Curriculum Reform -

Looking Back and Looking Forward

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Holistic and Coherent Education Reform *for*
Lifelong Learning &Whole-person Development since 2000

Support
- Diversified funding mode (DSS, through-train)
- School-based management & IMC
- Regional & school-based support
- Student support

More funding flexibility

Professional
- Professional development

Leadership in transition
- Quality Education Fund (1998) & EDF (2004)

Accountability
- School Self-evaluation & External School Review (2003)
- Pre-primary Voucher Scheme (2007) to Free KG (2017)

Credibility
- Strengthened HKCAAVQ, HKEAA, and higher education institutions

Medium of Instruction, SEN & gifted education

Regional centre of excellence for higher education

Diversity

Choices
- New Academic Structure "3 + 3 + 4" (2009)
- Diploma Yi Jin (2013)
- Skills Upgrading Scheme
- Applied Learning (2010)

Space
- Post secondary education
- Continuing Education Fund

Qualification
- Qualifications Framework

Achievement
- Assessment Reform

Quality

Choice & Diversity

Schools Leading Reform

Student-focused curriculum & learning reform

Expansion of opportunity

Rigorous Quality Assurance

Drawing Today and Tomorrow Closer Together

East *Meets* West
Rich & Stimulating Environment

Confucius   Aristotle

UNESCO
4 pillars of education

To know

To do

To live together

To be

Learning to Learn

- Solid academic base
- Comprehension
- Ability to learn and analyse

Learning to Do

- Skills
- Capacity to act
- Ability to apply knowledge

Learning to Live Together

- Communications
- Conflict resolution
- Cultural sensitivity
- Multi-lingualism

Learning to Be

- Self-esteem
- Emotional intelligence
- Critical thinking
- Cultural awareness

Policy Context:
Aims of Education, Education Reform (2000)

To enable every person to attain **all-round development** (全人發展) in the domains of ethics, intellect, physique, social skills and aesthetics **according to his/her own attributes** so that he/she is capable of **lifelong learning** (終身學習), critical and exploratory thinking, innovating and adapting to change; filled with self-confidence and a team spirit, willing to put forward continuing effort for the prosperity, progress, freedom and democracy of their society, and **contribute to the future and well-being of the nation and the world at large.**
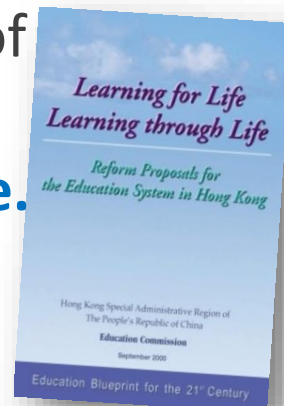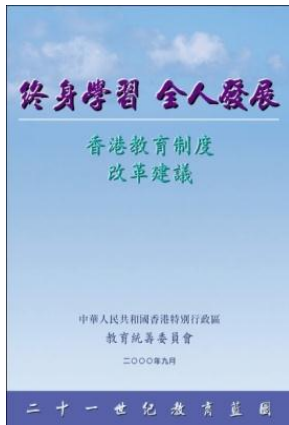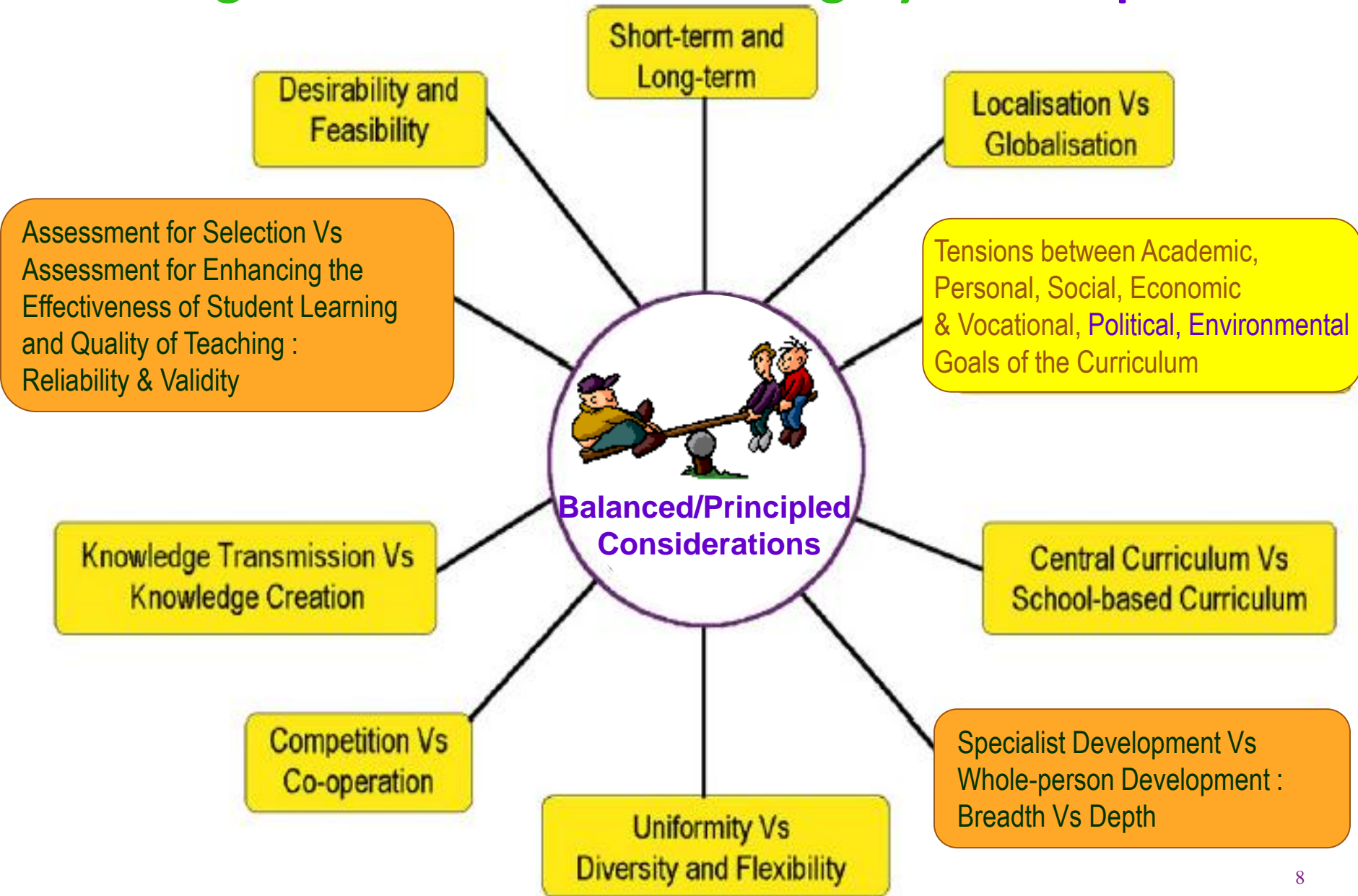
Learning for Life, Learning through Life: Reform Proposals for the Education System in Hong Kong (EC, 2000).

How did we get here?

Resolving Tensions and Maintaining Dynamic Equilibrium

Short-term and Long-term

Desirability and Feasibility

Localisation Vs Globalisation

Assessment for Selection Vs Assessment for Enhancing the Effectiveness of Student Learning and Quality of Teaching : Reliability & Validity

Tensions between Academic, Personal, Social, Economic & Vocational, Political, Environmental Goals of the Curriculum

Balanced/Principled Considerations

Knowledge Transmission Vs Knowledge Creation

Central Curriculum Vs School-based Curriculum

Competition Vs Co-operation

Specialist Development Vs Whole-person Development : Breadth Vs Depth

Uniformity Vs Diversity and Flexibility

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Implementation Strategies

1. **Curriculum documents as central guidelines**

2. **Research and development projects** (including Seed Projects, Benchmarking studies, and evaluation studies to inform practice and improvement)

3. **Professional capacity building** for **heads, middle managers, teachers, librarians, career guidance masters** –

- diversified modes of self-learning, structured learning, learning by doing (workshop, on-site external support), collaborative learning;

- whole-school/department/subject levels;

- Interpreting the curricula, knowledge enrichment, pedagogy, assessment

Implementation Strategies

4. **Targeted learning and teaching resources – one-stop portal**

5. **Partnership with different stakeholders**, community organisations and universities

6. **Communication, ongoing feedback and evaluation** – different types of visits and studies

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Policy Coherence
Assessment Reform

The Journey of Assessment Reform towards building synergy of assessment of, for & as learning

Curriculum reform since 2000 through which to promote assessment for learning (AfL)

* **Assessment as an integral part of the curriculum**

Major change to system-level assessment to promote AfL

* Territory-wide System Assessment (TSA) first administered at P3 in 2004, at P3 & P6 in 2005 and at P3, P6 & S3 in 2006

Using standards-referenced reporting in the Hong Kong Diploma of Secondary Education (HKDSE) Examination, to replace norm-referenced reporting

Institutionalising **School-based Assessment** as a key component of the HKDSE Examination

Promoting **assessment as learning** (AaL) through such reform initiatives as OLE and SLP to develop students into self-directed learners

Policy Coherence
IT in Education

Coherent Development of IT in Education Strategies and Curriculum Reform for Fostering Students' Lifelong Learning and Whole-person Development

Teacher Competencies Framework

Teaching & Learning

Student Development

School Development

Professional Relationships & Services

Six Core Values

| Belief that all students can learn | Love and care for students | Respect for diversity | Commitment and dedication to the profession | Collaboration, sharing and team spirit | Passion for continuous learning and excellence |

Basic Premise: Personal Growth and Development of Teachers

School-based Professional Support

Vision

Consolidation of ideas

KG Curriculum Guide

SSCG

Learning to learn 2.0

Direction

Action plan

C&A Guides

1st HKDSE

KG Education CG

SECG

KLA CG

Blue Print

1999 2000   2001   2002   2005   2006   2007   2009 2012   2014   2017

Theme/Foci of Support

School Improvement, Learning & Teaching Catering for Learner Diversity

NSS Curriculum, Liberal Studies, KG, NCS (Chi), SEN

SDL (e-learning), Assessment Literacy, STEM, NCS (Chi & Math), SEN, Interface between KG/Pri, Promoting Student Support

Inter-organisational & inter-sectoral Collaboration

In the course of reform, we need to engage multiple partners within and beyond the education system to build consensus, capacity and momentum for sustainable and meaningful change. We forge partnerships and engage different organisations from different sectors in collaboration through different avenues.

curriculum development visits, focus group interviews, surveys, seed projects, consultation forum, establishing regional networks

- Different Divisions in Education Bureau
- HK Examinations and Assessment Authority
- Tertiary Education Sector
- Other Professional Organisations
- NGOs
- Employers
- School stake-holders

Achievements and Impact

International Recognition

From good to great

How the World's Most Improved Systems Keep Getting Better, McKinsey & Co.
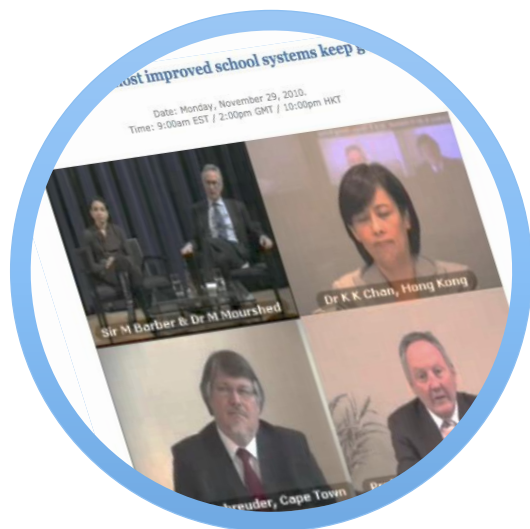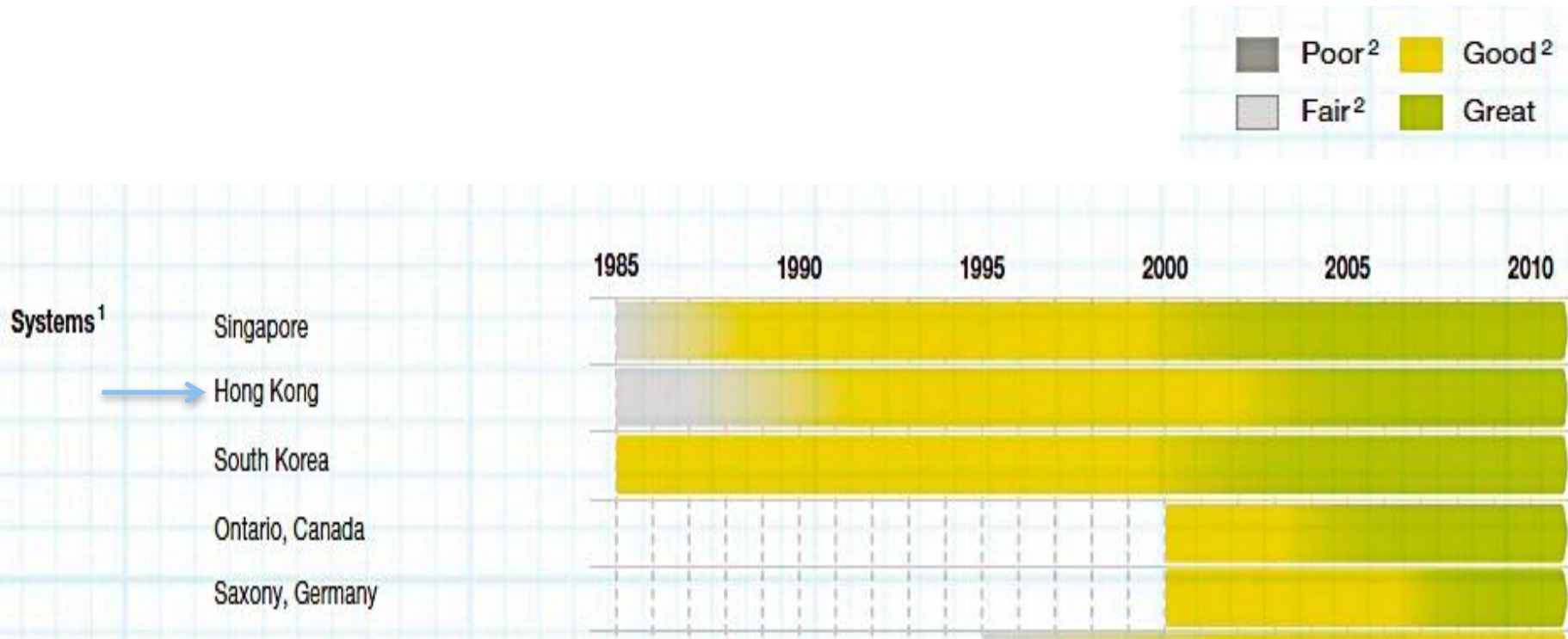
HK ranks third
Learning Curve, Pearson

An exemplary curriculum reform…coherent & deeply considered

Oceans of Innovation, Institute for Public Policy Research

One of the 20 Education Systems with the Fastest Rate of Progress

	Poor[2]		Good[2]
	Fair[2]		Great

Systems[1]	1985	1990	1995	2000	2005	2010
Singapore						
Hong Kong →						
South Korea						
Ontario, Canada						
Saxony, Germany						

Hong Kong has moved from "Fair" (1983-88) to "Good" (1989-99), and eventually to "Great" (2000+)

Student Achievements in International Assessments
PISA / PIRLS / TIMSS

PISA	2000	2003	2006	2009	2012	2015
Reading (Chinese)	6th	10th	3rd	4th	2nd	2nd
Mathematical	1st	1st	3rd	3rd	3rd	2nd
Scientific	3rd	3rd	2nd	3rd	2nd	9th
No. of participating countries/regions	43	41	57	65	65	72

TIMSS	1999		2003		2007		2011		2015	
	P4	S2	P4	S2	P4	S2	P4	S2	P4	S2
Mathematical	--	4th	2nd	3rd	1st	4th	3rd	4th	2nd	4th
Scientific	--	15th	4th	4th	3rd	9th	9th	8th	5th	6th
No. of participating countries/regions	38		49		59		63		57	

PIRLS	2001	2006	2011
Reading (Chinese)	14th	2nd	1st
No. of participating countries/regions	35	45	45

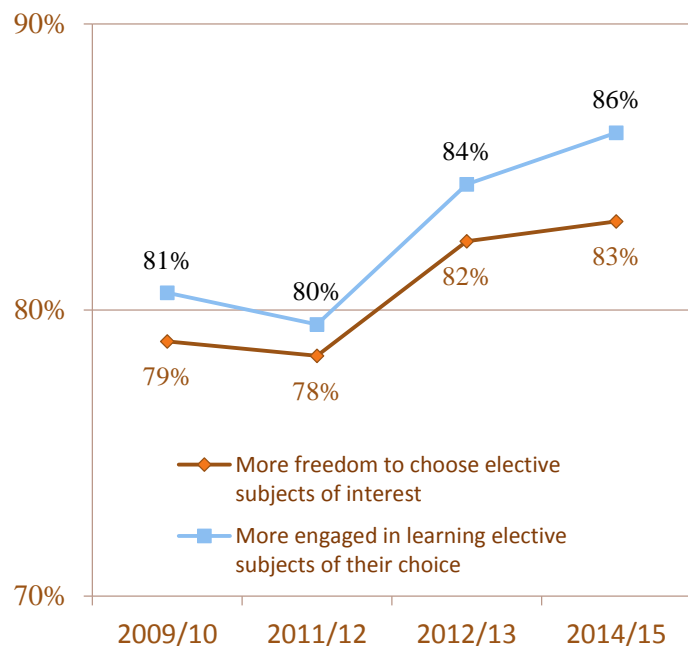| PISA	2015
Collective ProblemSolving	3rd
No. of participating countries/regions	50+

International Recognition of HKDSE (2016)

UCAS Tariff	HKDSE	Advanced Placement (AP)	GCE Advanced Level (GCE AL)	International Baccalaureate (IB)
56	5**		A*	H7
52	5*			
48	5		A	H6
40			B	
32	4		C	H5
28		5		
24		4	D	H4
20		3		
16	3	2	E	
12		1		H3

Data Speaks – NSS
Choice and Performance in Elective Subjects

Greater freedom in subject choice

(2009/10 – 2014/15)

Better performance in HKDSE Examination

(2012 to 2016 HKDSE)

- More freedom to choose elective subjects of interest
- More engaged in learning elective subjects of their choice

Data source: *Secondary School Curriculum Implementation Survey (2009/10 to 2014/15); responses above are from Secondary 4 students.*

科目 Subject	年份 Year	報考人數 No. entered	出席人數 No. sat	百分率 Percentage							
				5**	5*+	5+	4+	3+	2+	1+	U
所有甲類學科 All Category A subjects	2012	429 448	424 878	1.1	4.3	10.6	32.3	59.8	83.1	94.5	5.5
	2013	418 854	413 990	1.2	4.6	11.2	33.2	59.6	83.1	95.0	5.0
	2014	389 195	384 014	1.2	4.8	11.8	33.7	59.9	82.8	94.9	5.1
	2015	363 894	359 079	1.3	5.0	12.2	34.2	60.2	83.7	95.5	4.5
	2016	333 817	329 118	1.3	5.1	12.5	35.5	61.6	85.1	95.5	4.5

Data source: *HKDSE Examination Report.*

Data Speaks – NSS

Positive Impact of Senior Secondary Curriculum on Further Studies

Subject/Curriculum Component	Competence/Skill Acquired	2015
Liberal Studies	Knowledge base	77%
	Thinking from multi-dimensional perspectives	77%
	Awareness towards social issues	76%
	Critical thinking	72%
	Organising information skills	67%
	Academic integrity	65%

NSS Impact Study:

S6 graduates pursuing post-secondary studies indicated that Liberal Studies has a **positive impact on their post-secondary studies**

HKDSE Candidate Script Study:

The study on HKDSE candidate scripts in Liberal Studies indicated that students demonstrated good performance in **critical thinking** and **multiple perspective taking**. These are strongly associated with the candidates' results in the HKDSE Examination.

Data Source: NSS Impact Study (2015).

Data Speaks –NSS

Positive Impact of Senior Secondary Curriculum on Further Studies

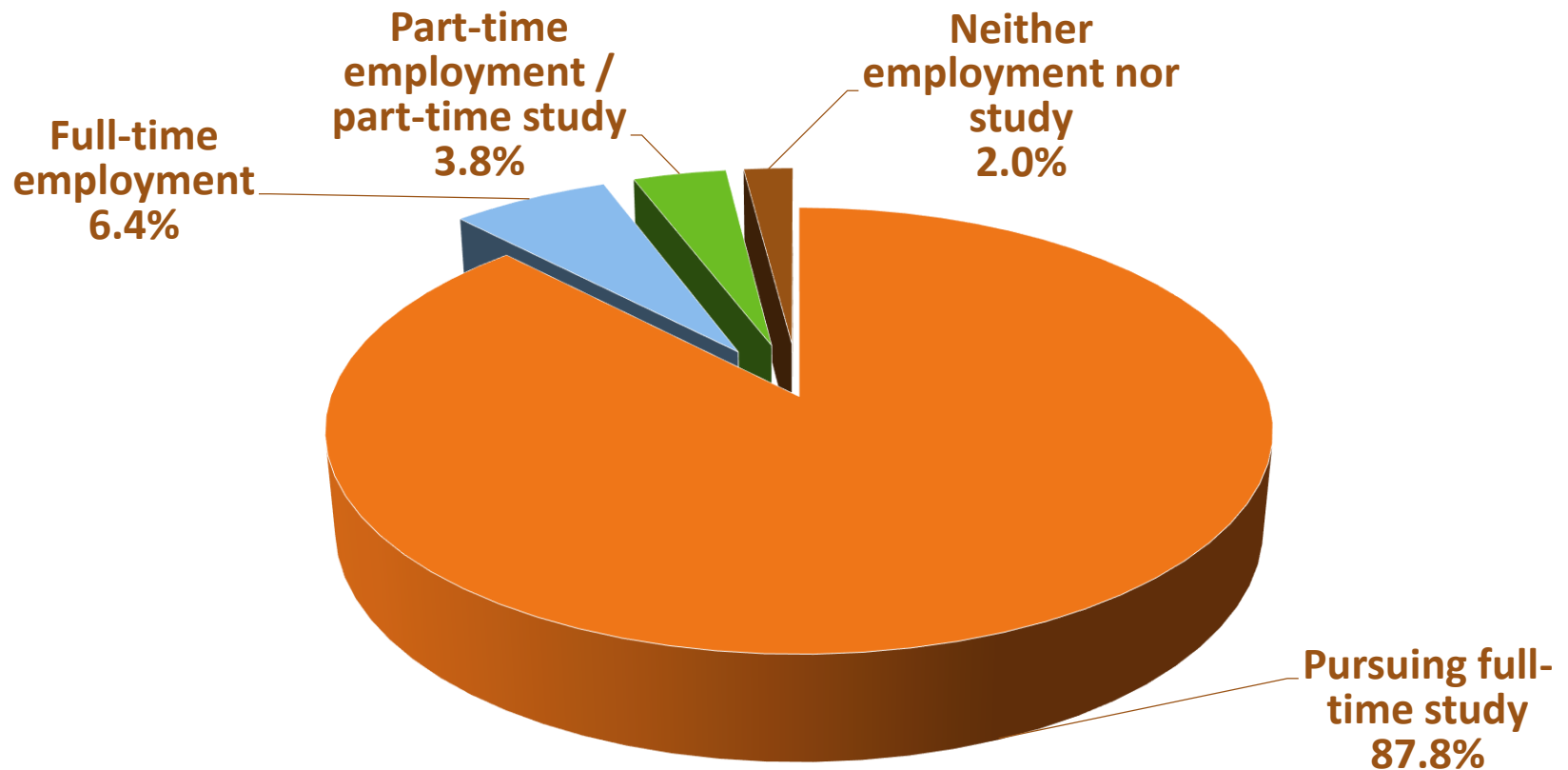| Subject/Curriculum Component	Competence/Skill Acquired	2015

NSS Impact Study:

S6 graduates pursuing post-secondary studies indicated that the different components of the senior secondary curriculum have had a **positive impact on their post-secondary studies.**

Subject/Curriculum Component	Competence/Skill Acquired	2015
Elective Subjects	Understanding of the knowledge & concepts of the subject	92%
	Ability to apply the subject knowledge & concepts to other programmes	83%
	Interest & motivation towards studies	78%
	Future career aspiration	65%
OLE	Collaboration skills	70%
	Communication skills	70%
	Problem solving Skills	67%
SBA	Organising information skills	67%
	Academic integrity	65%

Data Source: NSS Impact Study (2015).

Multiple Pathways of S6 Graduates

In 2015, close to **90%** of S6 graduates continued to pursue **full-time study**

Full-time employment 6.4%

Part-time employment / part-time study 3.8%

Neither employment nor study 2.0%

Pursuing full-time study 87.8%

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Data Speaks – NSS

Positive Impact of Senior Secondary Curriculum on Employment

> **Over 80% of employers agreed that S6 graduates under the New Academic Structure met or exceeded requirements in 18 out of 20 aspects.**

A. Language Proficiency

Chinese (99%)

Putonghua (95%)

English (83%)

B. Numeracy

Preparation of data (84%)

Comprehension of data (82%)

C. Generic Skills

Ability to use IT at work (97%)

Self-learning ability (83%)

Teamwork (91%)

Analytical mind & judgement (83%)

Ability to establish an effective network (98%)

Creativity (98%)

Time management (88%)

Problem solving ability (78%)

D. Attitudes

Self-confidence (94%)

Knowledge of current affairs (93%)

Work ethic (96%)

Commitment (98%)

Politeness (98%)

Perseverance (92%)

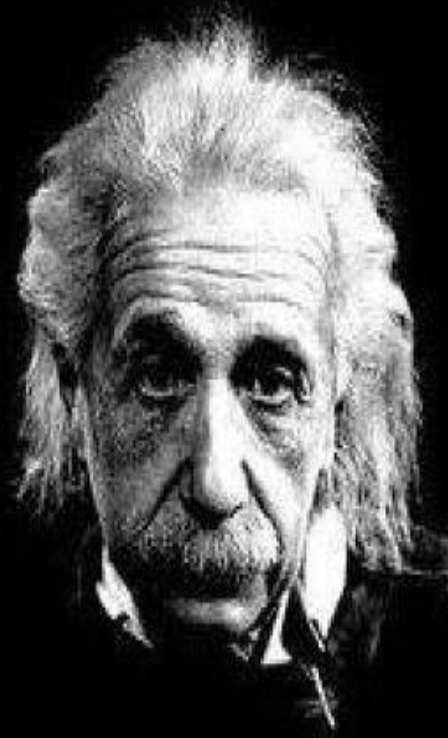Initiative & drive (75%)

Data Source: Employer Survey (2015).

Looking Forward

"WE CANNOT SOLVE OUR PROBLEMS WITH THE SAME THINKING WE USED WHEN WE CREATED THEM"

... Hong Kong is becoming polarised and further divided... important to build a humanitarian society ...

Politically

... enhanced level of socio-political awareness amongst many people in society ...

Morally

Socially

Amid the Rapidly Changing World in the 21st Century

... diversity in the demographic make-up of Hong Kong and the trend of an ageing population...

... future workplace requires individuals possess positive values and attitudes e.g. perseverance and being innovative and adaptable to changes. ....

Ethically

Culturally

... Hong Kong plays the role as a super-connector and acts in concert with the Belt and Road Initiative and Mainland enterprises to go global ...

Technologically

Economically

... the demand on computer, mathematics, architecture and engineering related fields will rise tremendously....

Booklet 1, SECG (May 2017)

Towards 2030 and Beyond –
The Future is NOW...

KG1 (age	P1 (age 6)	S1 (age 12)	S4 (age 15)	University (age 18)	At work (age 25)

2017 2018 2019 **2020** 2021 2022 2023 2024 2025 **2026** 2027 2028 **2029** **2030** 2031 **2032** 2033 ...

Questions to Ponder

1. How can we arouse students curiosity and motivation to engage in meaningful learning?

2. How can we fortify students' sense of value about themselves and in connection with humanity?

3. How can we nurture students aspirations that build on their own interests and strengths that connect with their own fuure life ?

4. How can we honour student achievements beyond universtiy admission?

5. How can we help students better connect learning with their own future from both local and global perspectives?

6. How can we create space for more integrative learning through open and flexible time tabling arrangements?

Building a sustainable future beyond 2030

To build a sustainable future, we need to commit ourselves to the well-being of individuals and that of one's family and the community, which is reminiscent of a Chinese adage that portrays an ideal servant and master of the future: 「修身、齊家、治國、平天下」 meaning "To achieve universal peace, one has to provide **good governance** for one's country; to provide good governance, one has to **bring harmony** to one's family; to bring harmony, one has to be **virtuous**."

Partnership with You
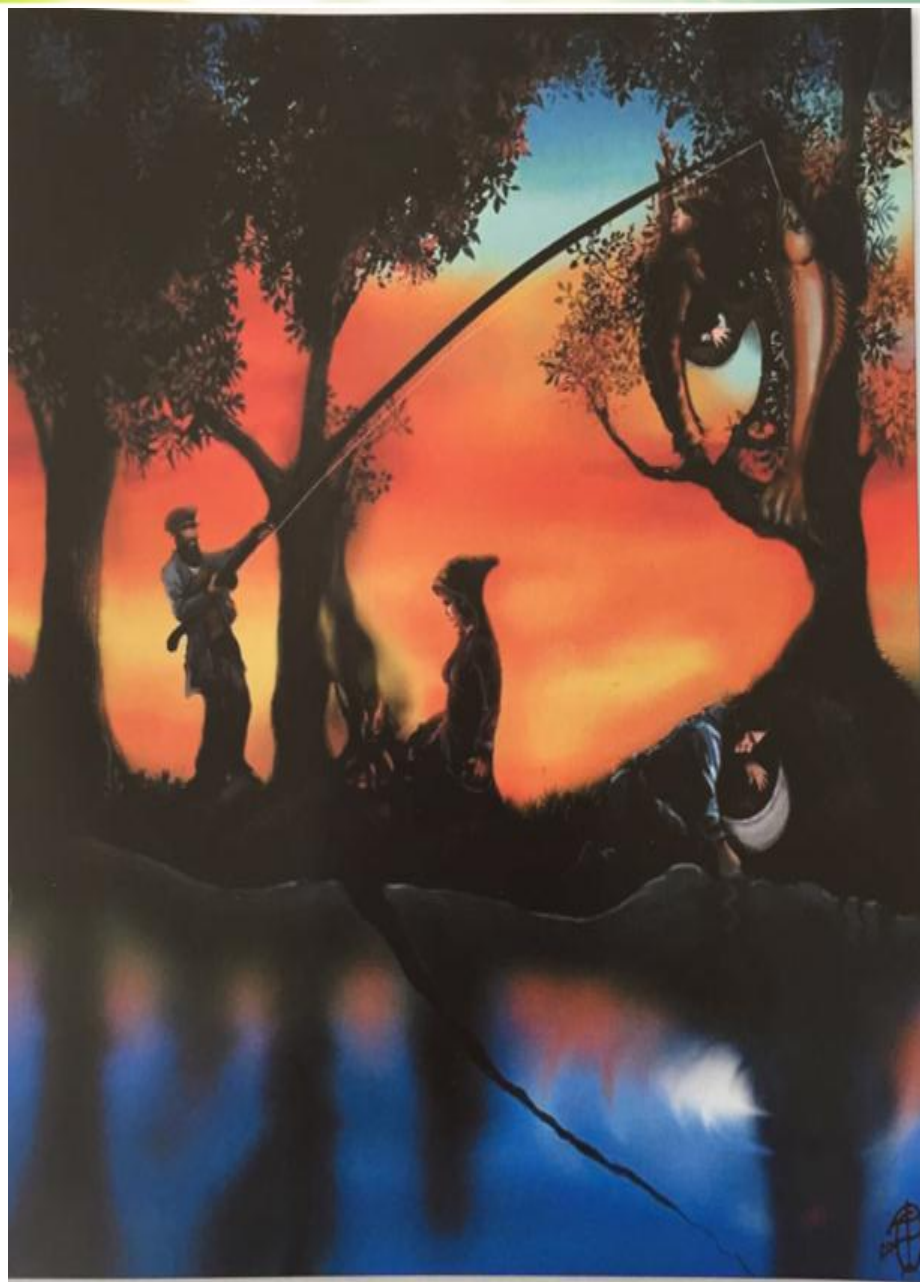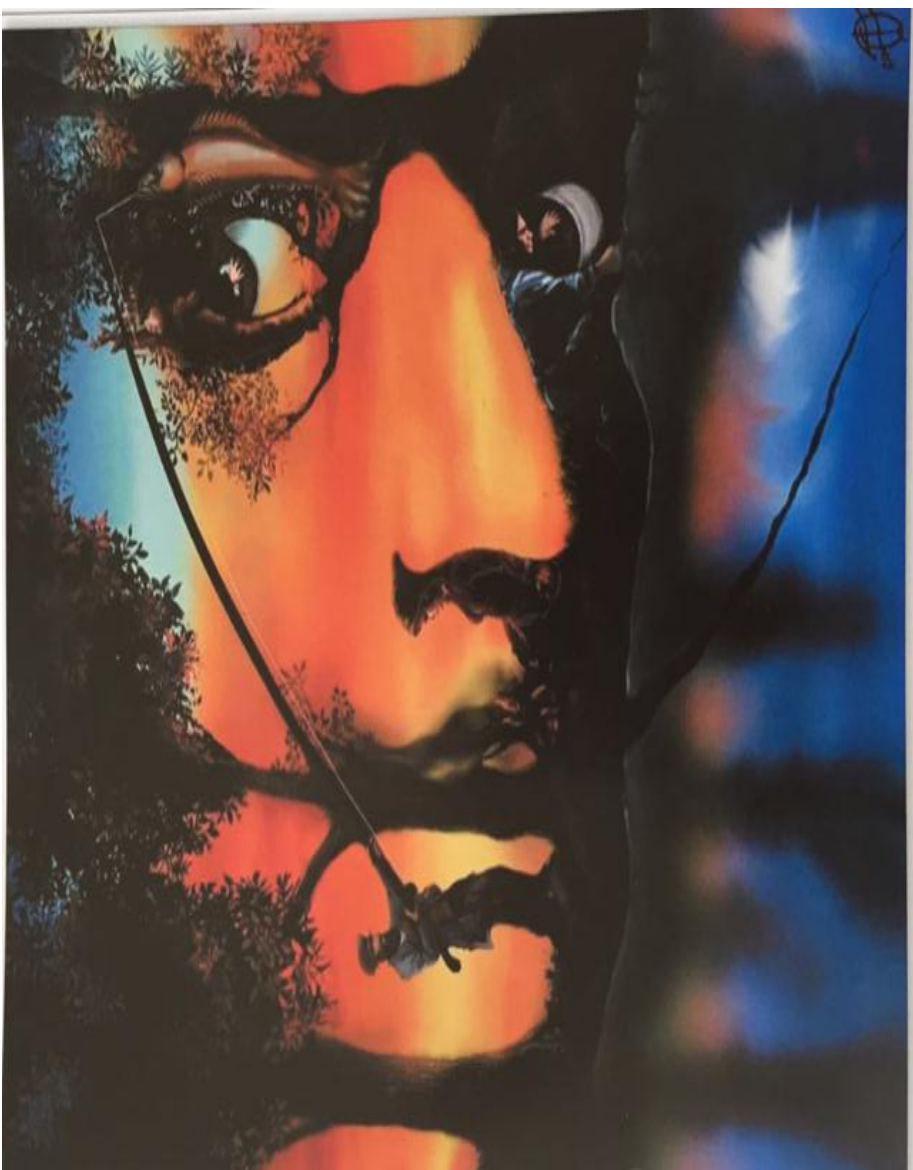
Curriculum development is a never ending journey!

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A tribute to our schools for their unwavering support and dedication and to all who have committed to their professional role in the reform!

Thank you!