.g. development and implementation of evaluation mechanisms)		✓
	To provide varied forms of communication (external and internal) for exchanging information and ideas on English learning and teaching, remedial/enhancement measures and assessment	✓	
	*To provide varied forms of communication (external and internal) for the smooth conduct of extra-curricular activities, cross-curricular/life-wide learning programmes, extensive reading schemes and project work, and the sharing of useful IT resources for self-access learning		✓
	To provide professional development opportunities and support for English teachers in the areas of English learning and teaching, catering for learner diversity and assessment (e.g. theory and practice, methodology, team-teaching, collaboration with experts)	✓	
	To provide professional development and support for English teachers in the organization and conduct of extra-curricular activities, cross-curricular/life-wide programmes and self-access learning (e.g. theory and practice, methodology, team-teaching, collaboration with experts)		✓
	To manage the learning and teaching resources in school to ensure maximized usage		✓

\* A senior teacher of English in a special school is also required to coordinate with other non-teaching staff in carrying out his/her duties.

**Average Proficiency at Level 4 of  
English Language Proficiency Requirement**

A teacher is deemed to have reached an average proficiency at Level 4 if he/she has met both of the following two criteria -

- (i) The teacher has attained at least Level 3 in all the five papers in the Language Proficiency Requirement for English teachers. Specifically, the teacher has to attain '3' or above in Reading and Listening. For Writing, Speaking and Classroom Language Assessment (CLA), the teacher has to attain '3' or above in all the scales of the respective papers; AND
- (ii) At least three papers are at Level 4 or above. For Writing, Speaking and CLA, Level 4 is deemed to have been attained if more than half of the scales of the respective papers are scored at '4' or above (i.e. having attained Level 4 in three or more scales in Writing and CLA and four or more scales in Speaking).