

**List of Recommendations by
Task Force on School-based Management Policy**

(I) Improving the quality of governance

Recommendation 1

The EDB is advised to strengthen its effort to elaborate to SSBs and IMCs the importance of managers' broad knowledge of school governance in enhancing school governance and encourage them to assist school managers in planning for their training.

Recommendation 2

The EDB is advised to set up focus groups to get in-depth understanding of the concerns of different stakeholders and the training needs of school managers.

Recommendation 3

The EDB is advised to enhance the training content, diversify the training modes and increase the number of training places for school managers.

Recommendation 4

The EDB is advised to further enhance the SBM webpage to facilitate school managers' easy reference and produce web-based tools to help school managers grasp the essence of SBM.

Recommendation 5

SSBs are recommended to co-organise their school manager training programmes with the EDB, optimise the use of training resources and motivate their school managers to participate.

Recommendation 6

SSBs are encouraged to establish "learning circles"/"communication groups" to strengthen cross-school sharing and mutual support among supervisors and managers of their sponsored schools, and open up their training for the participation of school managers of other SSBs.

Recommendation 7

Soft training targets for school supervisors and managers are recommended:

	Newly registered	Serving/ re-nominating
Supervisors	At least a total of six hours' training in the first year of service	A training programme of at least two hours every year
School managers	At least a total of three hours' training in the first year of service	A training programme of at least two hours every year

It is recommended that this proposal be run on a trial basis for four school years, and both interim and overall reviews be conducted.

Recommendation 8

The EDB is advised to prepare a list of the roles and functions, authority and responsibilities, conduct and ethics, etc. of a school manager; to enrich the ‘Information Bank of Persons Who Are Interested to Serve As School Managers in IMCs of Aided Schools’ to help SSBs and IMCs identify suitable persons to serve as school managers; and to encourage persons who aspire to be school supervisors/managers to receive training for preparation to take up the respective roles.

Recommendation 9

The EDB is advised to enhance school visits specifically for IMCs so as to strengthen support to the operation of IMCs and facilitate early detection and intervention of potential mismanagement cases.

Recommendation 10

The IMCs are recommended to make proper plans and arrangement for succession of school managers and provide training for potential and newly registered school managers in accordance with the school circumstances.

(II) Strengthening the administration capabilities of schools and unleashing capacity for teachers and principals

Recommendation 11

The EDB is advised to provide schools with additional manpower at the Executive Officer rank/additional resources to strengthen their administrative support.

Recommendation 12

The EDB is advised to continue the existing review of its requirements on schools on a regular basis to streamline the administrative

arrangements/procedures while ensuring the accountability of IMCs and the proper use of public funds.

Recommendation 13

The EDB is advised to further refine the existing guidelines/reference materials, strengthen the related training and facilitate the dissemination of good practices in different administrative areas gathered from schools.

Recommendation 14

The EDB is advised to digitise the forms/reports to be submitted by schools and highlight the updates made in the guidelines/reference materials for schools' easy identification and comprehension.

Recommendation 15

SSBs are encouraged to streamline the administrative requirements to be observed by their sponsored schools and assume a coordinating role in school administration among them, where appropriate (for example, arranging centralised procurement for their sponsored schools).

Recommendation 16

The EDB is advised to provide schools with additional resources to strengthen school manager training and administrative support for IMCs.

Recommendation 17

IMCs are recommended to regularly review the internal administrative arrangements of the schools and revisit the content requirements for various school documents for streamlining to enhance work efficiency.

Recommendation 18

IMCs are recommended to revisit their constitutions and, where necessary, revise the clauses and streamline the procedures, and identify persons other than the principals and teachers to undertake the secretarial duties of IMCs/various committees.

(III) Enhancing the participation of major stakeholders in school governance

Recommendation 19

IMCs are recommended to strengthen the engagement mechanisms through formal and informal channels to enhance communication with different stakeholders (for instance, organising regular consultative meetings between the school and teachers and arranging for school

managers to meet with the stakeholders).

Recommendation 20

IMCs are encouraged to assess whether there is a need for setting up committees, comprising school managers with relevant expertise, relevant school personnel and external experts, to take care of the major areas of school operation to promote participation of stakeholders in school governance.

Recommendation 21

The EDB is advised to reinstate the annual district-based small group discussion forums with teachers to facilitate professional exchanges.

Recommendation 22

During school development visits, the EDB officers are advised, apart from meeting the school management, to approach teachers directly for the purpose of strengthening communication.

Recommendation 23

The EDB is advised to enrich the training programmes for newly appointed and aspiring principals, particularly on major subjects such as professional conduct, core values, and communication skills and culture, so that the principals could better grasp their role and acquire the related skills.

Recommendation 24

The EDB is advised to expand the scope of review by the Panel of Review Boards on School Complaints from covering only complaints made by parents, students or the public about schools' daily operation or internal affairs to that made by teachers so that independent, objective and credible review results will be available to both parties, i.e. the complainant and the subject of complaint; and to help stakeholders better understand the prevailing arrangements for handling various types of complaints through different channels.

Recommendation 25

IMCs are recommended to make reference to the Guidelines for Handling School Complaints issued by the EDB in developing/refining their mechanisms and procedures for handling staff complaints. The EDB is advised to gather information from public sector schools about staff complaints they receive on a yearly basis, in order to get a clear picture of individual schools and take appropriate follow-up actions when necessary.

Recommendation 26

IMCs are recommended to settle disagreement with stakeholders by mediation as early as possible to prevent the situation from deteriorating and help the two parties restore mutual trust and maintain a harmonious relationship; and to review on a regular/need basis their school-based mechanisms and procedures for handling complaints and appeals, including complaints made by teachers, to further enhance fairness, impartiality and acceptance of the handling procedures.

Recommendation 27

The SSBs are encouraged to settle disagreement between their schools and complainants by mediation as early as possible to help the two parties restore mutual trust and maintain a harmonious relationship; and to review on a regular/need basis the mechanisms and procedures for handling complaints and appeals against their schools, including complaints made by teachers, to further enhance fairness, impartiality and acceptance of the handling procedures.