

## 教育局通函第 190/2019 號

分發名單：各官立、資助(包括特殊學校)、  
按位津貼及直接資助計劃中學  
校監／校長／教師

副本送：各組主管(備考)

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### 「*i - Journey*」

#### 在職中學教師帶薪境外進修計劃(2019/20 學年)

#### 摘要

本通函旨在邀請任職中學的教師參加二零二零年二月下旬至六月中旬舉辦的「*i - Journey*」<sup>1</sup>在職中學教師帶薪境外進修計劃(2019/20 學年)(「計劃」)。請學校傳閱本通函，讓全體教師知悉有關內容。

#### 背景

2. 二零一七年《施政報告》公布，政府會試行為期三年的在職中學教師帶薪境外進修計劃，讓教師擴闊視野，豐富經驗。「計劃」為參與教師及所屬學校提供進修假期、代課等津貼，並透過安排為期較長的海外專業發展活動，達到以下目標：

- 提升教師的專業能力，開拓眼界，讓教師認識全球最新的教育發展趨勢；
- 促進學校研習及探究文化，從而為學與教帶來正面轉變；以及
- 為教師創造空間，讓他們全情投入專業發展活動。

3. 「計劃」首六個讓教師於海外參與系統學習及駐校體驗學習的課程，已於 2017/18 及 2018/19 學年順利推行。相關資料已上載教育局網頁 (<http://www.edb.gov.hk/i-journey>)。

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<sup>1</sup> 本「計劃」旨在為參與教師設計一次獨特的學習旅程。教師從探究求真出發，過程中獲得啟發，並在完成旅程後，於教學／學生學習／學校發展帶來正面影響。英文字母「*i*」代表「計劃」中的三個關鍵元素，即探究(*inquire*)、啟發(*inspire*)及影響(*impact*)。「計劃」希望將三者結合，讓參與教師經歷一次充實的學習旅程。

## 詳情

4. 於 2019/20 學年安排的課程共設三項不同主題，內容按教師需要設計，詳情如下：

課程	地點	上課日期	名額
A(7) 評估素養	英國南安普敦	2020 年 2 月下旬至 4 月上旬 (8 星期)	20
A(8) 照顧學生的多樣性	澳洲悉尼	2020 年 4 月下旬至 6 月中旬 (8 星期)	20
A(9) 自主學習	芬蘭圖爾庫	2020 年 4 月下旬至 6 月中旬 (8 星期)	20

上述三個課程均包含以下主要元素：

第一階段 (2019/20 學年)	i.課前準備：為期一周，在港研習並擬訂校本計劃方案及參與相關活動/課程
	ii.海外體驗：為期五周，在海外修讀系統學習課程及參與駐校體驗學習，並根據學習所得，確定校本計劃的內容
	iii.課後總結：為期兩周，返港後總結學習所得，為校本計劃擬定具體推行方案及參與相關活動/課程
第二階段 (2020/21 學年)	iv.方案推行：在校內推行有關校本計劃，以期為所屬學校帶來良好轉變。優良的校本計劃會於不同渠道與業界分享。

有關課程的詳盡資料，請參閱附錄 B(1)，B(2)及 B(3)的課程概覽。

5. 參與教師修讀課程期間(包括課前準備、海外體驗及課後總結三個階段)可獲全薪進修假期。教育局會負責課程及往來香港與海外課程目的地的交通費用。參與教師所屬學校會獲發整個進修假期的聘用代課教師津貼<sup>2</sup>。參與教師必須承諾於完成課程後，在香港公營中學<sup>3</sup>擔任全職教師兩年。

6. 現時任教資助中學(包括特殊學校)的全職常額教師及任教官立、按

<sup>2</sup> 因參與「自願優化班級結構」計劃或延長過剩教師保留期而出現過剩教師的學校，亦可申請本「計劃」的聘用代課教師津貼。

<sup>3</sup> 中學的類別包括官立、資助(包括特殊學校)、按位津貼學校，以及直接資助計劃學校。

位津貼與直接資助計劃中學的全職中學教師均可申請<sup>4</sup>。有關申請資格、手續、教學工作承諾和承諾書等詳情，請參閱**附錄 A** 的申請須知。有意報名的教師，請於二零一九年十一月二十七日或之前以電郵提交申請表格(即**附錄 C**)和於二零一九年十二月四日或之前以電郵提交專業發展資料及校本計劃方案(即**附錄 D**)。申請須獲得申請人所屬學校的校長推薦，並於二零一九年十二月四日或之前將填妥的校長推薦書(即**附錄 E**)另行郵遞至教育局。課程的相關資料、附錄以及申請發還日薪代課教師津貼的表格已上載教育局網頁(<http://www.edb.gov.hk/i-journey>)及教育局培訓行事曆(課程編號：PDT020190333)。



7. 每位申請者只限申請一個課程。本「計劃」將設立遴選委員會，進行遴選工作。遴選準則包括申請者的經驗、校本計劃的影響、計劃書與申請課程的相關性及校長推薦書等。若有需要，遴選委員會或會安排面試。

8. 教育局將舉辦簡介會介紹「計劃」詳情，並與申請者分享有關填寫校本計劃方案的資訊，歡迎有意申請本「計劃」的教師參加。簡介會詳情如下：

日期：二零一九年十一月十五日（星期五）

時間：下午四時半至六時正

地點：教育局九龍塘教育服務中心西座地下 WP01 室

報名方法：請掃描右方的 QR Code 經培訓行事曆系統網上報名(課程編號：PDT020190334)



## 查詢

9. 如需上述「計劃」的進一步資料，請聯絡教育局學校領導及專業發展組曾昭楹女士(電話：3509 8742)或呂青松先生(電話：3509 8774)。

教育局局長  
(容寶樹代行)

二零一九年十月三十日

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<sup>4</sup> 「全職常額教師」指資助中學編制內的教師，包括「以有時限合約聘用常額教師」。「官立中學全職教師」指以公務員條款聘用的教師。本「計劃」並不接受「以英語為母語的英語教師計劃」條款下聘用的教師申請。



## ***'i – Journey'* Paid Non-local Study Leave Scheme for Secondary School Teachers (2019/20)**

### **Information Notes to Applicants**

#### **An overview of Appendices A to E and Submission Deadline**

<b>Appendix</b>	<b>Content</b>	<b>Submission Deadline</b>
Appendix A	Information Notes to Applicants	
Appendix B	Appendix B(1) Programme Brief of Programme A(7) - Assessment Literacy  Appendix B(2) Programme Brief of Programme A(8) - Catering for Learner Diversity  Appendix B(3) Programme Brief of Programme A(9) - Self-directed Learning	
Appendix C	Application Form	27 November 2019 (Wednesday)
Appendix D	Professional Development and Initial Project Proposal	4 December 2019 (Wednesday)
Appendix E	Principal's Recommendation Form	4 December 2019 (Wednesday)

#### **Eligibility**

**1. Mandatory requirements for Programmes A(7), A(8) & A(9):**

Application is open to full-time serving secondary school teachers who

- (a) are permanent residents of Hong Kong;
- (b) are registered teachers;
- (c) are regular full-time teachers in aided schools (including special schools) and full-time teachers in government, caput or DSS secondary schools<sup>1</sup> at the time of application; and
- (d) have no less than five years (as at 27 November 2019) of full-time teaching experience in local secondary schools.

**2. Preference will be given to applicants who:**

- (a) possess relevant experience in
  - i. whole-school/KLA-level curriculum planning, or as a subject panel chairperson; or
  - ii. developing school/KLA/subject assessment policy (**for Programme A(7)**); developing school/KLA/subject policy/activities on catering for learner diversity (**for Programme A(8)**); developing school/KLA/subject policy/activities on promoting self-directed learning (**for Programme A(9)**), or
  - iii. conducting education research/action research on Learning and Teaching; or
- (b) have undergone relevant structured training/ professional development.

<sup>1</sup> "Regular full-time teachers" refers to teachers on the staff establishment of aided secondary schools. Regular teachers with defined contract period are also included. "Full-time teachers in government schools" refers to teachers who are employed on civil service terms. Teachers employed under the Native-speaking English Teachers Scheme are excluded.

### **Financial Support for Teachers and Schools**

3. Participants and their serving schools will be provided the following support during the Programme:

**For teachers –**

(a) Participants will be **entitled to**:

- i. Full-pay study leave, covering pre-trip preparation, overseas experience and post-trip consolidation;
- ii. Transportation between Hong Kong and the location for overseas experience;
- iii. Course fees, including tuition and course materials;
- iv. Lunch and transportation during school attachment only.

(b) Expenses to be **borne by participants**:

- i. Accommodation during the overseas experience (5 weeks in Southampton for Programme A(7), 5 weeks in Sydney for Programme A(8) or 5 weeks in Turku for Programme A(9))<sup>2</sup>;
- ii. Meals and transportation during the overseas experience (except lunches and transportation during school attachment);
- iii. Visa for entering the UK, Australia or Finland, if necessary;
- iv. Medical/travel insurance; and
- v. Weekend activities and any other expenses apart from those listed in 3(a) above.

**For schools** – Participants' serving schools will be entitled to funding for employment of supply teacher(s) during participants' study leave (calculated based on the prevailing daily rate of Graduate Master rank)<sup>3</sup>. The claim form for reimbursement of the salaries of supply teachers can be downloaded from the Education Bureau website (<http://www.edb.gov.hk/i-journey>).

4. Participants who are on acting basis should cease their acting appointment for the whole full-pay study leave period.

### **Application and Selection**

5. Applicants should apply for **one** Programme only.

6. Places will be allocated on the basis of merit. Vetting committee(s) will be formed to select successful applications. Selection will be based on applicants' experience, potential impact of school-based projects, relevance of their initial project proposals to the theme of the programme applied for, and principal's recommendation. Interviews may be arranged, if necessary.

7. Selection results will be released through email by early January 2020.

8. The application procedure consists of two steps. Step 1 is for applicants to express a preliminary interest in one of the Programmes of the Scheme by submitting the completed **Application Form (Appendix C)**. In Step 2, applicants are required to submit the completed **Professional Experience and Initial Project Proposal (Appendix D)** and arrange for the submission of the **Principal's Recommendation Form (Appendix E)**. Details are as follows:

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<sup>2</sup> Participants need to make their own arrangements and pay for their accommodation during the overseas experience. Information regarding accommodation near campus can be provided for participants' reference and consideration if needed.

<sup>3</sup> In cases where the participant is a non-graduate teacher (such as Certificated Master), the supply teacher will be paid at the daily rate of a non-graduate teacher. Schools with surplus teachers arising from Voluntary Optimisation of Class Structure Scheme or Extended Retention Period for Surplus Teachers are also eligible for funding for employment of supply teachers.

<b>STEP 1 (Appendix C)</b>	
<b>Submission Method</b>	(a) Download the <b>Application Form (Appendix C)</b> from the Education Bureau website: <a href="http://www.edb.gov.hk/i-Journey">http://www.edb.gov.hk/i-Journey</a> . (b) Submit the Form, duly completed <b>by email</b> to <a href="mailto:AASLPD2@edb.gov.hk">AASLPD2@edb.gov.hk</a> .
<b>Deadline</b>	<b>27 November 2019 (Wednesday)</b>
<b>Notes</b>	An acknowledgement email will be sent to the email address provided upon receipt of each application.



<b>STEP 2 (Appendices D and E)</b>	
<b>Submission Method</b>	(a) Submit the completed <b>Professional Experience and Initial Project Proposal (Appendix D)</b> , together with scanned copies of all supporting documents and any additional sheets (if applicable) <b>by email</b> to <a href="mailto:AASLPD2@edb.gov.hk">AASLPD2@edb.gov.hk</a> . (b) <u>Make arrangements for the <b>Principal's Recommendation Form (Appendix E)</b> to be completed by the Principal of your serving school and submitted <b>by post</b><sup>#</sup> to:</u>  <div style="text-align: center;">             School Leadership &amp; Professional Development Section,              Professional Development and Training Division,              Education Bureau              5/F, East Wing, Central Government Offices,              2 Tim Mei Avenue, Tamar, Hong Kong  <i>(Attn.: Ms Venus TSANG / Mr Ivan LOE)</i> </div> # Please mark clearly on the envelope “ <b><i>i – Journey</i></b> ’ Paid Non-local Study Leave Scheme for Secondary School Teachers (2019/20)” when submitting the Principal’s Recommendation Form by post.
<b>Deadline</b>	<b>4 December 2019 (Wednesday)</b>
<b>Notes</b>	An acknowledgement email will be sent to the email address provided upon receipt of each <b>Professional Experience and Initial Project Proposal (Appendix D)</b> .

### **Teaching Obligation and Undertaking**

9. Participants have to undertake to teach full-time in public sector secondary schools (including government, aided, special schools, caput and DSS schools) in Hong Kong for **two years** upon completion of the Programme.
10. Participants will be required to sign an undertaking, which delineates the terms and conditions that they should comply with, upon their acceptance of a place on the Programme. These include, but are not limited to, the following:
  - (a) Completion of the entire Programme;
  - (b) Participation in pre-departure briefing and sharing session(s) for dissemination of exemplars of school-based projects;
  - (c) Submission of journals and reports;
  - (d) Implementation of the school-based projects by the 2020/21 school year based on their finalised proposal; and
  - (e) Fulfilment of the two-year teaching obligation after completion of the Programme.
11. At any point of time, if a breach of the undertaking occurs, participants will be required to repay to the Government the full/ a pro-rata amount of training cost/expenses (including course fees, transportation costs and study grant, if applicable) on an interest-free basis. The circumstance will be considered on a case-by-case basis for reasons of breaching the undertaking not within the participants' control such as accidents, ill health, etc.

### **Enquiries**

Questions about the Scheme can be directed to Ms Venus TSANG by email at [POSLPD@edb.gov.hk](mailto:POSLPD@edb.gov.hk) or by phone on 3509 8742 or Mr Ivan LOE by email at [AASLPD2@edb.gov.hk](mailto:AASLPD2@edb.gov.hk) or by phone on 3509 8774 of the School Leadership & Professional Development Section, Education Bureau.



***'i – Journey'* Paid Non-local Study Leave Scheme for Secondary School Teachers 2019/20**  
**Programme A(7) \* – Assessment Literacy**  
**Late February – Early April 2020**  
**Southampton, United Kingdom (UK)**

**Programme Brief**

**Background**

In the United Kingdom, the enhancement of teachers' assessment literacy is one of the major emphases of teachers' professional development. Its recent reform of the National Curriculum in 2014 stresses the implementation of assessment to promote learning and teaching. This is reflected particularly in the use of assessment to diagnose learning needs, the provision of timely feedback and active engagement of students and teachers in school formative assessment.

The Southampton-based study programme is expected to provide participants with knowledge of relevant theories, research and latest policies and practices in the UK, and more importantly, offer insights into how the effective measures can be adapted in the Hong Kong context. For example, participants will explore how effective assessment practices, school assessment policy and analysis of assessment data can shed light on the corresponding emphases of assessment/assessment policies in enriching students' learning and fostering their individual learning capabilities as specified in the Ongoing Renewal of the School Curriculum.

**Aim**

The Programme aims to enable participants to:

- (a) acquire knowledge of the English education system and its key features, with a special focus on the latest development of Assessment Literacy in United Kingdom;
- (b) enhance their professional capacity in developing school assessment policy and measures to strengthen the effectiveness of Assessment of/ for/ as Learning;
- (c) develop their repertoire and expertise on the design, implementation and data analysis of assessment;
- (d) integrate structured learning and school attachment to become reflective practitioners; and
- (e) develop teacher leadership through sharing learning outcomes in Professional Learning Communities (PLCs) and disseminating good practices.

**Quota**

The quota for the Programme (2019/20) is **20**.

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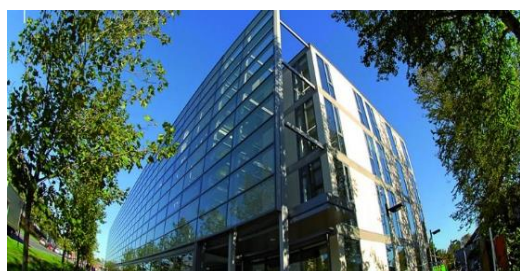
\* Programmes A(1) – A(6) were announced via EDBCM No. 134/2017, No.199/2017, No.179/2018 and No.190/2018 and completed in the 2017/18 s.y. and 2018/19 s.y. Relevant details can be retrieved from EDB website: (<http://www.edb.gov.hk/i-Journey>).

### Southampton Education School, University of Southampton

The Programme will be delivered by the Southampton Education School, University of Southampton. University of Southampton is a world-leading institution offering a full range of professional development programmes for in-service educators. As a founding member of the Russell Group, Southampton has a high reputation for its research and teaching. The Researching Assessment Practices Group (RAP) at Southampton, established to promote and disseminate effective assessment and feedback practices, is an award-winning group widely recognised for its innovative approach and significant impact on curriculum development.

### Programme Content (Late February - Early April 2020)

Phase One (2019/20 s.y.)	Week 1	Pre-trip Preparation (Hong Kong)		
	Weeks 2 – 6	Overseas Experience (Southampton, United Kingdom)		
		<b>Structured Courses,</b> for example: <ul style="list-style-type: none"><li>● Developments and implementation of assessment policies</li><li>● Theoretical concepts of assessment literacy and its relationship to student learning</li><li>● Evaluation of different assessment strategies in classrooms</li><li>● Principles and methods of assessment design</li><li>● Analysis and use of assessment data and results</li><li>● Effective use of e-assessment</li></ul>	<b>School Attachment</b> <ul style="list-style-type: none"><li>● Attachment to three secondary schools</li><li>● Class observation, shadowing, co-planning and co-teaching with a focus on assessment practices</li></ul>	<b>Other Learning Activities,</b> for example: <ul style="list-style-type: none"><li>● Visits to a primary school and a further education college</li><li>● Individual consultation with mentor</li><li>● Consolidation and debriefing sessions</li><li>● Self-learning sessions</li></ul>
	Weeks 7 – 8	Post-trip Consolidation (Hong Kong)		
Phase Two (2020/21 s.y.)	Implementation of Finalised Proposal			



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***'i – Journey'* Paid Non-local Study Leave Scheme for Secondary School Teachers 2019/20**  
**Programme A(8)\* – Catering for Learner Diversity**  
**Late April – Mid-June 2020**  
**Sydney, Australia**

**Programme Brief**

**Background**

Australia is well-known for its fair and inclusive practices that promotes equity and excellence. The most recent Australian Curriculum is designed to support and recognise the needs, interests and learning abilities of all students encompass cognitive, affective, physical, social, and aesthetic curriculum experiences. Australian Professional Standards for Teachers, which explicitly defines teachers' quality and effective teaching in the 21st century, also stresses the importance of teachers to structure their lessons to respond to students' diverse needs and support teachers' professional development in this area.

This Sydney-based study programme is expected to provide participants with knowledge of relevant theories, research and latest policies and practices in Australia, and, more importantly, offer insights into how the effective measures can be adapted in the Hong Kong context. In particular, participants will learn the principles and strategies of engaging and teaching students with a range of diverse abilities and needs through curriculum planning, instructional practices and evaluation strategies.

**Aim**

The Programme aims to enable participants to

- (a) acquire knowledge of Australia's education system and its key features, with a special focus on the latest policies and practices in catering for learner diversity and its delivery of inclusive education;
- (b) learn about systems and instructional support in Australia's classrooms which have been effective and successful in establishing an inclusive environment that embraces, nurtures and educates students regardless of their differences in backgrounds and abilities;
- (c) gather knowledge and strategies for the evidence-based practices deployed by the effective Australian schools in catering for learner diversity and inclusive education;
- (d) integrate structured learning and attachment experience to become reflective practitioners; and
- (e) develop teacher leadership through sharing learning outcomes in Professional Learning Communities (PLCs) and disseminating good practices.

**Quota**

The quota for the Programme (2019/20) is **20**.

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\* Programmes A(1) – A(6) were announced via EDBCM No. 134/2017, No.199/2017, No.179/2018 and No.190/2018 and completed in the 2017/18 s.y. and 2018/19 s.y. Relevant details can be retrieved from EDB website: (<http://www.edb.gov.hk/i-Journey>).

**Department of Educational Studies, Macquarie University**

The Programme will be delivered by the Department of Educational Studies, Macquarie University in conjunction with expert staff from Academy of Continuing Professional Development in Education (ACPDE). Being a newly established organisation of Macquarie University that works alongside outstanding school practitioners, academics and researchers, ACPDE utilises the university's world-leading expertise, extensive experience and excellent research partnerships to develop evidence-based professional development courses for educators across all sectors. The University is ranked 8<sup>th</sup> in Australia in the subject of education in the 2019 QS ranking.

**Programme Content (Late April – Mid June 2020)**

Phase One (2019/20 s.y.)	Week 1	Pre-trip Preparation (Hong Kong)		
	Weeks 2 – 6	Overseas Experience (Sydney, Australia)		
		Structured Courses, for example:	School Attachment	Other Learning Activities, for example:
	Weeks 7 – 8	Post-trip Consolidation (Hong Kong)		
Phase Two (2020/21 s.y.)	Implementation of Finalised Proposal			



(Image source: <https://www.mq.edu.au/bighistory/photos/library.jpg>)



***'i – Journey'* Paid Non-local Study Leave Scheme for Secondary School Teachers 2019/20**  
**Programme A(9) \* – Self-directed Learning**  
**Late April – Mid-June 2020**  
**Turku, Finland**

**Programme Brief**

**Background**

The Finnish education system has been frequently regarded as one of the most successful models in the 21<sup>st</sup> century. Its National Core Curriculum introduced in 2014 focuses on development of seven transversal competence areas. In particular, the competence “Thinking and learning to learn” stresses the importance of Self-directed Learning (SDL). To enable students to learn independently and through interaction with others, students are guided to develop metacognitive skills and build self-confidence in their learning capabilities.

This Turku-based study programme is expected to provide participants with knowledge of relevant theories, research and latest policies and practices in Finland, and, more importantly, offer insights into how the effective implementation of SDL can be adapted in the Hong Kong context. In particular, participants will learn how to assess students’ readiness for SDL learning, adjust their instructional designs and integrate technology into their pedagogical practices.

**Aim**

The Programme aims to enable participants to:

- (a) acquire knowledge of the Finnish education system and its key features, with a special focus on the promotion of SDL;
- (b) enhance professional capacity in designing a learner-centred curriculum that develops students’ SDL capabilities;
- (c) build an extensive repertoire of pedagogical strategies and develop expertise on the use of assessment to promote SDL;
- (d) integrate structured learning and attachment experience to become reflective practitioners; and
- (e) develop teacher leadership through sharing learning outcomes in Professional Learning Communities (PLCs) and disseminating good practices

**Quota**

The quota for the Programme (2019/20) is **20**.

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\* Programmes A(1) – A(6) were announced via EDBCM No. 134/2017, No.199/2017, No.179/2018 and No.190/2018 and completed in the 2017/18 s.y. and 2018/19 s.y. Relevant details can be retrieved from EDB website: (<http://www.edb.gov.hk/i-Journey>).

### Faculty of Education, University of Turku

The Programme will be delivered by the Faculty of Education, University of Turku in conjunction with expert staff from Teacher Training Schools of the University. Being the second largest university in Finland in terms of student enrollment, University of Turku, together with three other renowned Finnish universities, has established the Finland University to combine the breadth of experience and expertise in international cooperation and to provide high-quality research-based education and training for educators at different career stages.

### Programme Content (Late April – Mid-June 2020)

Phase One (2019/20 s.y.)	Week 1	Pre-trip Preparation (Hong Kong)		
	Weeks 2 – 6	Overseas Experience (Turku, Finland)		
		<div>Structured Courses, for example:</div> <div><ul style="list-style-type: none"><li>● Introduction to Finnish education system and the National Core Curriculum</li><li>● SDL in the Finnish education system and Core Curriculum</li><li>● Towards a learner-centred curriculum: Transversal competences</li><li>● Pedagogical strategies to promote a self-directed classroom</li><li>● Using assessment to promote students’ readiness for SDL</li></ul></div>	<div>School Attachment</div> <div><ul style="list-style-type: none"><li>● Attachment to three secondary schools</li><li>● Participation in school events, class observation, shadowing, etc.</li><li>● Collaborating with Finnish teachers in lesson planning and co-teaching</li></ul></div>	<div>Other Learning Activities, for example:</div> <div><ul style="list-style-type: none"><li>● Visits to a primary school and a vocational upper secondary school</li><li>● Practitioner research workshops</li><li>● Individual consultation with mentor</li><li>● Consolidation and debriefing sessions</li><li>● Self-learning sessions</li></ul></div>
	Weeks 7 – 8	Post-trip Consolidation (Hong Kong)		
Phase Two (2020/21 s.y.)	Implementation of Finalised Proposal			



(Image source: <http://www.utu.fi/en/Pages/home.aspx>)

Application Number: \_\_\_\_\_ (Office use only)



***'i – Journey'* Paid Non-local Study Leave Scheme for Secondary School Teachers (2019/20)**

**Application Form**

**Applicant's Choice of Programme** (Please choose ONE only)

Programme	Location	Programme Dates (Tentative)	Choice of Programme*
A(7) Assessment Literacy	Southampton, the United Kingdom	Late February – Early April 2020	<input type="checkbox"/>
A(8) Catering for Learner Diversity	Sydney, Australia	Late April – Mid-June 2020	<input type="checkbox"/>
A(9) Self-directed Learning	Turku, Finland	Late April – Mid-June 2020	<input type="checkbox"/>

**Section A Personal Particulars**

Name in English (same as that shown on your HKID Card)	(Surname)	(Other Names)	
Name in Chinese (if applicable)			
Are you a permanent resident of the Hong Kong Special Administrative Region?*		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are you a registered teacher?*		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Daytime Contact Telephone Number		Mobile Phone	
Email Address	(Please ensure your email address is correct, as applicants will be contacted and notified of the results through email.)		

\* Please insert a “✓” in the appropriate box.

Application Number: \_\_\_\_\_ (Office use only)

**Section B School Information**

2

School Name in English			
Finance Type of School*	<input type="checkbox"/> Government	<input type="checkbox"/> Aided ( <i>Ordinary School</i> )	<input type="checkbox"/> Aided ( <i>Special School</i> )
	<input type="checkbox"/> Caput	<input type="checkbox"/> Direct Subsidy Scheme	
School Address			
School Telephone No.			
Are you currently on acting appointment? *	<input type="checkbox"/> Yes <sup>#</sup>	<input type="checkbox"/> No	Your Substantive Rank (e.g. EO, CM, GM, etc.)

<sup>#</sup> Please note that participants who are on acting basis should cease their acting appointment for the whole full-pay study leave period.

**Section C Teaching Experience** (*in chronological order*)

(i) Years of full-time teaching experience in local secondary schools\*:

☐ 5-10     
 ☐ 11-15     
 ☐ 16-20     
 ☐ over 20

(ii) Subjects Taught and Levels in the most recent **THREE** years (*Only full-time experience in local secondary schools*)

School Year ( <i>in chronological order</i> ) (e.g. 2017/18, 2018/19, 2019/20)	Subjects Taught and Levels (e.g. Chinese(S.1))

\* Please insert a “✓” in the appropriate box.

Application Number: \_\_\_\_\_ (Office use only)

**Section D      Personal Information Collection Statement**

3

Any information, including personal data provided in this form will be used by the EDB for processing application and selection of the Scheme. If the application is successful, the information may be disclosed upon request to the collaborating institutions and other support organisations for communication and programme engagement purposes.

The EDB is authorised to publicise information that contains your name, professional background, and all other materials used during and produced after the Scheme for promotion, recording and reporting, and creating a compendium/resource database for the Professional Learning Communities (PLCs) via public channels including but not limited to publications, websites, and other social media platforms.

The provision of personal data in the form is obligatory. If you do not provide sufficient information, the EDB may not be able to process the application.

You have the right to request access to or correct your personal data provided in this form in accordance with the provisions of the Personal Data (Privacy) Ordinance. For enquiries, please contact Mr Ivan LOE at Tel.: 3509 8774 or e-mail: [AASLPD2@edb.gov.hk](mailto:AASLPD2@edb.gov.hk).

**Section E      Declaration**

I declare that all the information provided in this form is, to my best knowledge, complete and accurate. If I willfully give any false information or withhold any material information in this form, or fail to notify the office concerned of any subsequent change of the information provided, it will render me liable to disqualification for selection or discontinuation of participation in the Scheme, and I may be required to repay to the Government the full/ a pro-rata amount of training cost/expenses (including course fees, transportation costs and study grant, if applicable) on an interest-free basis. I understand that my application should be supported by relevant documents/evidence. If I fail to do so, my application may not be processed.

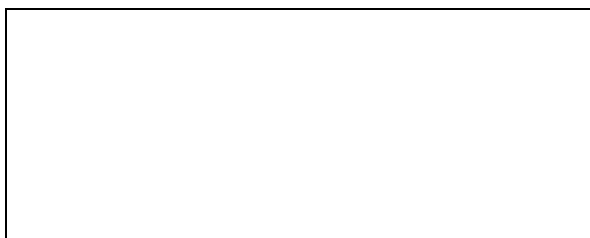
I have carefully read and fully understood all the contents of the “Personal Information Collection Statement” at Section E above and agreed that the personal data provided can be used by the EDB for the stated purposes.

I consent to the EDB making any necessary enquiries as required in matters relating to the Scheme and for the verification of the information given in my application.

**Name of Applicant:** \_\_\_\_\_

**Please click the box below to process digital signature.**

***Note: Content of this form cannot be edited after it is digitally signed***



**Please submit this file by email to [AASLPD2@edb.gov.hk](mailto:AASLPD2@edb.gov.hk) by 27 November 2019 (Wednesday).**

Application Number: \_\_\_\_\_ (Office use only)



***'i – Journey'* Paid Non-local Study Leave Scheme for Secondary School Teachers (2019/20)**

**Professional Experience & Initial Project Proposal**

**Applicant's Choice of Programme** (Please choose ONE only)

Programme	Location	Programme Dates (Tentative)	Choice of Programme*
A(7) Assessment Literacy	Southampton, the United Kingdom	Late February – Early April 2020	<input type="checkbox"/>
A(8) Catering for Learner Diversity	Sydney, Australia	Late April – Mid-June 2020	<input type="checkbox"/>
A(9) Self-directed Learning	Turku, Finland	Late April – Mid-June 2020	<input type="checkbox"/>

**Section A Personal Particulars**

Name in English (same as that shown on your HKID Card)	(Surname)	(Other Names)	
Name in Chinese (if applicable)			
Daytime Contact Telephone Number		Mobile Phone	
Name of School			
Have you already submitted the completed Application Form (Appendix C)?* <input type="checkbox"/> Yes <input type="checkbox"/> No			

\* Please insert a “✓” in the appropriate box.

Application Number: \_\_\_\_\_ (Office use only)

**Section B      Relevant Experience**

Please provide details of duties/experience in the past **FIVE** years that are relevant to the experience preferred as specified in 2(a) in **Information Notes to Applicants (Appendix A)**. You could attach additional sheets, if applicable.

School Name/ Organisation	Duties/Experience in the past <u>five</u> years, for example: <ul style="list-style-type: none"> <li>Serving as a member of academic/curriculum affairs committees</li> <li>Serving as PSHE panel chairperson/SENCO</li> <li>Conducting an action research on Assessment Literacy/Catering for Learner Diversity/Self-directed Learning</li> <li>Being a member of Subject Committees/Moderation Committees of HKEAA</li> </ul>	Date (in chronological order)	
		From (MM/YY)	To (MM/YY)

**Section C      Relevant Structured Training/Professional Development (Optional)**

Please provide details of participation in professional development activities that are **related to the programme applied for** in the past **FIVE** years. You could attach additional sheets, if applicable.

(Please attach scanned copy/copies of documentary proof(s) for activities listed below)

Organisation	Programme Name	Date (in chronological order)		Duration (in hours)
		From (DD/MM/YY)	To (DD/MM/YY)	

Application Number: \_\_\_\_\_ (Office use only)

**Section D Initial Proposal on a School-based Project**

3

With reference to the theme of the Programme applied for, please describe briefly your initial ideas for a school-based project (e.g. developing a teaching package for thematic learning, exploring the factors affecting student engagement in thematic learning) upon consent from your school.

(You may use the following template or your own version but details for all items below (i.e. 1-7) should be provided. Please attach additional sheets if necessary.)

<b>1. Project Title</b>
<b>2. Project objective(s) and how it/they fit(s) the curriculum/development needs of your school</b>
<b>3. Brief description of your project</b>

Application Number: \_\_\_\_\_ (Office use only)

#### 4. Initial implementation plan *(estimates of time, manpower and resources needed)*

1

[illegible]

Application Number: \_\_\_\_\_ (*Office use only*)

**5. Expected outcomes and benefits to self/students/colleagues/school/education community**

5

**6. Approach(es) to evaluate the effectiveness of your project (e.g. questionnaires, focus groups, lesson observation)**

**7. How would the overseas learning experience be crucial to your project described above?**

**Office Use Only**

Application Number: \_\_\_\_\_ (Office use only)

**Section E      Personal Information Collection Statement**

6

Any information, including personal data provided in this form will be used by the EDB for processing application and selection of the Scheme. If the application is successful, the information may be disclosed upon request to the collaborating institutions and other support organisations for communication and programme engagement purposes.

The EDB is authorised to publicise information that contains your name, professional background, and all other materials used during and produced after the Scheme for promotion, recording and reporting, and creating a compendium/resource database for the Professional Learning Communities (PLCs) via public channels including but not limited to publications, websites, and other social media platforms.

The provision of personal data in the form is obligatory. If you do not provide sufficient information, the EDB may not be able to process the application.

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**Section F      Declaration**

I declare that all the information provided in this form is, to my best knowledge, complete and accurate. If I willfully give any false information or withhold any material information in this form, or fail to notify the office concerned of any subsequent change of the information provided, it will render me liable to disqualification for selection or discontinuation of participation in the Scheme, and I may be required to repay to the Government the full/ a pro-rata amount of training cost/expenses (including course fees, transportation costs and study grant, if applicable) on an interest-free basis. I understand that my application should be supported by relevant documents/evidence. If I fail to do so, my application may not be processed.


I have carefully read and fully understood all the contents of the “Personal Information Collection Statement” at Section D above and agreed that the personal data provided can be used by the EDB for the stated purposes.

I consent to the EDB making any necessary enquiries as required in matters relating to the Scheme and for the verification of the information given in my application.

**Name of Applicant:** \_\_\_\_\_

**Please click the box below to process digital signature.**

***Note: Content of this form cannot be edited after it is digitally signed***



Application Number: \_\_\_\_\_ (Office use only)

**Section G      Principal's Recommendation**

The Recommendation Form (Appendix E) should be completed by the Principal of the applicant's serving school and returned to the Education Bureau at the following address separately with the envelope clearly marked "***J* – Journey**" Paid Non-local Study Leave Scheme for Secondary School Teachers (2019/20)" by **4 December 2019 (Wednesday)**.

**School Leadership & Professional Development Section**  
**Professional Development and Training Division**  
**Education Bureau**  
**5/F, East Wing, Central Government Offices**  
**2 Tim Mei Avenue, Tamar**  
**Hong Kong**  
**(Attn: Ms Venus TSANG / Mr Ivan LOE)**

Please submit this file by email to [AASPLD2@edb.gov.hk](mailto:AASPLD2@edb.gov.hk) by **4 December 2019 (Wednesday)**  
with scanned copies of all supporting documents.

限閱文件  
Restricted

Application Number: \_\_\_\_\_ (Office use only)



1

## ***'i - Journey'* Paid Non-local Study Leave Scheme for Secondary School Teachers (2019/20)**

「*i - Journey*」在職中學教師帶薪境外進修計劃（2019/20 學年）

### **Principal's Recommendation Form**

#### **由申請人填寫 To be Completed by the Applicant**

申請人的個人資料 Applicant's Personal Particulars	
英文姓名 Name in English	
中文姓名 Name in Chinese	
日間聯絡電話 Daytime Contact Number	
電郵地址 Email Address	

申請人選擇的進修計劃 Applicant's Choice of Programme 請在適當方格內加上“✓”號。 Please insert a “✓” in the appropriate box.		
進修計劃及上課地點 Programme & Location	進修計劃日期 Programme Dates	選擇的進修計劃 Choice of Programme
<b>A(7)</b> 評估素養 英國南安普敦 <b>Assessment Literacy</b> Southampton, the United Kingdom	二月下旬至四月上旬 Late February – Early April	<input type="checkbox"/>
<b>A(8)</b> 照顧學生的多樣性 澳洲悉尼 <b>Catering for Learner Diversity</b> Sydney, Australia	四月下旬至六月中旬 Late April – Mid-June	<input type="checkbox"/>
<b>A(9)</b> 自主學習 芬蘭圖爾庫 <b>Self-directed Learning</b> Turku, Finland	四月下旬至六月中旬 Late April – Mid-June	<input type="checkbox"/>

Application Number: \_\_\_\_\_ (Office use only)

**由校長填寫 To be Completed by the Principal**

2

**甲部 Section A**

在評核申請人校本計劃的初步計劃書後，對申請人是否適合參加「*i – Journey*」在職中學教師帶薪境外進修計劃(2019/20學年)的概括評價

Overall comments on the applicant's suitability for participating in the '*i – Journey*' Paid Non-local Study Scheme for Secondary School Teachers (2019/20) upon consideration of his/her Initial Project Proposal

請參考以下準則以評核申請人校本計劃的初步計劃書：

Please assess the applicant's Initial Project Proposal with reference to the following criteria:

- 配合學校發展，針對學校的課程/發展需要  
Alignment with school development, addressing the school's curriculum/development needs
- 對學習和教學/學生發展/學校發展的益處  
Potential benefits to learning and teaching/student development/school development
- 建議計劃的可行性  
Feasibility of the proposed project

請在適當方格內加上“✓”號。

Please insert a “✓” in the appropriate box.

☐ 本人 **推薦** 此申請人，並批准申請人離校參與整個課程，以及出席推廣優良校本計畫的分享會。  
I **recommend** this applicant and agree to release him/her from duty to attend the Programme and any sharing session(s) for dissemination of exemplars of school-based projects.

☐ 本人 **不推薦** 此申請人。  
I **do not recommend** this applicant.

**乙部 Section B (可選擇是否填寫) (Optional)**

對申請人或其初步計劃書的概括評價 (如空位不敷應用，請另頁書寫，隨推薦表格附上)

Overall comments on applicant's suitability or his/her Initial Project Proposal (Please attach additional sheets if necessary.)

校長簽署

Signature of Principal:

校長姓名

Principal Name:

學校名稱

School Name:

日間聯絡電話

Daytime Contact Number:

電郵地址

Email Address:

日期

Date:

校印

School Chop

Application Number: \_\_\_\_\_ (Office use only)

## 填寫推薦表格須知：

## Notes on completing the Recommendation Form (Appendix E):

- (a) 推薦表格須由申請人現職學校的校長填寫。  
The Recommendation Form should be completed by the Principal of the applicant's serving school.
- (b) 請為每一位申請人遞交一份推薦表格。  
Please submit one Recommendation Form for each applicant.
- (c) 校長可以中文或英文填寫本表格。  
The Recommendation Form can be completed in Chinese or English.
- (d) 推薦表格須於 2019 年 12 月 4 日或之前寄至教育局。收件地址如下：

香港添馬添美道 2 號 政府總部東翼 5 樓  
教育局 專業發展及培訓分部 學校領導及專業發展組  
(經辦人：曾昭楹女士 / 呂青松先生)

The completed Recommendation Form (Appendix E) should be sent to the Education Bureau at the following address on or before 4 December 2019:

**School Leadership & Professional Development (SLPD) Section**  
**Professional Development and Training Division, Education Bureau**  
**5/F, East Wing, Central Government Offices**  
**2 Tim Mei Avenue, Tamar**  
**Hong Kong**  
(Attn: Ms Venus TSANG / Mr Ivan LOE)

- (e) 信封面請註明「『*i – Journey*』在職中學教師帶薪境外進修計劃 (2019/20 學年) 推薦表格」。  
Please mark clearly on the envelope “Recommendation Form for ‘*i – Journey*’ Paid Non-local Study Leave Scheme for Secondary School Teachers (2019/20)”.
- (f) 有關「『*i – Journey*』在職中學教師帶薪境外進修計劃 (2019/20 學年)」的查詢，可聯絡教育局學校領導及專業發展組曾昭楹女士（電話：3509 8742/ 電郵地址：[POSLPD@edb.gov.hk](mailto:POSLPD@edb.gov.hk)）或呂青松先生（電話：3509 8774/ 電郵地址：[AASLPD2@edb.gov.hk](mailto:AASLPD2@edb.gov.hk)）。  
Enquiries about the ‘*i – Journey*’ Paid Non-local Study Leave Scheme for Secondary School Teachers (2019/20) can be directed to Ms Venus TSANG by phone on 3509 8742 or by email at [POSLPD@edb.gov.hk](mailto:POSLPD@edb.gov.hk) or Mr Ivan LOE by phone on 3509 8774 or by email at [AASLPD2@edb.gov.hk](mailto:AASLPD2@edb.gov.hk) of the School Leadership and Professional Development Section, Education Bureau.

## 收集個人資料聲明

## Personal Information Collection Statement

閣下提供的資料將交由教育局用作處理本「計劃」之申請及遴選。

Any information, including personal data provided in this form will be used by the EDB for processing application and selection of the Scheme.

你必須在此表格提供所需的個人資料。倘若所提供的資料不足夠，教育局可能無法處理有關申請。

The provision of personal data in the form is obligatory. If you do not provide sufficient information, the EDB may not be able to process the application.

根據《個人資料(私隱)條例》，任何人均有權要求查閱或改正已向本局提供的個人資料。有關查詢可致電 3509 8774 或電郵至 [AASLPD2@edb.gov.hk](mailto:AASLPD2@edb.gov.hk) 聯絡呂青松先生。

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 Mr Ivan LOE at Tel : 3509 8774 or e-mail: [AASLPD2@edb.gov.hk](mailto:AASLPD2@edb.gov.hk).