

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

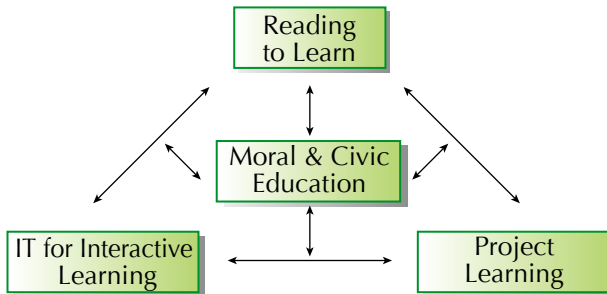
Following the aims of education and the school curriculum, the Curriculum Development Council (CDC) has set out the seven learning goals that students should achieve.



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

To achieve the above seven learning goals, schools should:

- Use the four key tasks to promote learning to learn;



- 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
- 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.

(1) Four Key Tasks

Progress

- Schools have been recommended to use the four key tasks, namely Moral and Civic Education (MCE), Reading to Learn, Project Learning and 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 Quality Evaluation Centre, City University of Hong Kong was commissioned by the EMB to conduct a survey on "The Reform of the School Curriculum and the Implementation of Key Learning Area Curricula"² (KLA Survey) in October 2005, and as revealed from the result, over 90% of school heads indicated that they had used the four key tasks as the entry points for implementing the curriculum reform since the 2001/02 school year, with reading to learn having the highest percentage (over 99%). Most school heads perceived the use of the four key tasks helpful in enhancing student learning.

Tasks Ahead

- 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, the EMB will continue to organize 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 A total of 219 primary schools and 138 secondary schools took part in the survey.

(2) Curriculum Guides for Schools and Other Teaching Resources

Progress

- The *Guide to Pre-primary Education* has been revised and uploaded onto the EMB website. Printed copies have been sent to pre-primary institutions for teachers' reference.
- The *Provisional Final Draft of the Curriculum and Assessment (C&A) Guides* for all NSS subjects have been developed and uploaded onto the EMB website.
- A range of learning, teaching and assessment resources that support the school curriculum and curriculum reform, including the web-based resource platform for Liberal Studies, have been developed.

Tasks Ahead

- Development of the learning and teaching resources related to the NSS curriculum will be implemented in full scale.
- The final version of *C&A Guides* will be uploaded onto the EMB website in January 2007. Printed copies will be issued to schools shortly after.
- The EMB and Hong Kong Education City (HKEdCity) 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 at the basic education level will be developed to support the curricula of KLAs as well as cross-curricula development.

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

Progress

- Since September 2002, 610 posts of curriculum leaders in primary schools

(i.e. PSM(CD) or Assistant PSM(CD)) 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 58 primary schools with one to five classes to help them develop strategic plan/measures and implement curriculum reform.

Tasks Ahead

- With effect from the 2007/08 school year, the present five-year time limited primary school curriculum leader posts will turn to permanent posts and the curriculum leadership grant will also become a recurrent grant.

(4) Teachers' Professional Development and Training

Progress

- More emphasis on preparing schools for the NSS curriculum (including managing the changes involved), meeting the learning needs of students and stressing the paradigm shift from a teacher-centred to a student-centred pedagogy have been put on the professional development programmes for school heads and teachers. In addition, a series of programmes on changes in assessment practice and culture for improving learning and teaching has been provided.
- A network of schools with substantial school-based experience in gifted education has been formed under the Thematic Network in gifted education to further strengthen professional development of teachers in this area and to promote the development of gifted education.

Tasks Ahead

- Professional development for principals and teachers on the NSS curriculum will be provided.

- Priority will be given to enhancing the professional development programmes for school heads and teachers on themes covering the curriculum reform, the planning and implementation of whole-school curriculum, strategies to cater for learner diversity and the use of diversified modes of assessment for improving student learning. To address the needs of teachers, the programmes on MCE will also be enhanced. Moreover, there will be training on the infusion of critical thinking and creativity in KLAs and in gifted education.

(5) Provision of School-based Support

Progress

- At school level, teachers have been developed and nurtured as change agents in KLAs. A teacher network has also been formed.
- Various modes of collaboration and support have been provided to schools, e.g. regular and intensive school-based collaborative lesson preparation and action research, flexible advisory service, school-based seminars and workshops, etc. Collaboration with teachers has changed significantly in breadth as well as depth. In addition, there have been more frequent sharing sessions organized or coordinated for the whole school or at KLA/subject level.

Tasks Ahead

- School-based support services will continue to be provided for nurturing a culture for learning, collaboration and improvement in the school community. Effective practices will be explored to enhance the development of school-based curriculum.

(6) Promotion of Moral and Civic Education

Progress

- To support schools in the promotion of MCE, continued efforts have been made by the EMB in the provision of professional training and resource

support. In the 2005/06 school year, 64 training programmes, seminars and workshops were organized and attended by 2 188 MCE teachers. A series of MCE websites was developed with themes on national education, Basic Law education, flag raising, healthy life style, environmental education, moral education, life education, sex education, service learning, civic education, anti-soccer gambling, etc. to support schools in addressing current personal and social issues.

- New initiatives launched for strengthening moral and life education include letters to young people on how to lead a meaningful life by the former Permanent Secretary for Education and Manpower, a project to publicize moral education through true stories of ordinary people, moral education resource books highlighting important core values and personal qualities as well as a celebrities talk series for the promotion of life education.
- In addition to the continuing organization of national education courses in Beijing for senior secondary students, talk series and study tours to Beijing for better understanding of contemporary China, Military Summer Camp for Hong Kong Youth, Dialogue Session on "Shenzhou VI" and summer camp interflow activities for secondary school students from Beijing, Hong Kong and Macao were also organized. Subsidies were also provided for programmes of the National Education Centre for strengthening national education.

Tasks Ahead

- To sustain the momentum in promoting MCE, at least one school leader in each school will receive intensive professional training related to MCE. On top of regular updating and development of new MCE websites in response to controversial social issues, resource support also includes the development of learning and teaching materials related to national education, moral education and life education, etc.
- On-going national education programmes will include the national education courses, National Day celebrations, talk series and study tours to Beijing for understanding of contemporary China, Military Summer Camp for Hong Kong Youth and Understanding our Motherland Programme.

- New initiatives will include the organization of a Symposium on National Education and Basic Law Education in 2007 and educational activities related to the Beijing 2008 Olympic Games, promoting national education through the activities organized by Dr Sun Yat-sen Museum and the revamping of the curriculum for national education courses held in Beijing.
- To support the development of MCE as a component of other learning experiences under the NSS curriculum, relevant learning and teaching materials, talks, workshops, school-based support and focus group meetings will be provided and organized for schools.

Impact of the Curriculum Reforms

The KLA Survey in October 2005 was to ascertain, from the perspective of frontline practitioners, the progress of the curriculum reform and the implementation of KLA curricula in schools. The findings of the survey revealed that the curriculum reform has borne fruit:

- Over 75% of schools had already formulated or continued to adopt a five-year short-term strategy for whole-school curriculum development, implemented the school-based curriculum to better suit students' needs and formulated a whole-school homework and assessment policy.
- Schools had made substantial improvement in providing a broad and balanced curriculum for students and enhancing their whole-person development through the five essential learning experiences (Moral and Civil Education, Intellectual Development, Community Service, Physical and Aesthetic Development & Career-related Experience) and nearly all school heads perceived them as effective.
- Over 70% of primary and secondary school heads reported better/slightly better change in schools in the aspects of "school as a learning community" and "deployment of school resources".
- Over 70% of primary and secondary school heads perceived better/slightly better personal change in leadership competence, professional development,

collaboration with teachers and understanding of the curriculum development since the implementation of the curriculum reform.

- Over 70% of primary school heads and over 50% of secondary school heads reported student improvement in communication, critical thinking skills, creativity, self learning, learning motivation and interest, sense of national identity, respect for others, sense of responsibility and overall learning performance since the implementation of the curriculum reform in the 2001/02 school year.