

Section 1: Curriculum Reform

Target

To enhance the knowledge and abilities of 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.

Seven Learning Goals

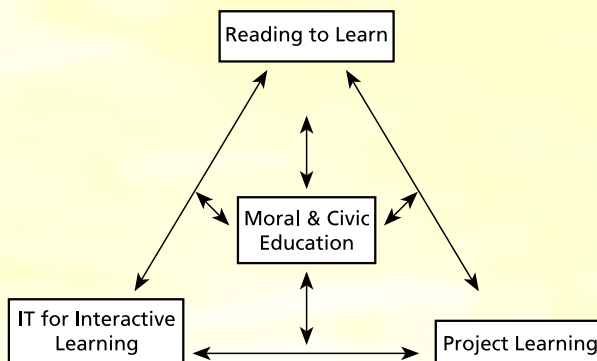
Following the aims of education and the school curriculum, the Curriculum Development Council (CDC) has set out the seven learning goals that students should achieve in ten years' time.



Short-term Targets of Curriculum Reform (2001-2006)

To achieve the above seven learning goals, schools should:

- (i) use the four key tasks to promote learning to learn;



- (ii) infuse the priority generic skills (i.e. communication skills, critical thinking skills and creativity, etc.) into the learning and teaching of existing subjects/ Key Learning Areas (KLAs) so as to develop students' independent learning capabilities in the acquisition and construction of knowledge; and
- (iii) formulate the whole-school curriculum plan (e.g. schools' five year plan) by adopting the KLA curriculum framework and building on the existing strengths of schools.

Last Year's Progress

(1) Four Key Tasks

- Schools were recommended to use the four key tasks, namely moral and civic education (MCE), reading to learn, project learning and the use of information technology for interactive learning as entry points or means to achieve the learning goals and targets as set out in the KLA/subject curricula. The findings of a survey revealed that more than 93% of the schools have started to implement the four key tasks.

(2) Curriculum Guides for Schools and Other Teaching Resources

- The Chinese Language (Primary 1 to 6) and English Language (Primary 1 to 6) Curriculum Guides have been developed.
- *Guidelines on School-based Gifted Development Programmes* have been issued and uploaded onto the Internet for teachers' reference.
- A range of learning and teaching as well as assessment resources that support the new primary curricula of Chinese Language and English Language have been developed.

(3) Primary School Master/Mistress (Curriculum Development) (PSM(CD))

- Since July 2003, 378 posts of curriculum leaders in primary schools (i.e. PSM(CD) or Assistant PSM(CD)) which last for a period of five years have been created. The post-holders are responsible for supporting primary school heads to lead curriculum development in schools.

- In addition, the curriculum leadership grant was provided to 59 schools with one to five classes to help schools develop strategic plan/measures and implement curriculum reform.

(4) Teachers' Professional Development and Training

- The professional development programmes for teachers and school heads have put more emphasis on meeting the learning needs of students and stressing the paradigm shift from a teacher-centred to a student-centred pedagogy. Besides, a series of programmes on changes in assessment practice and culture for improving learning and teaching has been provided.
- Specialty and regional clusters on gifted education were set up and training programmes on parenting would continue.

(5) On-site Support to Schools

- Teachers have been developed and nurtured as change agents in KLA at school level and a teacher network was formed.
- Various modes of collaboration and support have been provided to schools, e.g. regular and intensive mode of collaborative lesson preparation and action research; flexible mode of advisory service, school-based seminars and workshops, etc. In the area of collaboration with teachers, there have been significant changes in breadth as well as depth. Besides, there was an increase in the number of sharing sessions organized and/or co-ordinated for the whole school or at KLA/subject level.

(6) Promotion of MCE

- To strengthen the promotion of MCE, extra efforts were made in the provision of professional training and resource support. Up to the 2003/04 school year, 39 % of primary school leaders and 35 % of secondary school leaders have received intensive professional training on MCE. In the 2003/04 school year, altogether 77 programmes, seminars and


workshops were organized for 7,014 MCE teachers. A series of MCE websites was developed with themes on national education, Basic Law education, flag raising, healthy life style, civic awareness, anti-soccer gambling, etc. to support schools in addressing current personal and social issues. A number of new initiatives were also launched last year, including the 10 letters to the youth from the Permanent Secretary for Education and Manpower highlighting important core values and personal qualities, the organization of the National Education course in Beijing for senior secondary students of 170 schools, the Study Trip to the Mainland of China programme held for primary and secondary schools and MCE school-based support programmes. Besides, a series of celebrity talks was organized to strengthen the promotion of Basic Law education.

Impact of the Tasks

The Division of Social Studies, City University of Hong Kong was commissioned by the Curriculum Development Institute (CDI) to conduct a survey on “The School Curriculum Reform and Implementation of Key Learning Area Curricula in Schools 2003”² in July 2003 in order to ascertain, from the perspectives of frontline practitioners, the progress of the curriculum reform and implementation of KLA curricula in schools. The findings of the survey revealed that the curriculum reform has started to bear fruits:

- Over 70% of the primary school heads and 50% of the secondary school principals considered that their students have shown marked improvement in the areas of communication, independent thinking, learning motivation, innovation and commitment.
- Over 60% of the principals and teachers considered that the curriculum reform has enhanced their personal/professional growth and they were more confident in implementing the curriculum reform. In addition, school team culture was strengthened. All these could facilitate the implementation of the curriculum reform in schools.
- Clearer objectives in curriculum development, closer collaboration among teachers and better quality of learning and teaching were seen in schools with curriculum leaders attributable to the continuous professional

² A total of 148 primary schools and 101 secondary schools took part in the survey. The response rates of primary schools and secondary schools were 85.5% and 75.9% respectively.



development of teachers. Moreover, the development of curriculum leaders into a learning community has not only helped solve some specific and complicated problems but also enhanced the professional development of teachers.

- More than 90% of the participating schools of the Seed Projects noted the positive impact on student learning and the professional development of teachers. In particular, the Seed Projects for Chinese Language and English Language had an apparent effect on the reading habits and communication skills of students. All the participating seconded teachers indicated that they acquired a new understanding of the school-based curriculum development and had tried out new ideas after their return to schools, which resulted in enhancement of the effectiveness of learning and teaching.

Tasks Ahead for the Coming Year

(1) Four Key Tasks

- The implementation of the four key tasks can help students develop independent learning capabilities, which in turn will bring about a more holistic impact on effective learning. In sustaining the strengths with the use of the four key tasks in basic education, EMB will organize more than 100 professional development seminars and workshops for teachers under the theme of the four key tasks in order to support schools in preparing for the reform of senior secondary education.

(2) Development of New Senior Secondary Curriculum


- The curriculum framework for the various subjects of the new senior secondary curriculum will be developed and plans for the related support measures will be made, e.g. class restructuring, flexible adjustment of the teacher-to-class ratio and professional development plan for principals and teachers, etc.

(3) Enhancement of Professional Capacity of Basic Education

- The professional development programmes for school heads and teachers will be enhanced, covering themes with priority in the curriculum reform and those in greater demand. The professional development programmes for school heads will be strengthened to enhance their curriculum leadership in co-ordinating the various educational initiatives and to assist them in making informed decisions in KLAs. To address the needs of teachers, the programmes on MCE will be enhanced. There will also be training on the infusion of critical thinking and creativity in KLAs and gifted education.

(4) Promotion of MCE

- Building on the existing strength, continuous efforts will be made to maintain the momentum in promoting MCE. At least one school leader in each school will receive intensive professional training related to MCE, with a view that these trained school leaders will disseminate the relevant messages more effectively in schools. Updated MCE web resources will be developed to enhance teachers' competency to handle personal and social issues promptly. In order to further strengthen students' capability in making moral judgment, a new series of the letters to the youth from the Permanent Secretary for Education and Manpower will be developed as MCE teaching materials. Continuous efforts will be made to promote the national identity of students through the National Education course to be held in Beijing in December 2004, March and July 2005. In view of the popularity of the Study Trip to the Mainland of China, the scheme will be expanded so that more schools will benefit from it in the 2004/05 school year. To further reinforce students' understanding of the Basic Law, a new series of seminars and celebrity talks will be held.



(5) Continuous Provision of Professional Support

- School-based support services will continue to be provided for nurturing a culture for learning, collaboration and improvement among the school community. Effective practices will be explored to enhance the development of school-based curriculum.
- CDI and Hong Kong Education City will develop more resources on the Internet for easy access by teachers and schools. Moreover, more resources on learning and teaching as well as assessment will be developed to support the curricula of KLAs as well as cross-curricula development.