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, taking into consideration of the Hong Kong education policy context, changing societal needs and expectations, new normal in education, latest developments in our country, Hong Kong's relationship and interdependence with the Mainland and globalization

    b.   Values to be upheld, including ensuring equal education opportunities for students and their right to education

    c.   Promoting knowledge management

    d.   Equipping students for the future and fostering whole-person development and diverse talents

    e.   Leading School-based Management[1]

    f.   Adopting effective leadership styles including ethical leadership and distributed leadership

    g.   Leading the school to fulfill the legal obligations and liabilities prescribed by various ordinances [2] and regulations, such as the key concepts of the Constitution and the Basic Law; understanding 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); leading and supporting teachers in the aspects of school management, teacher training, learning and teaching and learning activities in order to facilitate them to enhance students' understanding of national security and law-abiding awareness and to implement national and national security education in a comprehensive manner; promoting national education (including education on the national flag, the national emblem and the national anthem; as well as Constitution and Basic Law education and national security education, etc.) in school[3].

    h.   Illustration of leadership and strategic planning in response to policy initiatives: integrated education[4], special education[5], values education[6], whole school approach to guidance and discipline, whole school language policy, life planning education, education support to non-Chinese speaking (NCS) students[7], promotion of an active and healthy lifestyle[8], lifelong learning,

catering for students' diverse learning and development needs, 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 Curriculum[9], whole-school curriculum planning, *Primary Education Curriculum Guide (Pilot Version) (2022)*[10], *Secondary Education Curriculum Guide* (SECG) (2017) and its Supplementary Notes (2021), 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 recommended by the Curriculum Development Council at different Key Stages as well as the vertical continuity and lateral coherence

    - Planning and developing the school curriculum through adopting the approaches of "diversified strategies", "mutual coordination", "natural connection", "organic integration", "learning within and beyond the classroom", and "whole-school participation"

- Whole-person development and lifelong learning

    - helping students achieve the updated seven learning goals through planning and implementing the school curriculum, taking into account

students' abilities and interests as well as their learning and developmental needs at different Key Stages

- fostering students' holistic and balanced development in a progressive manner 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 proper values, attitudes and behaviour, hence cultivating their self-learning and lifelong learning capabilities

- creating space and opportunities (including planning the "learning time" of students and making good use of the learning opportunities within and beyond the classroom) for students to develop multiple skills and talents and to achieve whole-person development

- Embracing learner diversity

- identify and understand the diverse needs of different learners such as NCS students[11], students with special educational needs (SEN) and gifted students[12]

- adopt appropriate instructional and support strategies to cater for learner diversity[13], as well as accommodation in homework and assessment

- Cross-curricular domains in education: Language and Reading across the Curriculum; whole-school curriculum planning on values education (covering moral and ethical education, civic education, national education (including Constitution, Basic Law and national security education[14]), health education (including anti-drug education / resistance to harmful substance), life education, sex education, family education, media and information literacy education, education for sustainable development, etc.); STEAM education and information technology in education; fostering creativity, communication, critical thinking and an entrepreneurial spirit; building of an inclusive school environment; physical and mental health promotion and personal growth education in primary schools[15]

- Interfaces at various key stages: Taking into consideration the interests, abilities and needs of students, devise school-based adaptation in learning, teaching and assessment strategies for curriculum continuity, with a view to enhancing kindergarten-primary interface, primary-junior secondary interface and junior secondary-senior secondary

interface to facilitate whole-person development

- Ongoing renewal of the school curriculum[16]: implementation of the recommendations of the *Primary Education Curriculum Guide (Pilot Version) (2022), Secondary Education Curriculum Guide* (2017) (including the updated seven learning goals and the major renewed emphases) and the recommendations of the Task Force on Review of School Curriculum (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 aims of curriculum, pedagogy and assessment, including the use of diverse modes of assessment, making the most of assessment data and the provision of 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) Developing, selecting and optimising the use of learning and teaching resources which align with the curriculum aims to support students' learning effectively, including the resources developed by the Education Bureau and those available in the community

e. Curriculum planning for secondary schools with special reference to the implementation of the fine-tuned medium of instruction (MOI) arrangements for secondary schools[17], the senior secondary curriculum framework[18] 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: the design of a broad and balanced three-year senior secondary curriculum with diversified subject choices (including Applied Learning and Adapted Applied Learning courses) to cater for students' abilities, aspirations and interests; arranging holistic activities under Other Learning Experiences to broaden students' horizons and thus help them explore their personal strengths and targets; and making the most of the released space under the measures to optimise the four senior secondary core subjects to enrich students' learning experiences, hence catering for their diverse needs more effectively and facilitating

articulation to multiple pathways

f.   Curriculum planning for primary schools:

(i)   Enhancing whole-school curriculum planning for enabling students to achieve the updated seven learning goals of primary education, and also strengthening the interface between primary and kindergarten as well as secondary levels

(ii)   Adoption of the notion of "learning time" in planning students' learning in order to create space for their balanced physical and mental development

(iii)   Strengthening values education (including life education, national education and national security education) to nurture students' sense of belonging to our country and national identity as well as positive values, attitudes and behaviour

(iv)   Reviewing and optimising school assignment and assessment policy for creating space, as well as the transformation of the modes of assignment and assessment for enhancing student learning

(v)   Articulation of different Key Learning Areas and cross-curricular learning through implementation of life-wide learning to enrich students' learning experiences and foster whole-person development

(C) Teacher professional growth and development

    a.   Policy and practice on teachers' professional development and growth in Hong Kong

        (i)   Professional Ladder for Teachers[19] and core training programmes

        (ii)   T-standard[+ 20]

        (iii)   Guidelines on Teachers' Professional Conduct[21]

        (iv)   Teachers' Continuing Professional Development (CPD) Framework (ACTEQ, 2003, 2006 & 2009)

        (v)   Teacher Competencies Framework (ACTEQ, 2003)

    b.   The three core elements of teachers' professional growth: professional competencies, professional values and conduct, as well as aspiration for self-advancement through self-reflection

    c.   Teacher professional 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, STEAM education, student support and assessment, teachers' changing roles under the whole school approach to integrated education

    d.   Providing school-based training for teachers under different professional development stages (e.g. Teacher Induction Scheme[22]), with a view to fostering the school as a learning organisation

    e.   Raising teachers' awareness of the need to change to tie in with the implementation of education initiatives

(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 and procurement procedures in aided schools: 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 resource[23] outside OEBG/EOEBG

        -    management of existing provision and resources for integrated education[24] 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)[25]

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 NETs[26] as well as the implementation of all graduate teaching force policy

    (iii)   Basic knowledge of personnel matters[27] with particular reference to the Education Ordinance, Education Regulations, Employment Ordinance and Code of Aid

    (iv)   Legal matters[28] 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 (including discrimination and sexual harassment at the workplace)
-    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 balances[29], 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 schools[30]

j.   Optimising the use of external resources to support learning and teaching

(E)   Quality assurance and accountability

    a.   Implementing the enhanced School Development and Accountability (SDA) framework [31] to facilitate 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) for continuous improvement through the "Planning-Implementation-Evaluation" (P-I-E) cycle while enhancing transparency and accountability in the spirit of school-based management, and strengthening the integrative use of a range of SSE information and data as well as evaluation tools (including Performance Indicators for Hong Kong Schools, Key Performance Measures, Stakeholder Survey and APASO, etc.) to holistically evaluate school performance in nurturing the desired qualities in students using the seven learning goals as the focus for reflection, with the aims of fostering students' whole-person development and nurturing their lifelong and self-directed learning capabilities

    c.   Embedding SSE into daily school practice, including the development of a reflective culture within the school, compiling of school development plan, annual school plan and school report

    d.   Following up on the recommendations of the external school review reports and focus inspection reports for continuous self-improvement and improving students' performance in relation to the seven learning goals

(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 Policy[32]

    d.   Co-operation and networking with other schools/organisations in supporting NCS students and students with SEN with a view to providing cross-disciplinary professional support

        (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

(ii) SEN students:
- co-operation between ordinary schools and special schools in supporting students with SEN
- by means of School Partnership Scheme[33] or in the form of resources sharing, transfer of information[34], assessment and referral mechanism in supporting students with SEN
- promotion of inclusive culture among stakeholders, including schools, parents, the community and the public

e. Crisis management and prevention of student suicides
- leading and preparing the school to manage crisis[35]
f. Prevention and handling of communicable diseases in schools – leading and well preparing the school for health protection measures[36]
g. Dealing with the media and general public, conflict management and handling of complaints (including the understanding of the "Enhanced School Complaint Management Arrangements")

Notes:

[1] (a) 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

(b) Under School-based Management, principals are required to facilitate IMC managers' effective governance of the school and lead the sustainable development of the school including the promotion of supervisor and manager training. For details, please refer to the Education Bureau's suggested learning areas for supervisors and school managers at https://www.edb.gov.hk/attachment/en/sch-admin/sbm/handy-tips/SchoolManagersLearningAreas_SoftTarget_2019sep_en.pdf

[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 good practices on promoting the Constitution and Basic Law education in schools

(b) Please visit:

Website on Constitution and Basic Law Education
https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/nse/index.html
National Education One-stop Portal
https://cbleportal.edb.edcity.hk/index.php?class=index&func=cate&selectlangtype=3

[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 enhanced 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"
  https://sense.edb.gov.hk/uploads/page/integrated-education/guidelines/indicators-082008_e.pdf
- "Operation Guide on the Whole School Approach to Integrated Education"
  https://sense.edb.gov.hk/uploads/page/integrated_education/landing/ie_guide_en.pdf
- "Parent Guide on the Whole School Approach to Integrated Education"
  https://sense.edb.gov.hk/uploads/page/integrated-education/guidelines/ieparentguide.pdf
- Student Support Team and Special Education Needs Coordinator Website
  https://sense.edb.gov.hk/en/integrated-education/student-support-team-and-special-educational-needs-coordinator.html
- "Code of Practice on Education under the Disability Discrimination Ordinance"
  https://www.eoc.org.hk/EOC/Upload/cop/ddo/cop_edu_e.htm
- Education Bureau Circular (EDBC) No. 10/2021 on "Teachers' Continuing Professional Development in Catering for Students with Special Educational Needs"
  https://applications.edb.gov.hk/circular/upload/EDBC/EDBC21010E.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] Please visit the following website on Values Education
  https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/index.html

[7] 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

[8] Please visit the following related websites:
- "Active Students, Active People" Campaign

https://www.edb.gov.hk/en/pe/asap
- Centre for Health Education and Health Promotion
https://www.cuhk.edu.hk/med/hep/HPS/e_initiatives.html

9   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

10   Please visit the following website for information on the Primary Education Curriculum Guide (Pilot Version) (2022):
http://www.edb.gov.hk/pecg/eng

11   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

12   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) curriculum planning and teachers' professional development
(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 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

13   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://sense.edb.gov.hk/uploads/page/integrated-education/guidelines/SpecialExamArrangement_20181210_en.pdf
  ✧ Frequently Asked Questions on Special Examination Arrangements for Students with Special Educational Needs
    https://sense.edb.gov.hk/uploads/page/integrated-education/learning-and-teaching/sea_faq_e.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

14   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
      Please refer to EDBC No. 4/2021 on "National Security Education in School Curriculum - Curriculum Documents".
      https://applications.edb.gov.hk/circular/upload/EDBC/EDBC21004E.pdf
      Please refer to EDBC No. 6/2021 on "National Security Education in School Curriculum - Additional Curriculum Documents and Learning and Teaching Resources".
      https://applications.edb.gov.hk/circular/upload/EDBC/EDBC21006E.pdf

15   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

16   Please visit the following website on Ongoing Renewal of the School Curriculum
https://www.edb.gov.hk/en/curriculum-development/renewal/framework.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 EDB's 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 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

20   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

21   Please visit the following website for further information on the Guidelines on Teachers' Professional Conduct
https://www.edb.gov.hk/en/teacher/guidelines_tpc/index.html

22   Please visit the following website for further information on Teacher Induction Scheme:
https://www.cotap.hk/images/download/TIS_Pamphlet-Eng.pdf

23   Examples of grants include Learning Support Grant for primary and secondary schools, Substitute Teacher Grant/Teacher Relief Grant, Enhanced Speech Therapy Grant, Diversity Learning Grant and Student Guidance Service Grant in primary schools.

24   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. 104/2021 on "School Partnership Scheme in Supporting Students with Special Educational Needs for the 2021/22 and 2022/23 School Years"
https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM21104E.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://sense.edb.gov.hk/uploads/page/professional-support/school-based-educational-psychology-service/SBEPS%20Guide_Eng_2021_FINAL.pdf

   ✧ Guide on School-based Speech Therapy Services (Chinese version only)
     https://sense.edb.gov.hk/uploads/page/types-of-special-educational-needs/speech-and-language-impairment/Guide_on_School-based_Speech_Therapy_Services_Nov_2022.pdf

25 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

26 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

27 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

28 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

29 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

30 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

31 Please refer to EDBC No. 15/2022 on "The enhanced School Development and Accountability framework"
https://www.edb.gov.hk/attachment/en/sch-admin/sch-quality-assurance/circulars-letter/EDBC22015EN.pdf

32 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

33 Please refer to EDBCM No. 104/2021 on "School Partnership Scheme in Supporting Students with Special Educational Needs for the 2021/22 and 2022/23 School Years"
https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM21104E.pdf

34 Please refer to EDBC No. 4/2022 on "Transfer of Information of Students with Special Educational Needs".
https://applications.edb.gov.hk/circular/upload/EDBC/EDBC22004E.pdf

35 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" (2021).
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

36 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