

Responses of HKSSSC Ex Co to EMB Follow-up Actions on CTW Report

	Recommendations	Actions (from EMB)	Responses
R.1	There must be enhanced communication within the school and among different stakeholders, in particular between EMB and teachers.	Regional Education Officers will meet teachers during their regular school-based liaison visits to collect feedback. Theme-based seminars and forums on major education initiatives for key stakeholders including teachers will continue.	<i>This are existing practices, but can be more effective if REO officers can be better informed of new policies and initiatives under the judiciary of various EMB branches.</i>
R.2	Where piloting of policy initiatives is required, pilots should best be conducted across a range of schools differing in student intake and school ability.	Subject to schools' consent, pilots will be conducted across a range of schools with different student intake and school ability.	<i>Be more open in selecting pilot schools with explicit criteria made known to schools. If possible, allow school to apply to take part in pilot schemes.</i>
R.3	In the implementation of major reform initiatives, EMB should actively seek the advice of the Education Commission (EC).	EMB will liaise closely with EC on matters concerning the implementation of major reform initiatives. Due attention and advice will be given on teachers' capacity to cope and their work-life balance.	<i>No comment.</i>
R.4	EMB should look into the various accountability mechanisms and streamline procedures where necessary.	To reduce teachers' administrative work, EMB is exploring the feasibility of standardizing the reporting and evaluation process for the use of grants by schools, eliminating duplicated reporting, and replacing detailed reporting by <u>disclosure in Annual School Reports and targeted evaluations</u> where needed.	<i>Need consultation with school sector and allow sufficient time for discussion before introduction of any new measures.</i>
R.5	The School Development and Accountability (SDA) framework could serve as the common accountability framework, subject to on-going review.	EMB is reviewing the SDA framework in preparation for the <u>second cycle of ESR in the 2008/09 school year</u> . The review will take account of teachers' concern for undue workload in School Self Evaluation (SSE)/ESR, examine mode and procedures, and provide more effective tools for SSE.	<i>Is it decided that the 2nd cycle of ESR will start in 2008/09 school year? Need consultation with school sector and allow sufficient time for discussion before making new decision.</i>
R.6	Schools should exercise professional autonomy to flexibly deploy manpower in ways best suited to individual needs, e.g. the adoption of "reduced teaching load" and / or "smaller class size". EMB should also consider creating more permanent teaching posts and further increasing the teacher-to-student ratio.	EMB will continue to <u>provide additional permanent teaching posts as committed under the 9 relief measures</u> , including the conversion of temporary Primary School Master (Curriculum Development) and specialized teaching posts to permanent ones. EMB will also closely monitor the provision of teachers to schools and <u>consider creating more permanent teaching posts to improve the teacher-to-student ratio subject to operational needs and availability of funds.</u>	<i>There should be more specific plan for creating more permanent teaching posts.</i>

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R.7	Schools should put in place a school-based mechanism to regularly review non-teaching tasks and the support system available.	Where appropriate, e.g. through circulars and the web, EMB will remind schools of the need for school-based review of non-teaching tasks and support schools through promulgation of best practices.	<i>Provide training for non-teaching staff to cater for the needs of school nowadays, e.g. property management, office management, etc.</i>
R.8	On a need basis, schools could conduct an independent review of their administrative work to identify the best improvement methods. In cases where improvements of demonstrated needs entail additional resources, EMB should consider rendering the necessary support to schools.	Schools can bid for funds from QEF to conduct a school-based review on administrative work. Where implementation of improvement measures arising from demonstrated needs requires additional funding at the initial stage, schools can also make use of QEF.	<i>Provision of Standard package for schools to apply.</i>
R.9	One-off funding could be made available, on application from schools, to top up their IT provisions for administrative purposes.	Schools can bid for one-off fund from QEF to top up their IT provisions for administrative purpose.	<i>Provision of Standard package for schools to apply. Assistance for needy students in paying administrative cost when applying Autopus payment</i>
R.10	The capacity of school leaders (including SMC, principal, senior and middle managers) could be further enhanced through networks and professional development.	A series of 3-day School Leaders Workshops was conducted in the past 2 years for school leaders of all secondary schools and another series of 1-day workshops is being organized for middle managers. EMB will continue to consult SMC, principal, senior and middle managers on their professional development needs in managing the school. Where necessary, relevant professional development programmes will be funded by EDF.	<i>What types of training programmes are relevant?</i>
R.11	EMB should continue its review of Integrated Education and work closely with schools, teacher education institutions and outside bodies in the formulation of support measures which help tackle special educational needs and student diversity.	EMB is conducting an on-going review of Integrated Education and gauging the views of stakeholders through regular meetings. Additional resources to schools with effect from the 2006/07 school year include additional teachers at junior secondary levels of schools with Band 3 and bottom 10% students, enhanced speech therapy service for primary schools through the Enhanced Speech Therapy Grant, and the allocation of a Special Education Support Officer to each primary school to act as a resource person. <u>A 5-year teacher training framework will also take effect from the 2007/08 school year</u> to further help teachers take care of students with special educational needs in ordinary schools.	<i>More support is needed for successful implementation of Integrated Education. It is doubtful if the training can prepare teachers adequately. Is the training counted as paid study leave ?</i>

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R.12	Teacher education institutions could consider placing greater emphasis in teacher education programmes on physical and mental well-being of teachers.	EMB will remind teacher education institutions of the need for better life skills in their programmes to promote better self-understanding and resilience in teachers.	<i>No comment</i>
R.13	Relevant parties could collaborate to refine current understanding of teacher stress. The Hong Kong Teachers' Centre could take up a more prominent role in providing pertinent practical and empathic support to teachers	EMB will liaise closely with the Hong Kong Teachers' Centre, which is managed by teacher representatives and education organizations, to strengthen support that pertains to healthy life skills and better work-life balance.	<i>What kind of support are needed by teachers?</i>
R.14	In the promotion of a healthy school, schools could take a proactive stance, with the support of EMB, in fostering partnership with outside experts and community services within the district.	EMB will encourage schools to develop the culture of a healthy school and establish collaborative partnerships with various sources of expertise. EMB will provide assistance where necessary.	<i>Are there any actual proposals?</i>
R.15	EMB could continue to make available funding under the Quality Education Fund to promote a whole-school approach to teacher wellness.	QEF will continue to extend funding that facilitates schools to adopt a whole-school approach to teacher wellness.	<i>What is teacher wellness? Provision of Standard package for schools to apply.</i>
R.16	EMB should explore various options to allow teachers to reap the full benefits of professional development activities, e.g. by providing paid study leave.	EMB will explore various options for allowing teachers time and space to pursue professional development activities.	<i>Need consultation with school sector and allow sufficient time for discussion.</i>
R.17	Teachers should exercise discretion to prioritize activities pertinent to their own and their schools' developmental needs.	EMB will promulgate relevant ideas through school visits and experience sharing sessions. <u>Increased emphasis will be paid to supporting school-based professional development programmes.</u> Professional development courses for school leaders and teachers will include components on manpower planning and time management.	<i>What kind of support ? Better coordination is needed in the provision of various PD programmes by various EMB Branches.</i>
R.18	In raising the public profile and standing of the profession, the government and outside bodies could explore different ways of acknowledging teachers' achievements.	EMB will continue the activities that raise public awareness and appreciation of teaching as a profession. Where appropriate, outstanding teachers will be nominated for various awards. <u>Opportunities of collaborating with outside bodies will also be explored.</u>	<i>Any plan on how to deploy outstanding teachers in sharing their good practices?</i>