



Section 8: Progress of Major Reviews

(1) Review of the Secondary School Places Allocation and Medium of Instruction for Secondary Schools

Since 2000, the Government has abolished the Academic Aptitude Test, increased the Discretionary Places quota from 10% to 20% and reduced the number of allocation bands from five to three. The Government also undertook to review the situation in the 2003/04 school year with a view to putting in place a long-term arrangement. Separately, the Government implemented the *Medium of Instruction Guidance for Secondary Schools* in 1998 and undertook to review its implementation. In the same year, a joint working group was set up with members from the former Board of Education and SCOLAR. The working group recommended in 2000 that in view of the intertwining relationship between the MOI arrangement and the SSPA mechanism, the MOI arrangement should be considered by the EC alongside its review of the SSPA mechanism in the 2003/04 school year. As a result, the EC set up the Working Group on Review of SSPA and MOI for Secondary Schools in July 2003 to take forward the review.

The Working Group has largely completed the review. However, since another consultation on Reforming the Academic Structure for Senior Secondary Education and Higher Education has been ongoing until mid-January 2005, the consultation on the SSPA and MOI will be launched in early 2005.

(2) Review of the Academic Structure for Senior Secondary Education and Higher Education


The Chief Executive in his 2004 Policy Address set out the direction to develop a new senior secondary and university system that will effectively prepare our next generation to cope with the challenges of the 21st Century and the demands of our rapidly developing knowledge-based society. EMB has also published related documents on reforming the academic structure for senior secondary and higher education, and has launched a 3-month public

consultation since October 2004 on the design blueprint, timing of implementation and financial arrangement for the reform.

The reform in the senior secondary and higher education is based on the reform at the basic education level that started in 2000. It is destined to help students become informed and responsible citizens, who are life-long learners with a global outlook and a sense of national identity at the same time. The new senior secondary and higher education allows students to continue their studies up to a level equivalent to the present Secondary 6 so as to enable them to meet the requirements of the new knowledge-based economy of Hong Kong. The new curriculum proposed at the senior secondary level also offers greater diversity, more choices as well as smoother multiple pathways for advancement, which can suit the different inclination, interest and learning needs of students. As the number of public examinations will be reduced, there will also be ample time for more effective learning. Besides, a 4-year course at university will make room for all-round development of university students.

In order that the public and the frontline personnel in schools can have a better understanding of the reform, EMB has conducted, till now, nearly 100 seminars or briefing sessions for the reform. The seminars and briefing sessions are to acquaint principals, teachers, parents and other members of the public with changes proposed for the curriculum and assessment, the basic content of all subjects, students' possible advancement pathways, as well as administrative matters in secondary schools during the period of transition and thereafter. The seminars and briefing sessions also serve as channels for different stakeholders to express their views.

EMB also has regular contact with the universities to decide on the university entrance requirements and procedures for the new academic structure. It is anticipated that the finalized plan can be released in 2005.



(3) Review of Teacher Education and Professional Development

Taking into account the current situation in Hong Kong, feedback received from wide consultation and similar CPD developments in other regions of the world, ACTEQ published the document on *The Teacher Competencies Framework and the Continuing Professional Development of Teachers* in November 2003. ACTEQ will continue with its holistic review on all processes of initial teacher education, professional development of beginning teachers and continual professional development of practicing teachers. EMB will also review the CPD framework and training programmes for principals (see section 4).