Reforming the Academic Structure

A Multi-pronged Approach to Fostering Collaboration and Learning Communities
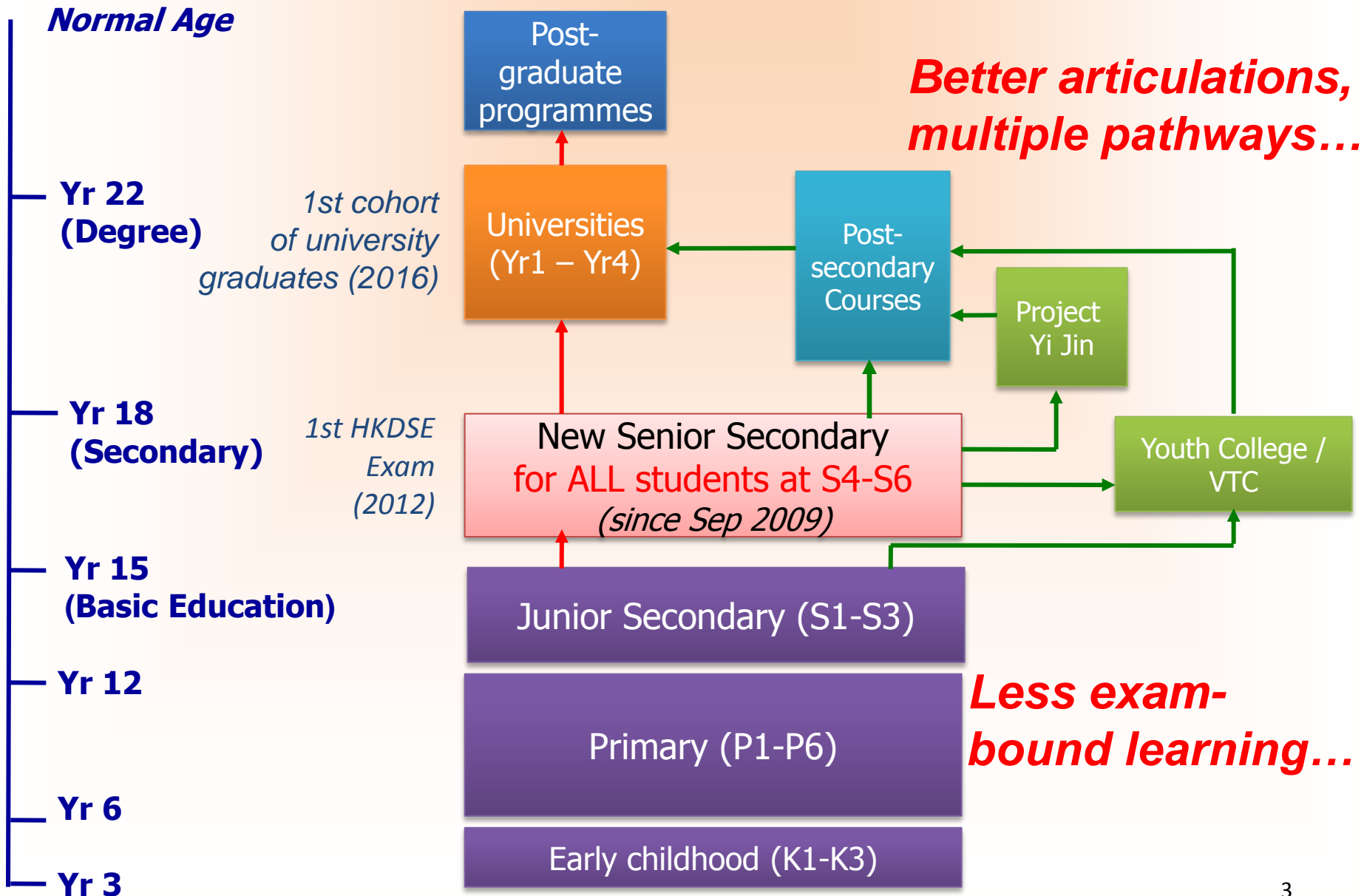
Dr Catherine K K CHAN
Deputy Secretary, Education Bureau, Hong Kong SAR
22 November 2012

Why a New Academic Structure (NAS)?
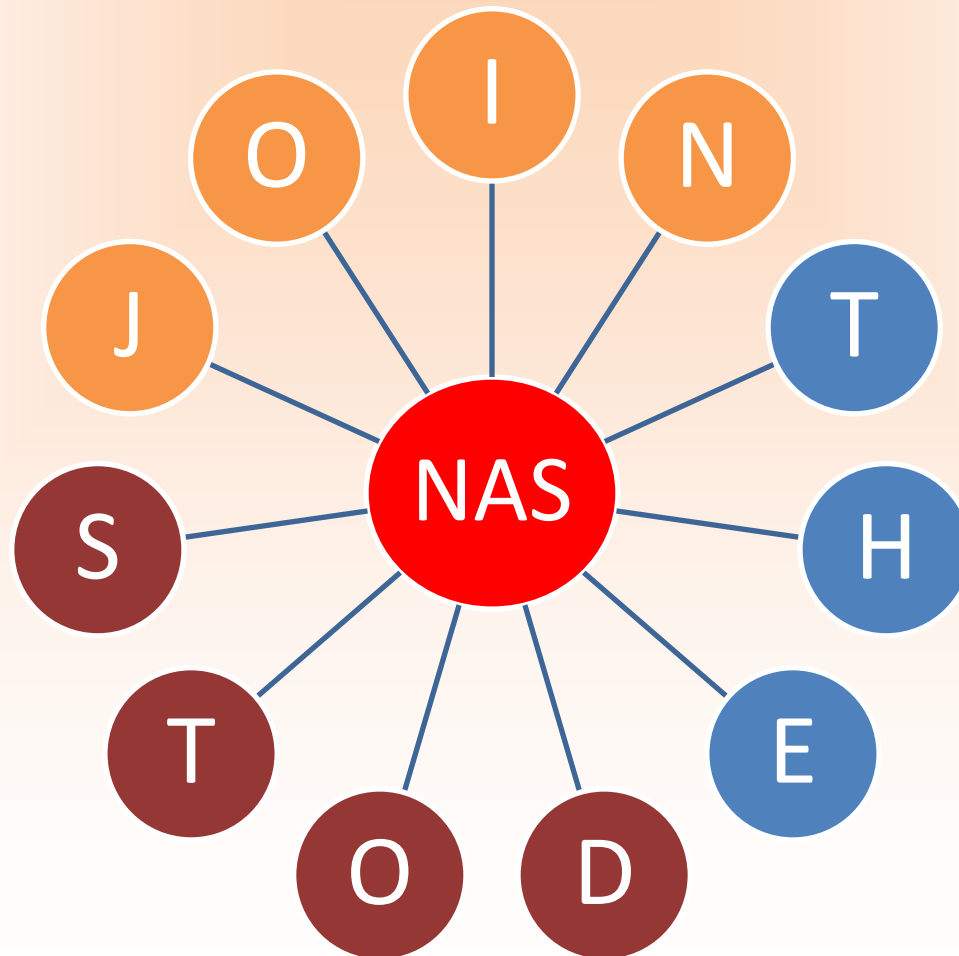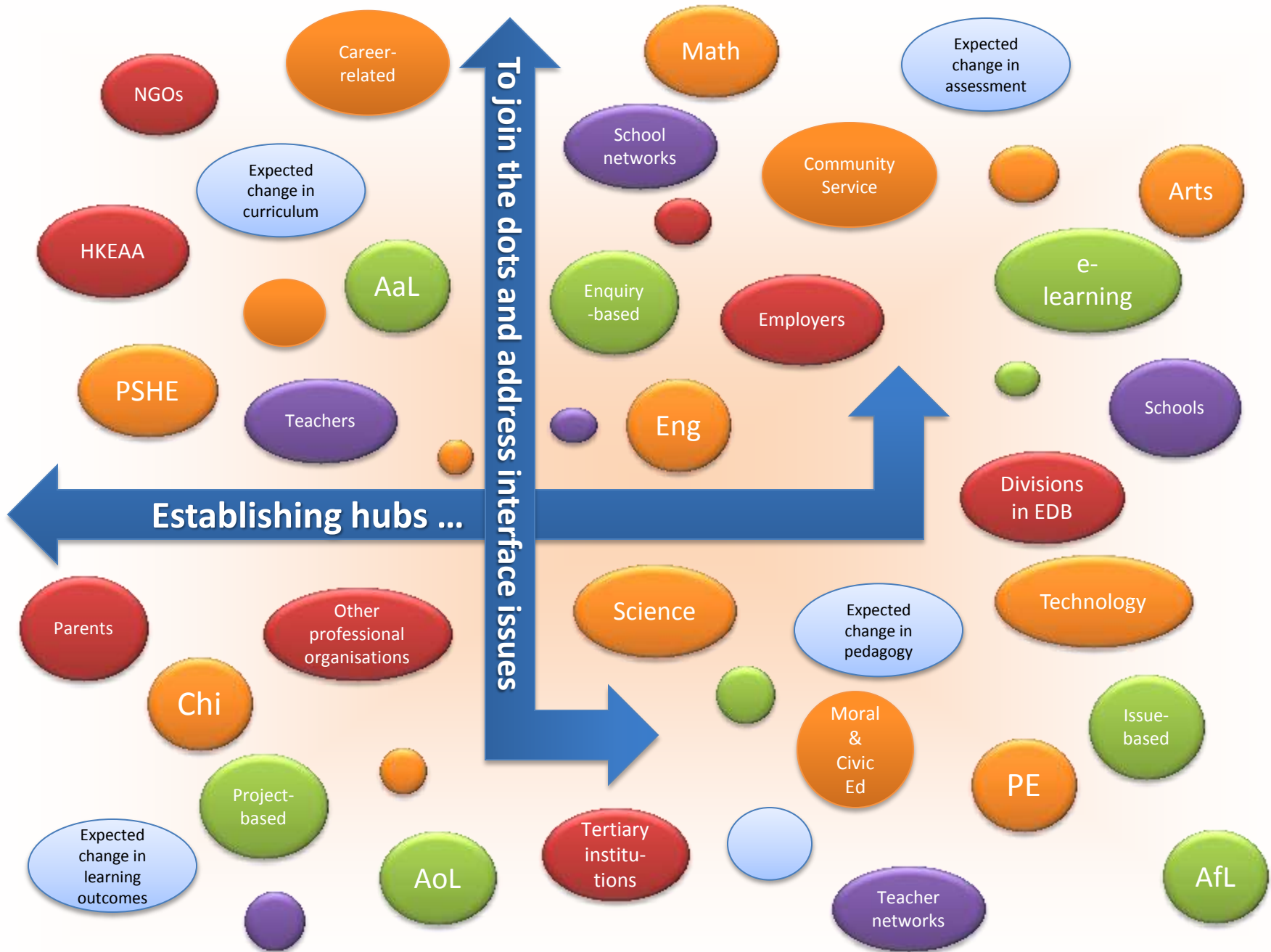
To nurture a new generation of learners who can rise *with* and *to* the challenges in the 21st century
(from basic education reform in 2000 to NAS since 2009)

Expanding Learning Opportunities in the NAS

Normal Age

Yr 22 (Degree)

Yr 18 (Secondary)

Yr 15 (Basic Education)

Yr 12

Yr 6

Yr 3

1st cohort of university graduates (2016)

1st HKDSE Exam (2012)

Post-graduate programmes

Universities (Yr1 – Yr4)

Post-secondary Courses

Project Yi Jin

New Senior Secondary for ALL students at S4-S6 *(since Sep 2009)*

Youth College / VTC

Junior Secondary (S1-S3)

Primary (P1-P6)

Early childhood (K1-K3)

Better articulations, multiple pathways…

Less exam-bound learning…

3

From the outset...

Career-related

NGOs

Math

Expected change in assessment

Expected change in curriculum

School networks

Community Service

Arts

HKEAA

AaL

Enquiry-based

Employers

e-learning

PSHE

Teachers

Eng

Schools

To join the dots and address interface issues

Establishing hubs …

Divisions in EDB

Parents

Other professional organisations

Science

Expected change in pedagogy

Technology

Chi

Moral & Civic Ed

Issue-based

Project-based

PE

Expected change in learning outcomes

AoL

Tertiary institutions

Teacher networks

AfL
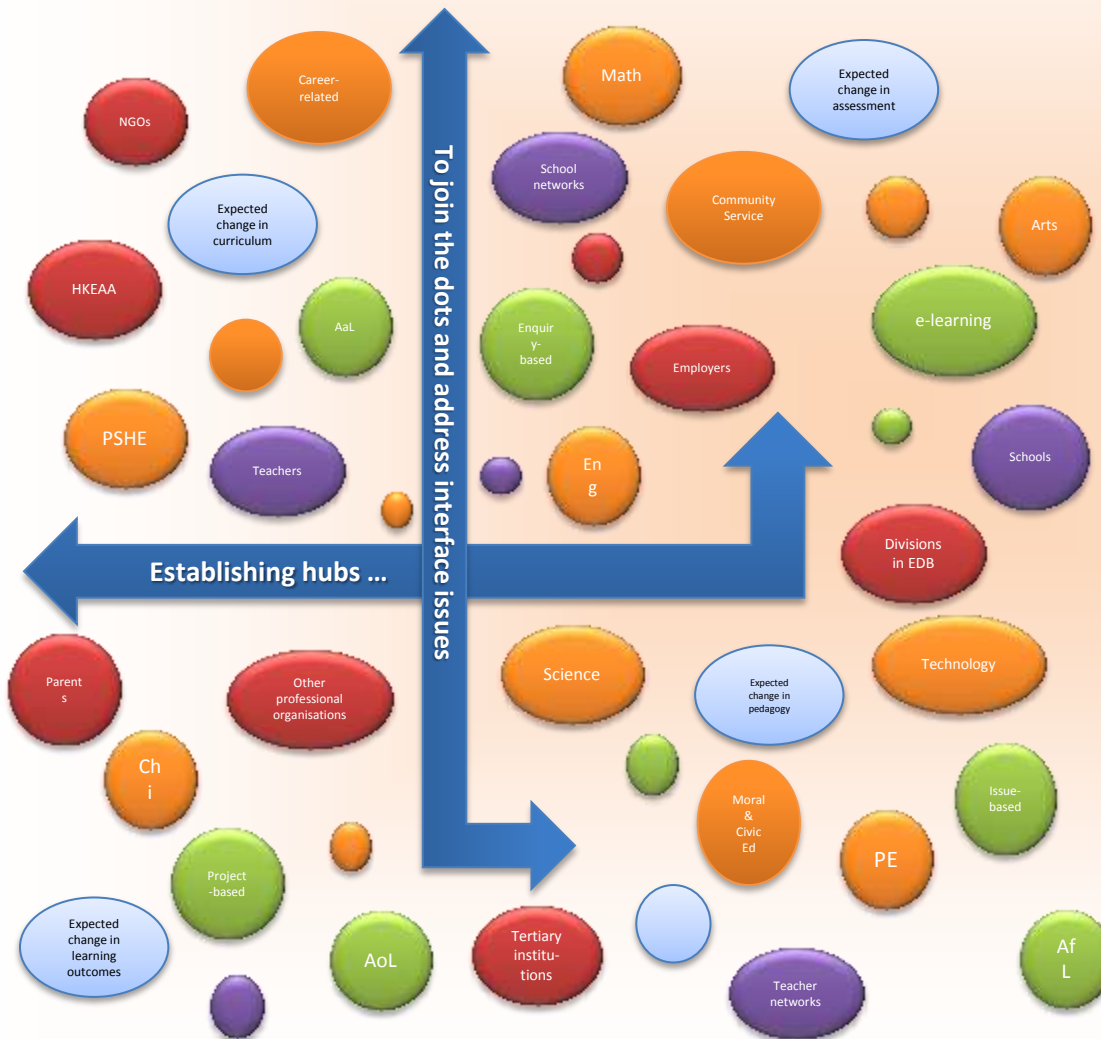
5

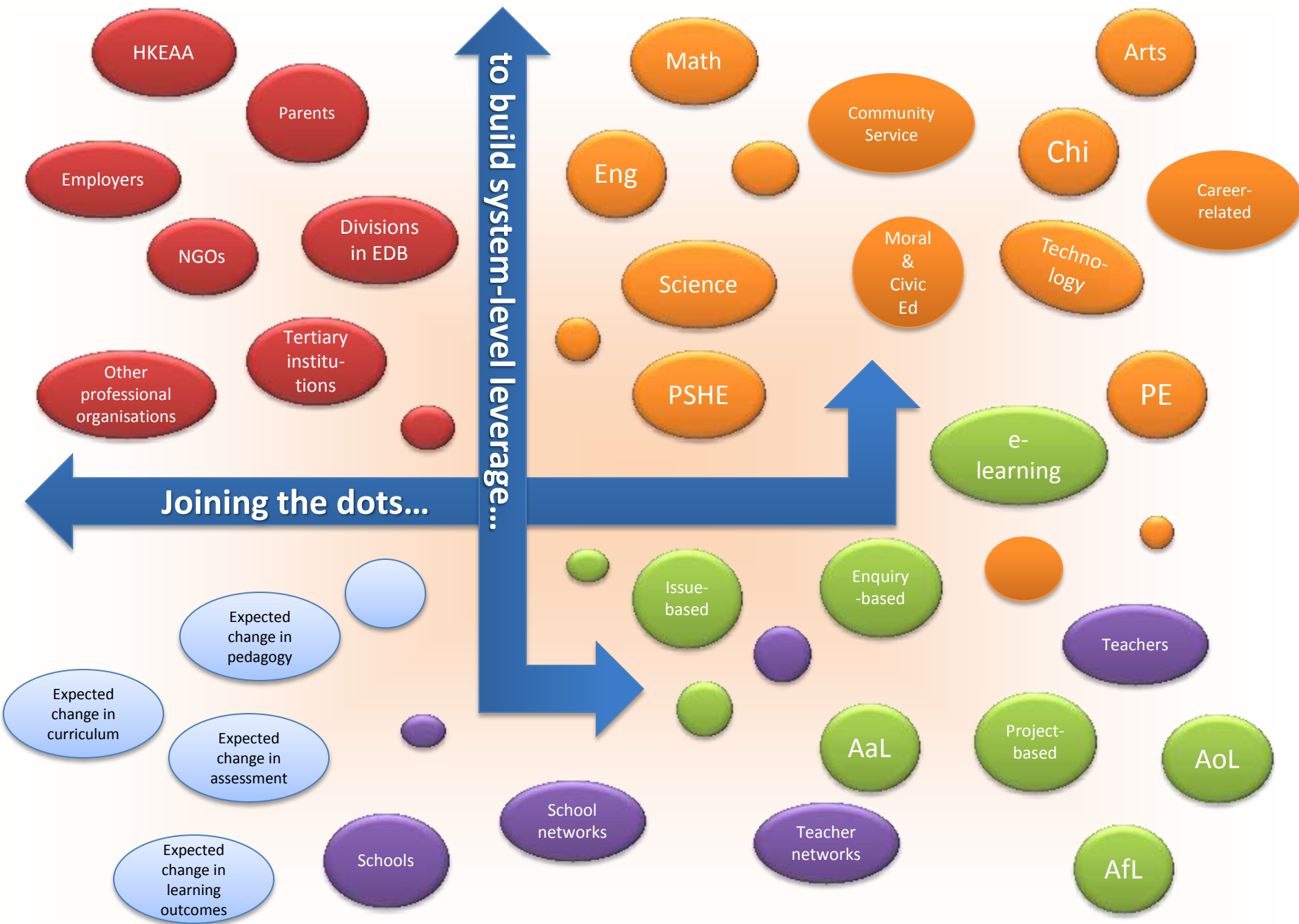# Establish the hubs to join the dots and address interface issues

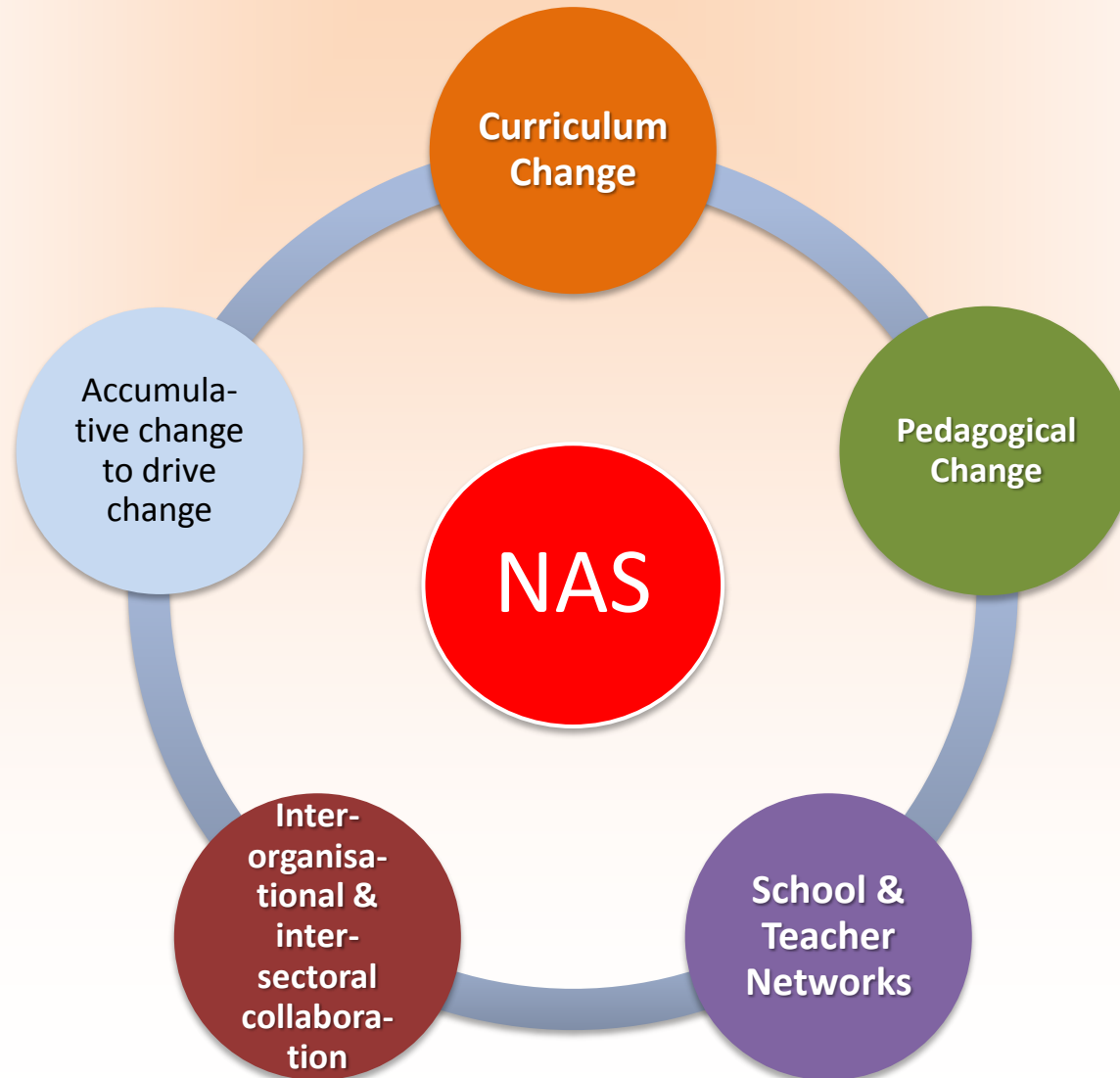
Establishing the hubs, eg:
- **Liaison Group on 334**
- **Principals' Liaison Meeting**
- **Task Force on 334 Communication Strategies**
- **Employers' Working Group**

Addressing interface issues, eg:
- **Other Learning Experiences and Student Learning Profile**
- **Applied Learning**
- **HKDSE**

to build system-level leverage...

Joining the dots...

HKEAA

Parents

Employers

NGOs

Divisions in EDB

Other professional organisations

Tertiary institutions

Math

Eng

Community Service

Arts

Chi

Career-related

Science

Moral & Civic Ed

Techno-logy

PSHE

PE

e-learning

Expected change in pedagogy

Expected change in curriculum

Expected change in assessment

Expected change in learning outcomes

Issue-based

Enquiry-based

Teachers

AaL

Project-based

AoL

Schools

School networks

Teacher networks

AfL

7

A Multi-pronged approach to fostering collaboration and learning communities

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

Accumulative change to drive change

NAS

Pedagogical Change

Inter-organisational & inter-sectoral collaboration

School & Teacher Networks
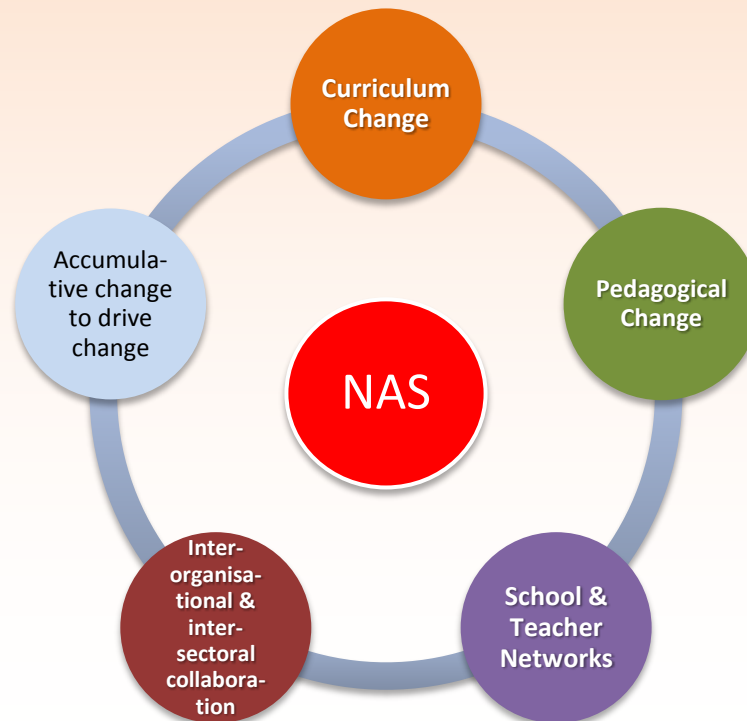
Curriculum Change in NAS -
East *Meets* West

Broad & balanced

KEY LEARNING AREAS

GENERIC SKILLS & VALUES

Chinese Language Education

English Language Education

COMMUNICATION

CRITICAL THINKING

CREATIVITY

COLLABORATION

INFORMATION TECHNOLOGY

NUMERACY

PROBLEM-SOLVING

SELF-MANAGEMENT

STUDY

11

Curriculum Change in NAS

Collaboration as 21st century skill

plus other generic skills, positive values and attitudes

Broad & balanced

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

Other Learning Experiences & Student Learning Profile

12

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

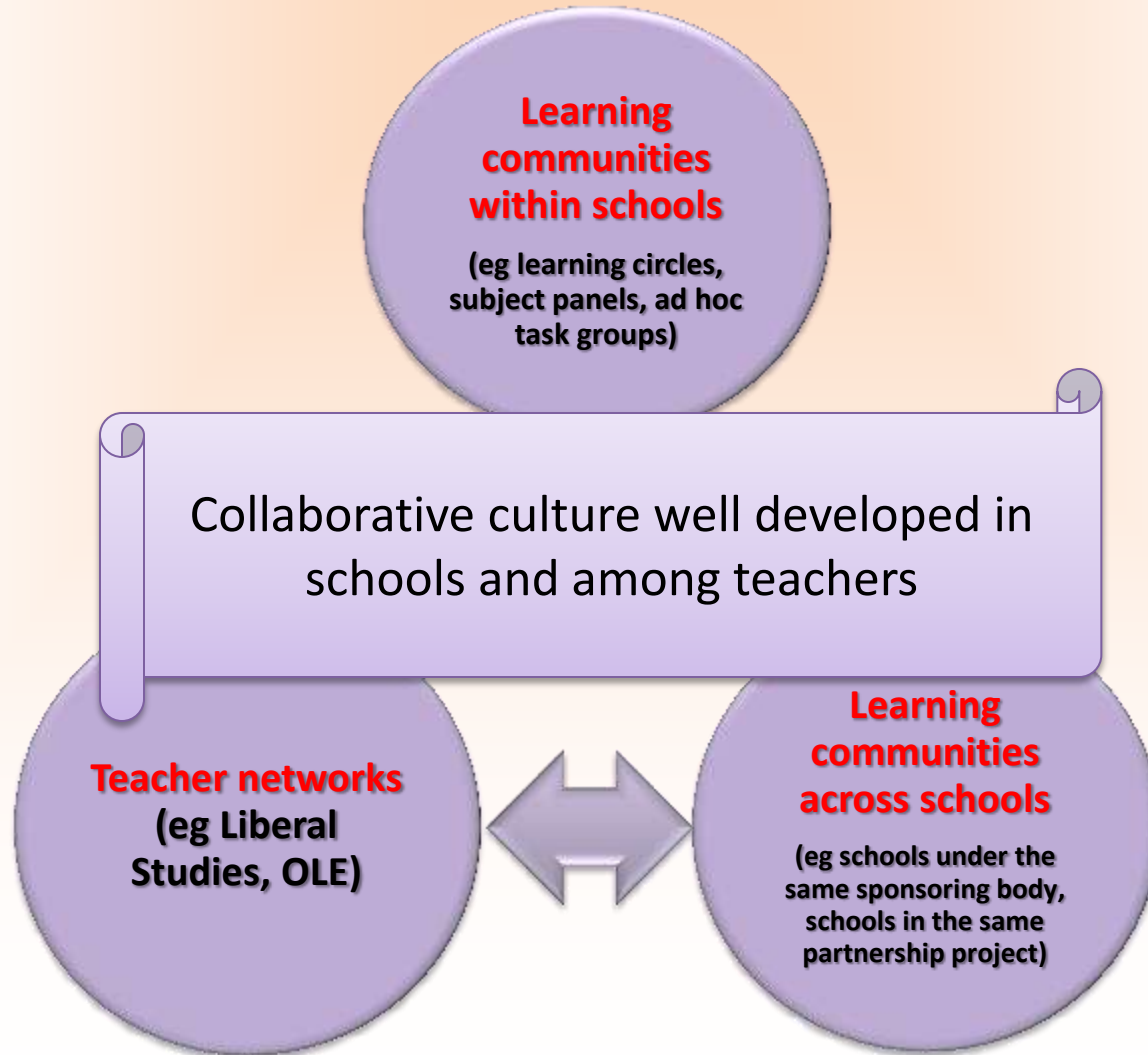**Self-directed learning**

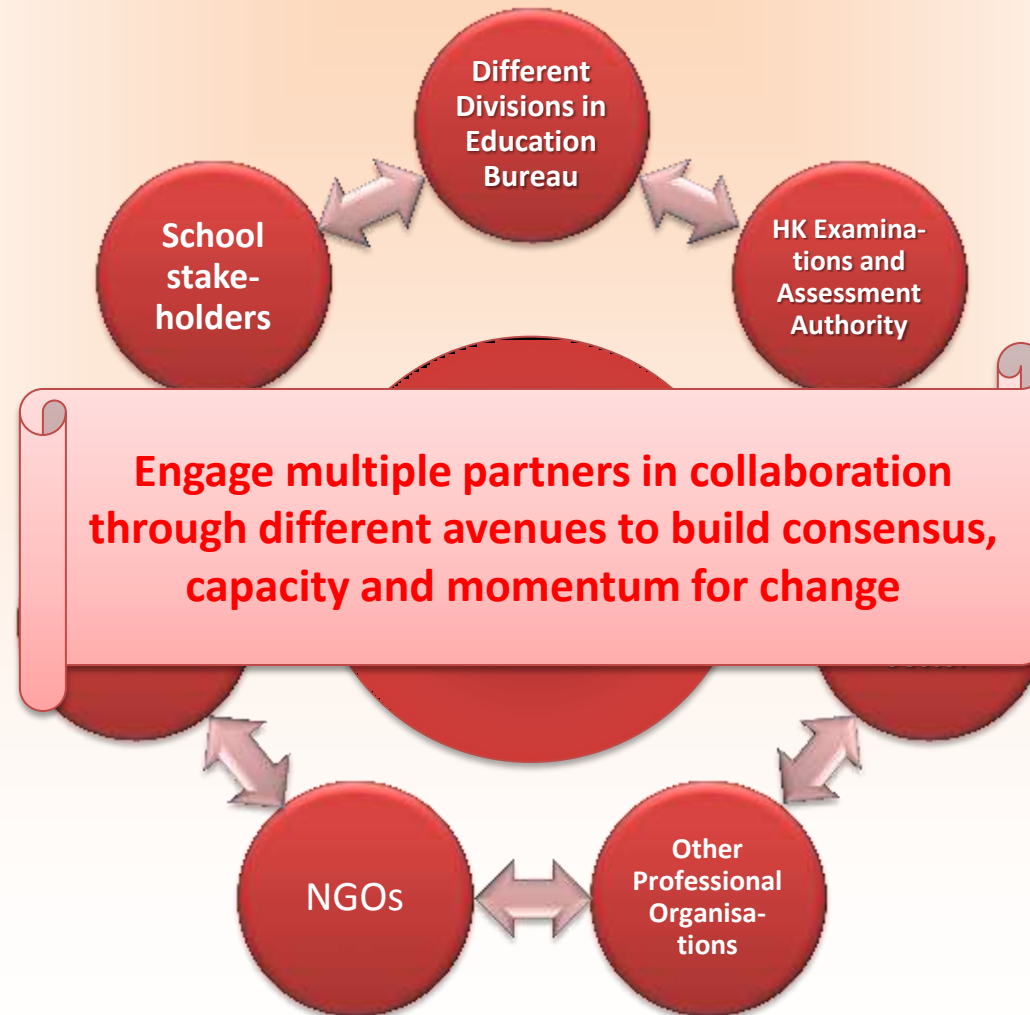# Pedagogical Change – blending Asian & Western pedagogy

"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)

Collaborative culture well developed in schools and among teachers

Teacher networks
(eg Liberal Studies, OLE)

Learning communities across schools

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

Inter-organisational & inter-sectoral Collaboration

Different Divisions in Education Bureau

School stake-holders

HK Examina-tions and Assessment Authority

NGOs

Other Professional Organisa-tions

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

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
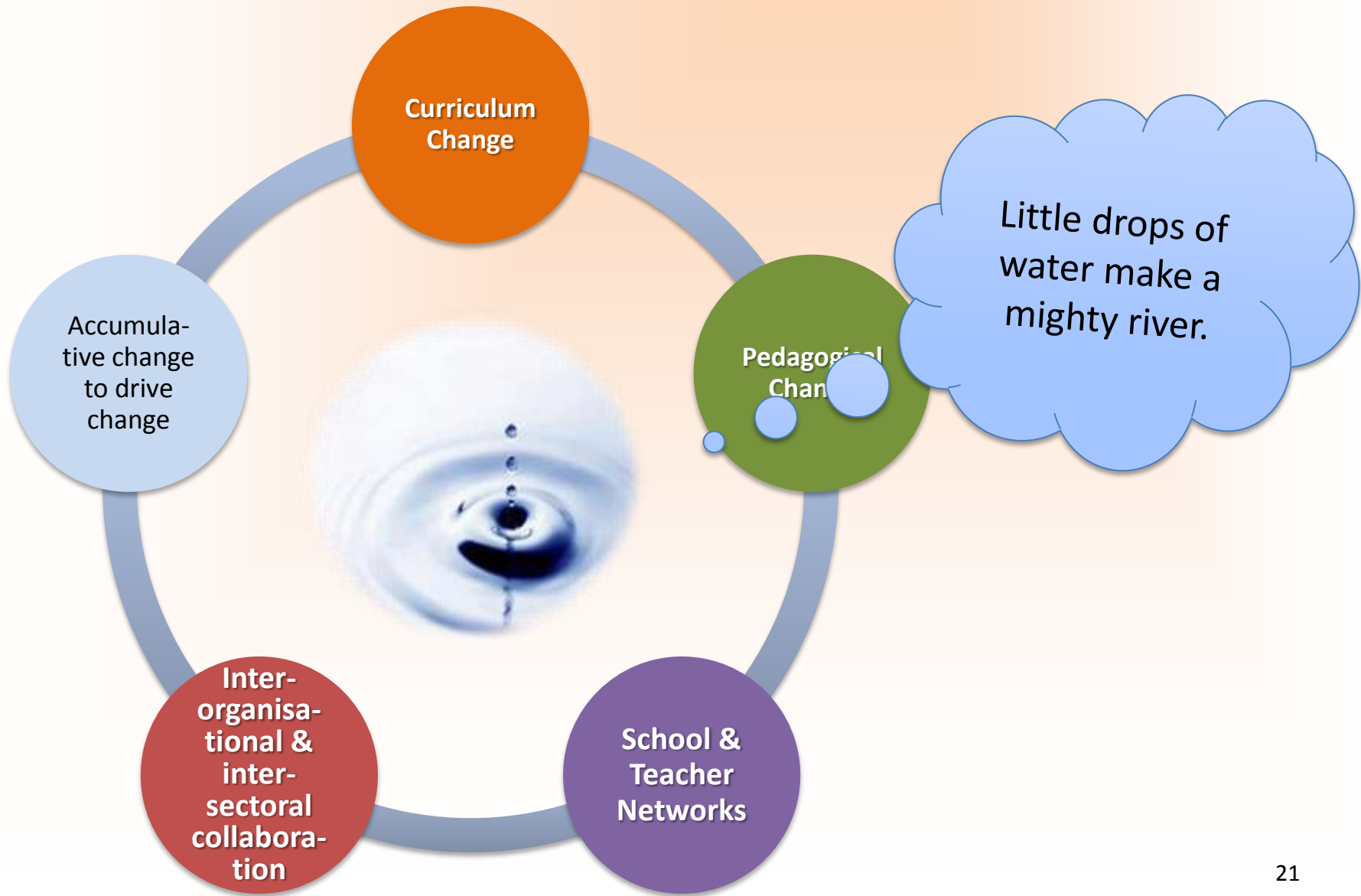
How to sustain momentum of reform when we are facing a population decline, new competitions and conflicts in society

Collaboration is the order of the day

It is of paramount importance
that collaboration exists within
and beyond our schools.

Fostering collaboration and learning communities

Curriculum Change

Accumulative change to drive change

Pedagogical Change

Little drops of water make a mighty river.

Inter-organisational & inter-sectoral collaboration

School & Teacher Networks

Fostering collaboration and learning communities

Curriculum Change

Accumula-tive change to drive change

Pedagogical Change

Inter-organisa-tional & inter-sectoral collabora-tion

School & Teacher Networks

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