

Section 1: Curriculum Reform

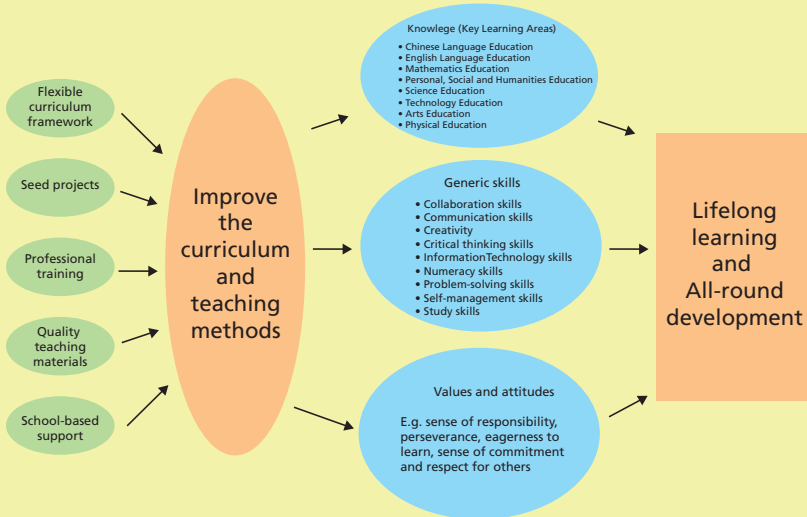
Target

To enhance the knowledge and abilities of all students, and to help them develop positive values and attitudes, so as to establish a solid foundation for life-long learning and whole-person development.

Ten-year Curriculum Development Plan

The Curriculum Development Council (CDC) has announced the following ten-year plan for curriculum development:

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| <p>Short-term <i>(2001/02 to 2005/06)</i></p> | <ul style="list-style-type: none"> • The Education Department (ED) will prepare new curriculum guides, key learning area curriculum guides and exemplars, based on the principles of the curriculum reform. It will also conduct research and development (“seed”) projects to generate successful reference experiences for schools. • Schools and teachers are encouraged to place more emphasis on enhancing students’ communication skills, critical thinking and creativity in the teaching of the existing subjects. • Schools and teachers are encouraged to promote the key tasks of the curriculum reform to enhance students’ learning capacity. • Schools and teachers should take gradual steps to adapt to the new curriculum framework. For those schools which are ready, they may start to develop their own school-based curricula step by step. |
| <p>Medium-term <i>(2006/07 to 2010/11)</i></p> | <ul style="list-style-type: none"> • Building on the strengths and experiences developed during the short-term phase, schools should further improve the teaching methods and develop appropriate school-based curricula according to the abilities and aptitude of their students, as well as to the mission of the schools. |
| <p>Long-term <i>(Beyond 2011)</i></p> | <ul style="list-style-type: none"> • Making good use of effective learning/teaching strategies and adopting appropriate school-based curricula to meet the needs of students. |



Last Year's Progress

In the last year, great effort was made to promote a new learning and teaching culture, as well as to implement a number of supportive measures for the curriculum reform.

(1) Developing Curriculum Guides

- The report, "Learning to Learn - The Way Forward in Curriculum Development", was issued by the Curriculum Development Council in June 2001.
- All Key Learning Area (KLA) Committees worked on the new curriculum guides.
- The CDC worked with the Hong Kong Examinations Authority (HKEA) to develop combined curriculum and assessment guides for different subjects, so as to ensure that the scope and modes of assessment were in line with the learning objectives and contents.

(2) Conducting Research and Development Projects

- The first stage of the collaborative research and development ("seed") projects started in September 2001. The themes of the projects included general learning and teaching strategies, key elements in various KLAs, the four key tasks and school-based curriculum development. Around 170 secondary schools and 140

primary schools participated in these “seed” projects to generate successful experiences in collaboration with the Curriculum Development Institute (CDI) and experts from tertiary institutions.

- A three-year longitudinal research project is underway to identify effective strategies to cater for the diverse learning abilities of primary school students.
- A three-year cluster school gifted project was started in 2000 to pilot a three-level structure for implementing gifted education in schools. 30 schools participated in this project.

(3) Promoting a New Culture of Assessment for Learning

- A Knowledge Fair on “Assessment for Learning” was held in November 2001 to promote effective and diversified assessment methods for use by schools. Around 5,000 principals and teachers participated in the Fair to share valuable experiences in assessments, in particular with regard to the use of appropriate assessment methods to enhance the learning effectiveness of students.

(4) Facilitating the Development of the Four Key Tasks

(i) Project Learning

The CDI developed a “web-based project learning tool” to facilitate self-learning by students. Through electronic devices, students may record their own learning processes, set targets for different stages and work towards these targets in a step by step manner. Students may also report their progress to their teachers who could then provide them with feedback and assistance as appropriate.

(ii) Promoting Reading

The following was done to promote a reading culture in schools and to enhance students’ interests in reading:

- Mobile library services were provided to 82 schools which did not have their own libraries.
- A recommended book list was provided.

(iii) Moral and Civic Education

- An Ad Hoc Committee on Moral and Civic Education was set up under the CDC to consider issues relating to the promotion of moral and civic education. Recommendations will be submitted by the Committee in 2002.

(iv) *Using Information Technology (IT) for Interactive Learning*

- Apart from providing resources to schools for setting up intranets and for purchasing computers, a number of educational software packages were developed and web-sites on different themes were set up to further support the implementation of Information Technology (IT) in Education.
- A series of subject-related refresher training courses and workshops were organized to help teachers integrate IT into learning and teaching.
- A questionnaire survey on the implementation of IT in education in primary schools was launched to provide useful information for reviewing the junior secondary IT curriculum.

(5) Other Supportive Measures

(i) *School-based Curriculum Development Support*

On-site support was provided to 88 primary schools and 130 secondary schools with a large number of academically low achievers. The school-based curriculum development teams assisted teachers in lesson planning, adapting appropriate strategies for teaching and learning, preparing teaching resources as well as developing school-based curricula.

(ii) *Provision of Teaching Resources and Exemplars*

- A curriculum bank of exemplars (http://cd.ed.gov.hk/cdb/public/exemplar_c.asp) was established in 2000 to provide teachers with useful reference and ready-to-use learning and teaching resources. It also served as a platform for teachers to share their practices and successful experiences.
- The *Exemplars of Curriculum Development in Schools* was published in June 2001, providing examples of real experiences in local schools to illustrate how the vision and proposals for the curriculum reform could be put into practice.

Tasks Ahead for the Coming Year

In the coming year, the CDC and the CDI will continue to promote a new culture for learning and teaching, and to further strengthen various supportive measures. The foci of work are as follows:

(1) Developing Curriculum Guides

- New curriculum guides for basic education (P1 - 6, S1 - 3) and for all KLAs in basic education are scheduled to be completed by mid-2002.
- Combined curriculum and assessment guides for new examination subjects will be jointly developed by the HKEA and the CDC.

(2) Strengthening the Various Supportive Measures

The various supportive measures mentioned above will be strengthened. Emphasis will be on developing the curriculum leadership of school principals and enhancing the professional competence of teachers for implementing the new curriculum and improving teaching methods.

(3) Providing an Additional Primary School Master/Mistress

Each public-sector primary school will be provided with an additional primary school master/mistress for a period of five years to assist in leading the curriculum development in schools.