

## CHAPTER THREE

### EDUCATION GRADES

(This Chapter contains the recommendations for Education Grades)

3.1 The Education grades are involved in the provision and administration of education services, mainly in the Education Department and with a small number of staff in other departments. They consist of eight grades with different entry requirements and salary structures. They work in four streams :-

- (a) teachers at primary and secondary level;
- (b) lecturers in Colleges of Education and the Institute of Language in Education;
- (c) inspectors; and
- (d) staff concerned with administration.

Each stream has one graduate and one non-graduate grade. The basic entry qualification for a graduate grade is a Degree and that for a non-graduate grade is a Teacher's Certificate from a College of Education.

3.2 These grades have been classified as a separate functional group in view of their interlocking relationship and common identity. This well-established classification is appropriate.

#### Benchmark and Salary Structure

3.3 In view of the disparate entry requirements for grades in the group, we have stated in the Second Report that no group benchmark can be established. Instead, the starting pay for entry ranks of the graduate grades are set having regard to the Degree group benchmark (old MPS 20 or new MPS 16), and to the Higher Diploma group benchmark (old MPS 17 or new MPS 13) for the non-graduate grades. Also taken into account are any additional entry requirements, the overall job weight and other relevant factors.

3.4 We have taken the existing grade structures as the basis for our review and have made changes in the light of new circumstances.

#### Enhancement of Professionalism

3.5 We note that many changes have taken place in the education scene in the past decade, such as the need to cope with the impact of nine years' free and compulsory education, the introduction of new systems for allocation of school places, the move towards upgrading the quality of education through changes in teaching methods, syllabuses and school organisation, the efforts towards meeting the special needs of particular pupils, etc. We are also aware that further changes are being planned. All these have imposed greater demands upon the profession. To meet the new challenges, there are plans to enhance the standard of the profession. One suggestion is that teachers should complete specified training before becoming eligible for promotion to a higher level. We support such proposals in principle and, where they affect salary structures, have taken them into account in our recommendations.

#### Grade Titles

3.6 We observe that some grade titles may have become outdated and recommend that the management should review them.

#### Transfer from Non-Graduate to Graduate Grades

3.7 When the Education grades were last reviewed in 1980, we recommended the introduction of a scheme whereby members of the Certificated Master/Mistress grade of the rank of Assistant Master and above together with members of the other non-graduate grades, who had a minimum of ten years' relevant experience, could apply for transfer to the non-teaching graduate grades. We note that while the response to this scheme has not been overly enthusiastic, it serves a useful purpose in providing an incentive to the staff concerned. We recommend that the scheme should be expanded to cover all non-graduate grades staff with a minimum of seven years' relevant experience.

#### Individual Grades

3.8 Our recommendations for individual grades are set out in the paragraphs below.

## Graduate Grades

### 3.9 Education Officer

This grade is primarily deployed on teaching and administrative duties in secondary schools. To give recognition to the important role of the teaching profession and to attract more high-calibre recruits, we recommend that the basic entry pay of the grade should be raised by one point to new MPS 17.

We share the Department's view that proper teacher training is necessary for competent performance of the job and consider that this should be reflected in the pay scale. We accordingly recommend that appointees with a Post-graduate Certificate in Education or a Teacher's Certificate, or equivalent, should enter at new MPS 19. Appointees without a proper teaching qualification should be encouraged to undergo in-service training to obtain a Post-graduate Certificate in Education. Upon acquiring the Certificate, these officers should be awarded two increments. As at present, however, they should not be allowed to proceed beyond new MPS 27 or be promoted without acquiring a proper teaching qualification.

To help recruitment, the existing one-year mark-time arrangement for recruits without a requisite teaching qualification should be abolished.

We have conducted a detailed review of the ranking of headship posts in secondary schools. At present, heads of schools with 17 or fewer classes are ranked at Education Officer level, those with 18 to 23 classes at Principal II level and those with 24 or more classes at Principal I level. In large schools, some Education Officers also double as deputy heads to provide administrative support to the head of school. Having regard to the growing complexity of school management, the greater involvement of schools in community affairs and the increasing attention given to the special needs of individual students, we are satisfied that there is a case for improving the existing structure. Heads of schools should be ranked at Principal I for schools with 24 or more classes and Principal II for schools with 15 to 23 classes. We also recommend the creation of a new rank of Senior Education Officer (tentative title) as heads of schools with 14 or fewer classes and as deputy heads in larger schools, to be offset by the deletion of an equivalent number of Education Officer posts. There should normally be two deputy heads in a school with 15 or more classes to handle general administration and academic affairs respectively. Taking into account the level of responsibility and the duties involving both administration

and teaching, the pay scale of the new rank is set at new MPS 38-41, straddling those of the Education Officer and Principal II ranks.

The existing pay scales of the grade are otherwise appropriate.

	<u>Existing</u>		<u>Proposed</u>
	<u>Old MPS</u>	<u>New MPS</u>	<u>New MPS</u>
Assistant Education Officer	20 - 37	16 - 33	17 - 33
Education Officer	38 - 43	34 - 39	34 - 39
Senior Education Officer (new rank)	-	-	38 - 41
Principal II	44 - 47	40 - 44	40 - 44
Principal I	48 - 51	45 - 49	45 - 49

### 3.10 Lecturer (Graduate)

This grade is engaged in lecturing duties in the Colleges of Education and the Institute of Language in Education. Having regard to the appointment requirements, the level of responsibility and the overall job weight of the grade, we consider the existing pay scales appropriate. Staff have suggested a revision to the staffing ratio between the Senior Lecturer and Lecturer (Graduate) ranks to improve promotion prospects. This matter should be examined by the departmental management.

	<u>Existing</u>		<u>Proposed</u>
	<u>Old MPS</u>	<u>New MPS</u>	<u>New MPS</u>
Lecturer (Graduate)	29 - 37	25 - 33	25 - 33
Senior Lecturer	38 - 43	34 - 39	34 - 39
Principal Lecturer	44 - 47	40 - 44	40 - 44
Vice-Principal, College of Education	48 - 51	45 - 49	45 - 49

### 3.11 Inspector (Graduate)

This grade is involved mainly in inspecting schools for maintenance of academic standards and in curriculum planning and development. The entry requirements of the grade are the same as those of the

Lecturer (Graduate) grade. The level of responsibility and overall job weight of the two grades are comparable and the existing pay scales should remain unchanged.

We note that certain posts in the grade are engaged in providing direct specialist services to students. Appointment to these posts requires an additional qualification in educational psychology, audiology or speech therapy. In view of the different job nature and extra appointment requirements, a new grade should be created for these duties. Details of our recommendations are set out in paragraph 3.13.

	<u>Existing</u>		<u>Proposed</u>
	<u>Old MPS</u>	<u>New MPS</u>	<u>New MPS</u>
Assistant Inspector (Graduate)	29 - 37	25 - 33	25 - 33
Inspector (Graduate)	38 - 43	34 - 39	34 - 39
Senior Inspector	44 - 47	40 - 44	40 - 44
Principal Inspector	48 - 51	45 - 49	45 - 49

### 3.12 Education Officer (Administration)

This grade is deployed on duties connected with education administration. Staff have represented that there has been a general increase in job complexity and level of responsibility arising both from changes in the education system and from increasing public demands. We are satisfied that there is justification to improve the starting pay of the Assistant Education Officer (Administration) rank by one point. The pay scales of the two higher ranks are appropriate.

	<u>Existing</u>		<u>Proposed</u>
	<u>Old MPS</u>	<u>New MPS</u>	<u>New MPS</u>
Assistant Education Officer (Administration)	26 - 37	22 - 33	23 - 33
Education Officer (Administration)	38 - 47	34 - 44	34 - 44
Senior Education Officer (Administration)	48 - 51	45 - 49	45 - 49

3.13 Specialist (Education Services)

We recommend the creation of a new grade of Specialist (Education Services) to accommodate those Inspector (Graduate) posts which provide students with diagnostic and treatment services in the fields of educational psychology, audiology and speech therapy. Persons filling these posts are required to possess the relevant specialist qualifications in addition to the normal entry requirements of the Inspector (Graduate) grade. As fully qualified candidates are often not readily available, the departmental management will have to continue with the existing practice of sending officers at the basic rank to overseas training to obtain the additional specialist qualifications. After they acquire the qualification, they will be required to serve for a period before being eligible for promotion to the second rank. We have therefore constructed the pay structure of the new grade on this basis. We also endorse the management's recommendation for creating posts in the Speech Therapist grade to provide the basic and direct speech therapy services in support of the Specialist (Education Services) grade. These Speech Therapists may in future be considered for appointment to the Specialist I rank.

We note that the three specialist fields of educational psychology, audiology and speech therapy are developing rapidly and that more opportunities for local training in these fields will become available in due course. These developments would certainly have implications on the training arrangements and the pay structure of the grade. It may therefore be necessary to re-examine the pay structure in the light of changing circumstances.

	<u>Proposed</u>
	<u>New MPS</u>
Specialist (Education Services) II	25 - 33
Specialist (Education Services) I	34 - 44
Senior Specialist (Education Services)	45 - 49

Non-Graduate Grades

3.14 Certificated Master/Mistress

This grade is engaged primarily in teaching and administrative duties in primary schools as well as in teaching in secondary schools. To give recognition to the increased responsibilities and demands on the teaching profession and to encourage young people to take

up teaching as a career, we recommend a one-point increase in the starting and maximum pay of the first two ranks and the starting pay of the third rank.

We note that, in order to cope with the increasing complexity of primary school management, heads of primary schools will be expected to pursue further studies leading to a Bachelor of Arts Degree in Primary Education and that some of them have been selected to attend such a course. In recognition of this, we recommend that the scale maxima of the Senior Assistant Master and Principal Assistant Master ranks be increased by three points, to new MPS 33C and MPS 39 respectively, for those who obtain the relevant degree qualification. For those primary school heads without a relevant degree in primary school management, the scale maxima should remain at MPS 33 and MPS 36.

Having regard to the increase in scope and complexity of primary school administration, we propose to revise the ranking of heads of primary schools as follows : Principal Assistant Master for schools with 24 classes or more, Senior Assistant Master for schools with 12 to 23 classes and Assistant Master for schools with 4 to 11 classes. We also accept that the job of a primary school head is generally more onerous and demanding in comparison with officers of equivalent ranks deployed on teaching duties in secondary schools. Thus, we recommend the payment of a responsibility allowance to heads of primary schools. The detailed arrangements for payment should be worked out by the Administration but the allowance should not be more than one increment above the officer's substantive salary.

We have also looked into the additional commitments and demands on Assistant Masters/Mistresses who serve as deputy heads in larger primary schools. The differences in operation and management between primary and secondary schools do not justify a separate rank for deputy primary school heads. Instead, we recommend that one deputy head in each primary school with 12 or more classes be paid a responsibility allowance. The allowance, again, should not be more than one increment above the officer's substantive salary.

At present, the highest ranking for posts of the grade engaged in teaching duties in secondary schools is at Senior Assistant Master level. Both the departmental management and staff have represented that there is a need for Principal Assistant Master posts in secondary schools to co-ordinate pastoral care and extra-curricular activities and to attend to the special needs of pupils in junior forms, in addition to basic teaching duties. They

contend that this proposal would make full use of the knowledge and experience of senior non-graduate teachers. We are satisfied that there is functional justification to upgrade one Senior Assistant Master post to Principal Assistant Master level for such purposes in each secondary school with 24 classes or more.

We note there are chronic difficulties in recruiting and retaining teaching staff in the correctional homes of the Social Welfare Department. Considering that these staff are subject to more onerous job demands and a difficult working environment, we recommend the payment of an appropriate allowance.

	<u>Existing</u>		<u>Proposed</u>
	<u>Old MPS</u>	<u>New MPS</u>	<u>New MPS</u>
Certificated Master/ Mistress	17 - 27	13 - 23	14 - 24
Assistant Master/Mistress	28 - 32	24 - 28	25 - 29
Senior Assistant Master/ Mistress	33 - 37	29 - 33	30 - 33C (*Bar at 33)
Principal Assistant Master/Mistress	38 - 40	34 - 36	34 - 39 (*Bar at 36)

\* Passage requires acquiring a Bachelor of Arts Degree in Primary Education, or equivalent.

### 3.15 Lecturer (Non-Graduate)

This grade is mainly deployed in the Colleges of Education on lecturing duties. We support the proposal by the departmental management to reduce from six to five years the experience required for entry to the basic rank. Having regard to the appointment requirements, the level of responsibility and the overall job weight of the grade, the existing pay scales are appropriate.

	<u>Existing</u>		<u>Proposed</u>
	<u>Old MPS</u>	<u>New MPS</u>	<u>New MPS</u>
Assistant Lecturer	23 - 37	19 - 33	19 - 33
Lecturer (Non-Graduate)	38 - 40	34 - 36	34 - 36



3.16 Inspector (Non-Graduate)

As in the case of the Lecturer (Non-Graduate) grade, the proposal to reduce the experience requirement for appointment from six to five years is supported. The existing pay scales of the grade are appropriate.

	<u>Existing</u>		<u>Proposed</u>
	<u>Old MPS</u>	<u>New MPS</u>	<u>New MPS</u>
Assistant Inspector (Non-Graduate)	23 - 37	19 - 33	19 - 33
Inspector (Non-Graduate)	38 - 40	34 - 36	34 - 36

3.17 Education Assistant

This grade is deployed on duties relating to some aspects of education administration. Similarly to the Lecturer (Non-Graduate) and Inspector (Non-Graduate) grades, the experience requirement for entry to the grade should be reduced from six to five years. The existing pay scales are appropriate.

	<u>Existing</u>		<u>Proposed</u>
	<u>Old MPS</u>	<u>New MPS</u>	<u>New MPS</u>
Education Assistant	23 - 37	19 - 33	19 - 33
Senior Education Assistant	38 - 40	34 - 36	34 - 36

Related Non-Graduate Grade

3.18 Workshop Instructor

The majority of members of this grade are deployed either in the Social Welfare Department on training the disabled, the maladjusted or young offenders, or in the skills centres for the disabled under the Technical Education and Industrial Training Department. Entry to the grade requires training or practical experience in a relevant trade rather than formal academic qualifications. As the nature of work and appointment requirements of the grade are different from those of the mainstream Education grades, it should be re-classified under the Other Grades group.

Our recommendations for the grade are set out in paragraph 9.50.