Reforming the Academic Structure

A Multi-pronged Approach to Fostering Collaboration and Learning Communities

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Why a New Academic Structure (NAS)?

To nurture a new generation of learners who can rise with and to the challenges in the 21st century (from basic education reform in 2000 to NAS since 2009)
Expanding Learning Opportunities in the NAS

Normal Age

Yr 22 (Degree) 1st cohort of university graduates (2016)
Yr 18 (Secondary) 1st HKDSE Exam (2012)
Yr 15 (Basic Education)
Yr 12
Yr 6
Yr 3

Post-graduate programmes
Universities (Yr1 – Yr4)
Post-secondary Courses
New Senior Secondary for ALL students at S4-S6 (since Sep 2009)
Junior Secondary (S1-S3)
Primary (P1-P6)
Early childhood (K1-K3)

Project Yi Jin
Youth College / VTC

Better articulations, multiple pathways…
Less exam-bound learning…
From the outset...
Establishing hubs ...

To join the dots and address interface issues

Expected change in learning outcomes

Expected change in assessment

Expected change in pedagogy

Expected change in curriculum

Expected change in assessment

Expected change in pedagogy

PSHE

AaL

Chi

Parents

OGs

HKEAA

Teachers

Other professional organisations

Eng

Math

Science

Moral & Civic Ed

Teacher networks

Teacher networks

Tertiary institutions

AfL

PE

Technology

Schools

Divisions in EDB

e-learning

Community Service

Employers

Enquiry-based

School networks

Math

Arts

Eng

Chi

Moral & Civic Ed

Teacher networks

Tertiary institutions
Establish the hubs to join the dots and address interface issues

Establishing the hubs, eg:
- Liaison Group on 334
- Principals’ Liaison Meeting
- Task Force on 334 Communication Strategies
- Employers’ Working Group

Addressing interface issues, eg:
- Other Learning Experiences and Student Learning Profile
- Applied Learning
- HKDSE
A Multi-pronged approach to fostering collaboration and learning communities

- Curriculum Change
- Pedagogical Change
- Accumulative change to drive change
- Inter-organisational & inter-sectoral collaboration
- School & Teacher Networks

NAS
A Multi-pronged approach to fostering collaboration and learning communities

The NAS has given opportunity to promote collaboration and learning communities, an important approach to student learning in the 21st century.
Curriculum Change in NAS - East Meets West

The unexamined life is not worth living.

学而不思則罔，思而不學則殆
To study and not think is a waste. To think and not study is dangerous.

Confucius

Socrates

Broad & balanced
Curriculum Change in NAS - East *Meets* West

**KEY LEARNING AREAS**

- Communication
- Critical Thinking
- Creativity
- Collaboration
- Information Technology
- Numeracy
- Problem-Solving
- Self-Management
- Study

Broad & balanced
Curriculum Change in NAS

Collaboration as 21st century skill
plus other generic skills, positive values and attitudes

4 NSS Core Subjects, 2-3 subjects from 20 elective subjects, ApL & Other Languages

Broad & balanced

Other Learning Experiences & Student Learning Profile
Pedagogical Change – blending Asian & Western pedagogy

Collaborative teaching

Celebrate hard work and, at the same time, emphasise provision of diversified learning experiences and adoption of a repertoire of learning and teaching strategies to develop a new generation of learners – active, self-directed and collaborative.

e-Learning

Self-directed learning
“The NAS and the HKDSE have stimulated us to think. There’re a lot of questions asking for our opinions and there’re plenty of open-ended questions requiring critical thinking in the exam.” (S6 student)

“We always have group discussion. We need to explore and discuss an issue as thoroughly as we can and challenge the viewpoints of other groups. Through peer evaluation, we learn to reflect from different perspectives.” (S6 student)
School & Teacher Networks

Learning communities within schools
(eg learning circles, subject panels, ad hoc task groups)

Learning communities across schools
(eg schools under the same sponsoring body, schools in the same partnership project)

Teacher networks
(eg Liberal Studies, OLE)

Collaborative culture well developed in schools and among teachers
Engage multiple partners in collaboration through different avenues to build consensus, capacity and momentum for change.
Impact of Seed Projects on NAS

Since the 2004/05 school year,
- around 60 seed projects related to the NAS curriculum
- experiences disseminated through professional development programmes
- enhancing teachers’ professional knowledge
- facilitating school curriculum development
- development of a collaborative culture among teachers
- establishing learning communities within and among school networks
- building partnership between the Education Bureau and schools
- lending support to curriculum reform
The Future is Now – Learning to Live Together

Learn to know
Learn to do
Learn to be
Learn to live together
Challenges Ahead

“If you can meet with Triumph and Disaster and treat those two impostors just the same...”

Rudyard Kipling

How to evaluate impact

How to see true learning from collaborative learning, such as that on the Internet

How to sustain momentum of reform when we are facing a population decline, new competitions and conflicts in society
It is of paramount importance that collaboration exists within and beyond our schools.
Fostering collaboration and learning communities

1. Curriculum Change
2. Pedagogical Change
3. Inter-organisational & inter-sectoral collaboration
4. School & Teacher Networks

Little drops of water make a mighty river.
Fostering collaboration and learning communities

Let’s join hands in building more & stronger learning communities for a better future.
Thank You