

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.

Seven Learning Goals

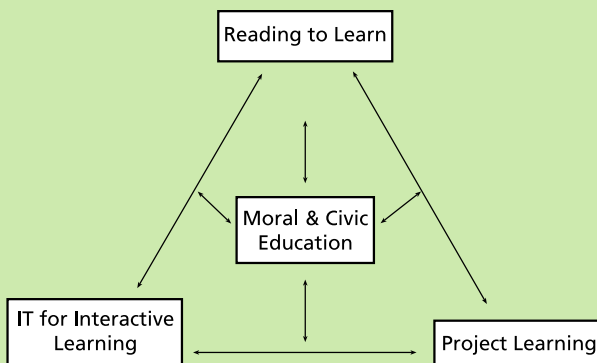
In line with the aims of education and the overall aims of school curriculum, the Curriculum Development Council (CDC) has set out the seven learning goals that our students should achieve in 10 years' time.



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

To achieve the above seven learning goals, schools should

- (i) use the 4 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) to develop students' independent learning capabilities in the acquisition and construction of knowledge;
- (iii) formulate the whole-school curriculum plan (e.g. schools' five year plan) by adopting the KLA curriculum framework and initiating school-based components.

Last Year's Progress

(1) Curriculum Guides for Schools and Other Curriculum Reviews

- In response to the need for curriculum development of schools, CDC's "Basic Education Curriculum Guide - Building on Strengths" set out 11 themes essential for Whole-school Curriculum Development.
- CDC developed 8 Key Learning Areas and General Studies (Primary) Curriculum Guides.
- CDC and the Hong Kong Examinations and Assessment Authority (HKEAA) jointly developed the Curriculum and Assessment Guides of Integrated Humanities, Science and Technology, Computer and Information Technology, History as well as Chinese History for Secondary 4 to Secondary 5.

(2) Primary School Master/Mistress (Curriculum Development) [PSM(CD)]

- The first batch of 232 PSM(CD)s are appointed for 5 years to support primary school heads to lead curriculum development in schools.
- Interim evaluation reflects that most PSM(CD)s provide effective support to the curriculum reforms in schools.

(3) Teachers' Professional Development and Training

- The nature of professional discourse of teachers and school heads focuses more on meeting the learning needs of students, i.e. it focuses on the paradigm shift from a teacher-centred to a student-centred pedagogy.

- A Moral Civic Education (MCE) network of teachers has been set up to promote MCE good practices and share relevant experience with a view to achieving cross fertilisation of ideas.
- Apart from teacher training sessions organized at Fung Hon Chu Gifted Education Centre, specialty clusters on gifted education have been formed to enhance sharing of experiences, resources and professional dialogue as well as providing training sessions on parenting.

(4) Seed (Research & Development) Projects

- Secondary and primary schools, university academics as well as Curriculum Development Institute (CDI) colleagues have worked together to generate useful knowledge and experiences on key emphases of curriculum reforms for other schools' reference.
- The second Knowledge Fair on Learning to Learn was held on 12 November 2002 to disseminate and help schools transfer useful knowledge and experiences arising out of projects conducted in 2001/02. More than 80% of the participating schools noted the positive impacts on student learning and the professional development of teachers.
- The Chinese Language and English Language projects had obvious impact on students' habit of reading and communication skills.

(5) Learning and Teaching Resources

- A range of learning and teaching resources to support the new curricula have been developed by the CDI. These include, for example, resources based on authentic experiences of schools, reading package, series for catering students' learning diversity, and electronic curriculum planners, etc.
- A brand new MCE resource net (<http://resources.emb.gov.hk/mce>) has been launched to facilitate teachers in designing school-based MCE programme.

(6) On-site Support to Schools

- Teachers were observed to have reduced their dependency on textbook and were able to use textbooks and other teaching resources more flexibly.
- Schools were able to generate useful knowledge and experiences in effective pedagogy, assessment in reading, project learning, Chinese, English, Mathematics and General Studies as indicated in 40 action research reports.
- Through various advisory service, collaborative lesson preparation, and action research, schools were able to build up their curriculum reform capacity and achieve the following:
 - (i) Gradual emergence of collegial and collaborative culture;
 - (ii) Professional knowledge and skills of teachers has increased;
 - (iii) More effective practice to enhance school-based curriculum development, e.g. time-tabling, curriculum continuity and assessment, etc.

Tasks Ahead for the Coming Year

In 2003/04, the CDC/CDI will focus on the following:

(1) Curriculum Guides for Schools and Other Curriculum Reviews

- Review existing Secondary 4-7 examination subjects in collaboration with HKEAA.
- Develop combined Curriculum and Assessment Guides, in collaboration with HKEAA, for more examination subjects to align assessment with curriculum, and learning with teaching.
- Form one CDC/HKEAA Committee for all senior secondary school subjects.
- Launch the pilot scheme of Career-Oriented Diversified Curriculum.
- Develop Chinese Language (Primary 1-6) and English Language (Primary 1-6) Curriculum Guides.
- "Guidelines on School-based Gifted Development Programmes" will be issued and uploaded on the web for teachers' reference.

(2) Primary School Master/Mistress(Curriculum Development) [PSM(CD)]

- Appoint more PSM(CD)s for 5 years in the current round of application.

(3) Teachers' Professional Development and Training

- Apart from courses to support new curricula, teacher networking will be strengthened for cascading curriculum reform changes. E-networking has been adopted for experience sharing. More courses on changing assessment practice and culture to improve learning and teaching have been provided. The setting up of specialty and regional clusters on gifted education and provision of training sessions on parenting will continue.

(4) Seed (Research & Development) Projects

- Apart from continuing with projects on curriculum planning and effective pedagogy, more projects would focus on learning to learn skills in Chinese Language, English Language and Mathematics KLAs, as well as assessment practice to improve learning and teaching.
- Useful knowledge and experiences generated would be promoted through professional development courses, self-learning packages, exemplars, etc. for adaptation by teachers and schools.

(5) Learning and Teaching Resources

- Develop more resources on the Internet with HKEdCity for convenient access by teachers and schools.
- Develop more resources on learning, teaching and assessment to support the Primary curricula of Chinese Language and English Language.
- Support measures for exceptionally gifted students would be extended to include science and technology.

(6) On-site Support to Schools

The vision of our support service is to nurture a culture for learning, collaboration and improvement among the school community.

- Facilitating the development of 20+ learning communities among PSMs to enhance networking and knowledge generation.
- Developing teachers as change agents in different KLAs and at school levels and networking them.
- Exploring effective practices to enhance school-based curriculum (e.g. school-based assessment and whole-school curriculum plan).