

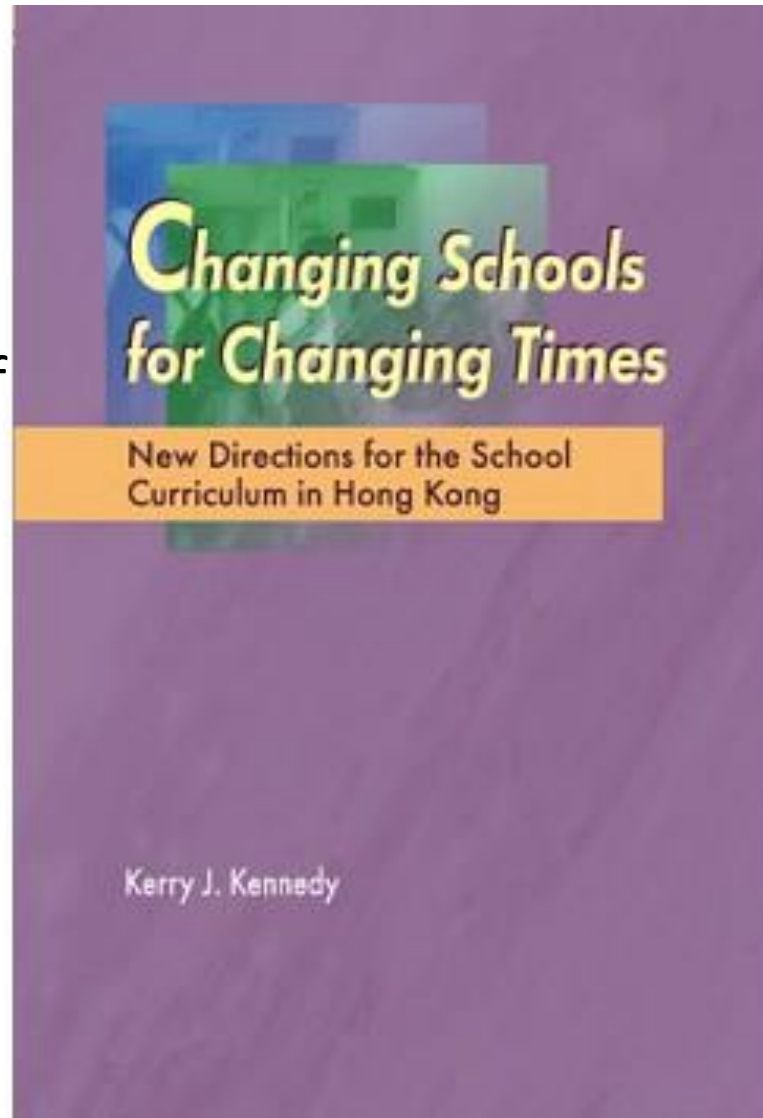
# THINK. CREATE. INNOVATE.

## **(ANOTHER) NEW DIRECTION FOR CURRICULUM REFORM IN HONG KONG**

Kerry J Kennedy

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Published in 2005,  
this book tried to  
capture the spirit of  
the 2000 reforms..

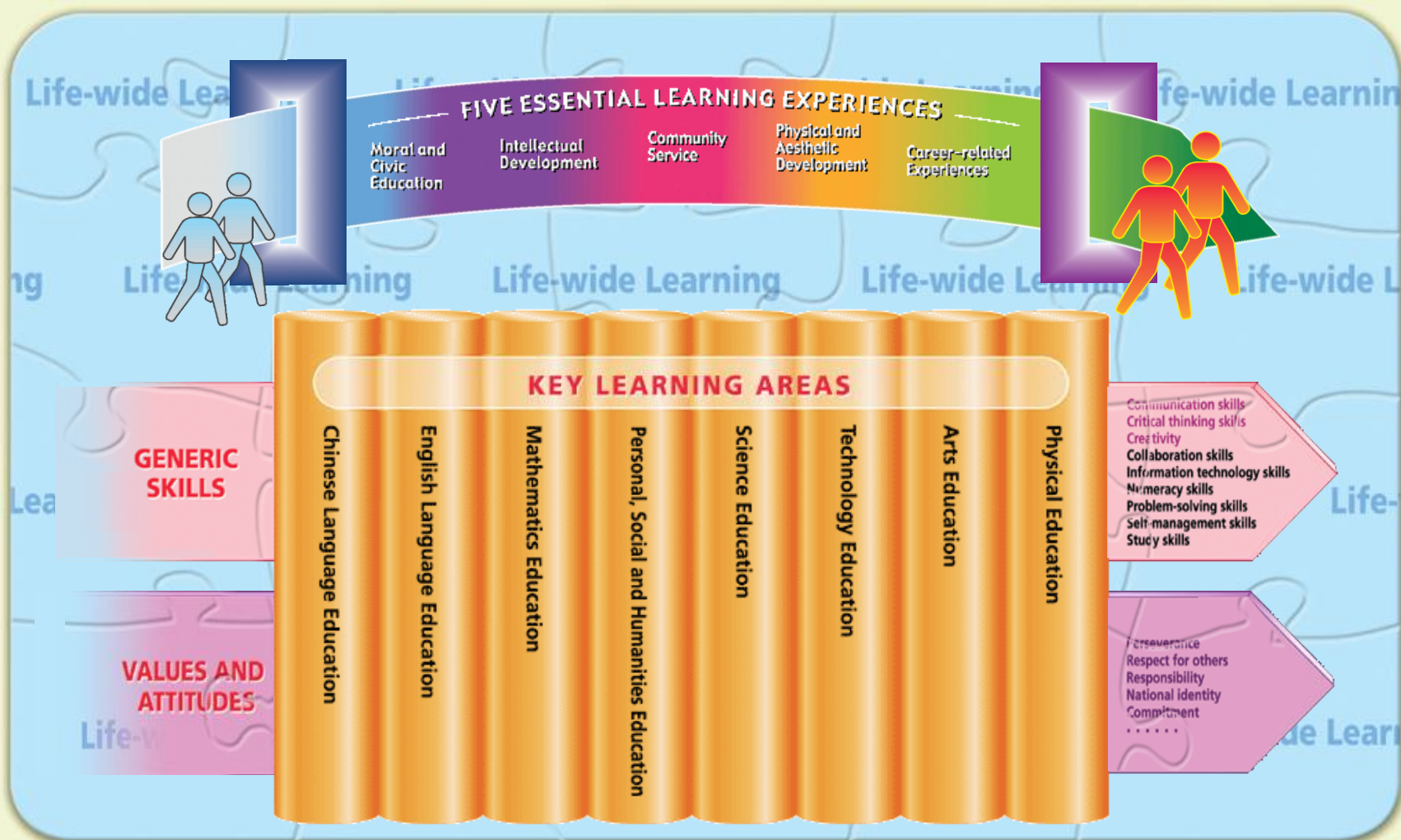


But it is now 2017!

# Achievements of the 2000 Reforms

- Reducing secondary education from 7 to 6 years.
- Abolition of barriers to participation (HKCEE Examination)
- Introduction of coherent curriculum frameworks from P-Senior Secondary with some attempt to move away from the subject based curriculum.
- Limited moves towards school based assessment at the senior secondary level
- International recognition of the DSE.

# The Hong Kong School Curriculum



Curriculum Development Institute  
Education Department HKSAR

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# The Hong Kong School Curriculum

NSS

## 4 Core Subjects

Chinese  
English  
Mathematics  
Liberal Studies

2-3 Elective  
Subjects out  
of 20 options

## Other Learning Experiences including

Civic and moral education,  
community service, aesthetic  
and physical experiences and  
Work related experiences

GENERIC  
SKILLS

VALUES AND  
ATTITUDES

## KEY LEARNING AREAS

Chinese Language Education

English Language Education

Mathematics Education

Personal, Social and Humanities Education

Science Education

Technology Education

Arts Education

Physical Education

Communication skills  
Critical thinking skills  
Creativity  
Collaboration skills  
Information technology skills  
Numeracy skills  
Problem-solving skills  
Self-management skills  
Study skills

Persuasive  
Respect for others  
Responsibility  
National Identity  
Commitment  
.....



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# Evaluation

- The 2000 reforms were structural – they changed the system so it was more inclusive, more relevant and more capable of meeting social and economic needs.
- They were less adventurous when it came to curriculum content – the subject curriculum, especially in the NSS, remained in tact. Liberal Studies, perhaps the most innovative curriculum feature of the NSS, is dominated by exam preparation with many students reporting limited impact in terms of critical thinking.

Cultural

Economic

TECHNOLOGICAL INNOVATION

THINK.  
CREATE.  
INNOVATE.

TECHNOLOGICAL  
INNOVATION

TECHNOLOGICAL  
INNOVATION

TECHNOLOGICAL INNOVATION

Political

Social

**P - 12**

**MULTIPLE PATHWAYS**

**PERSONALISED LEARNING**

**EQUAL VALUING OF ALL  
LEARNING OPTIONS**

**LANGUAGES**

**STEM**

**CULTURAL  
STUDIES**





## LANGUAGES

Chinese and English will remain core for the future –  
Cantonese is fundamental, but Putonghua cannot be  
ignored.

but

Almost 4 % of the student population are ethnic minority students  
many of whom do not speak Chinese and for whom English is a second  
language - consideration needs to be given to ways of valuing multiple  
Language proficiencies



**STEM**

Science-Technology-Engineering & Mathematics

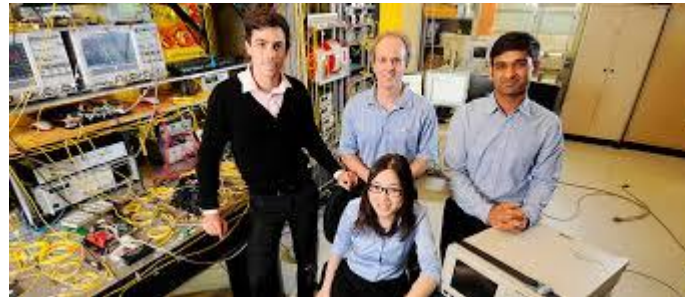
Australian example:

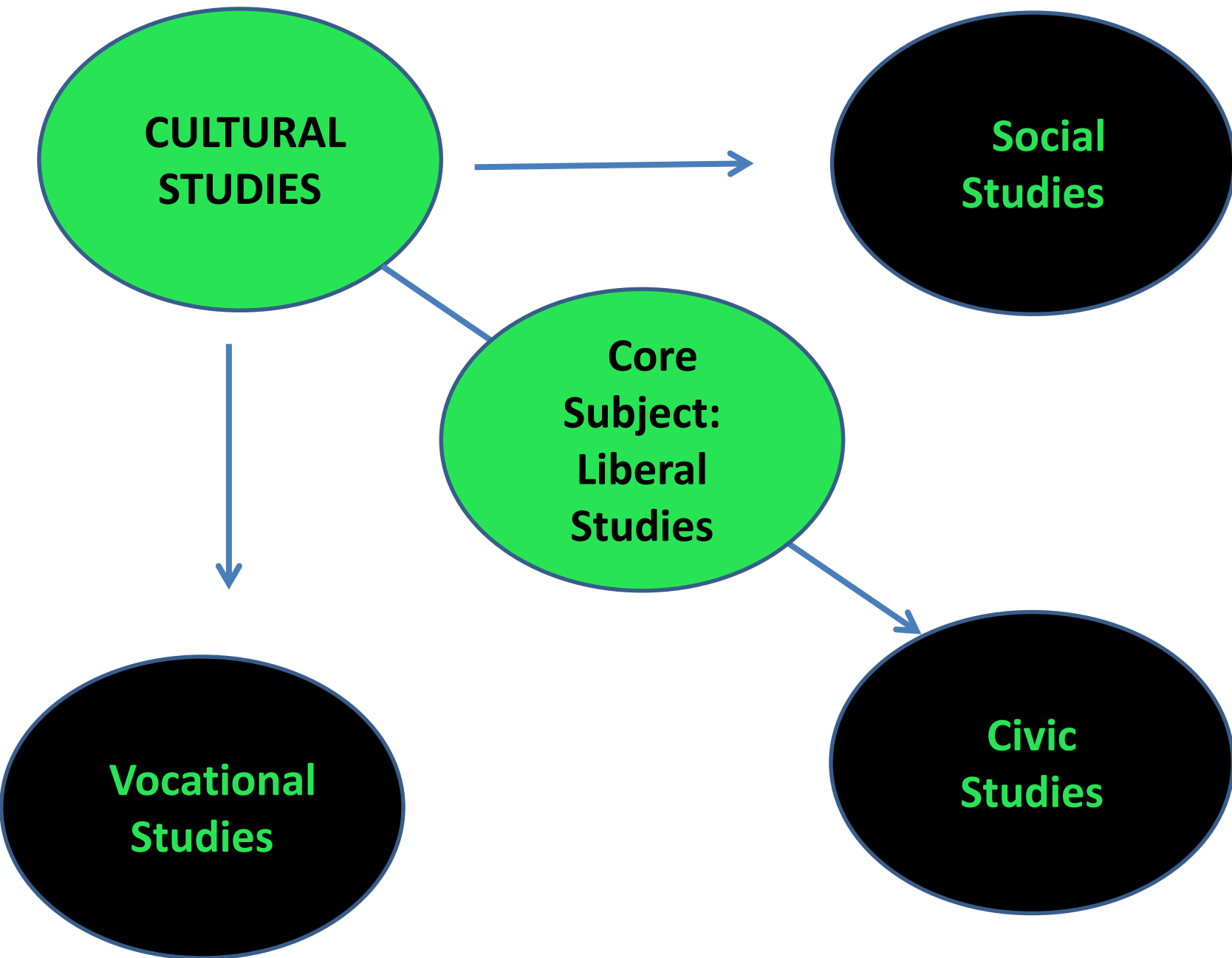
‘The national STEM strategy is focused on action that lifts foundational skills in STEM learning areas, develops mathematical, scientific and technological literacy, and promotes the development of the 21st century skills of problem solving, critical analysis and creative thinking. It recognises the importance of a focus on STEM in the early years and maintaining this focus throughout schooling’.

STEM

Technology-Engineering

Design & Application





## Civic Studies



**Think. Create. Innovate**

- Political & Legal Studies
- Moral Education
- Civic Education

Loving the nation does not prevent citizens from wanting to see it improve and do better – this idea is summed in terms such as “critical patriotism”, “liberal patriotism” and “constructive patriotism”.

“The nation has work to do as well. It must try to sell itself to young people in a More fun and light hearted way. It should also offer a more expansive concept of Chinese citizenship – encompassing not just duties and responsibilities, but also a More divergent set of beliefs, convictions and aspiration” Regina Ip Suk-yee

# Assessment

- Does Hong Kong need an end-of-school examination that serves largely the needs of universities?
- Can more varied modes of assessment be adopted geared to the learning needs of students with different life and career options? Should the entire education system be geared to the 20-30% who enter universities?
- Is Hong Kong's assessment culture consistent with a think – create –innovate culture?

[illegible]