



2014

行政長官卓越教學獎教學薈萃

日期：2014年11月29日（星期六）

地點：九龍塘沙福道19號教育局九龍塘教育服務中心



專題論壇

講題：

發展課程領導新思維 共建專業學習社群

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Curriculum Leadership Ten Years Plus and Beyond

Dr. Catherine K K Chan

29 November 2014

Key Messages

- * Learning to Learn 2.0 – Building on Strengths
- * Challenges for sustaining reform and moving forward to excel
- * New Leadership

Learning to Learn (2001)

- All students can learn and succeed
- Provide students with essential **life-long learning experiences** for **whole-person development**
- Help students cultivate **positive values, attitudes**, and a commitment to life-long learning,
- Teach them **how to learn**, develop **generic skills** to acquire and to construct knowledge
- Open and flexible curriculum framework
- ...

Learning to Learn – The Way Forward in Curriculum Development (CDC, 2001)



New Academic Structure Review

Year	Milestones
2012	Completion of the first NSS curriculum and assessment cycle
2012/13	EDB, CDC and HKEAA jointly conducted the NAS Review
Apr 2013	Announcement of short-term measures to address schools' concerns
Oct 2013	EDB, CDC and HKEAA jointly launched the NAS Medium-term Review
Apr 2014	Announcement of first batch of recommendations
July 2015	Announcement of last batch of recommendations
Beyond 2015	Long-term review of curriculum and assessment to be conducted as necessary following the normal on-going renewal cycle of each subject or curriculum area

Achievements to celebrate



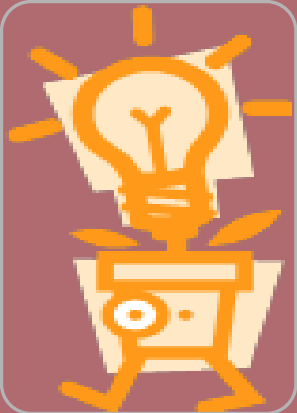
A top performer in PIRLS (1st, literacy at age 10)

- PISA 2012: 3rd in **Mathematics**; 2nd in reading and 2nd in **Science** (2009: 3rd, 4th and 3rd respectively)



Achieving excellence through equity (OECD 2013)

- 2nd in 65 countries/economies in its performance in **Mathematics and equity** in education outcomes



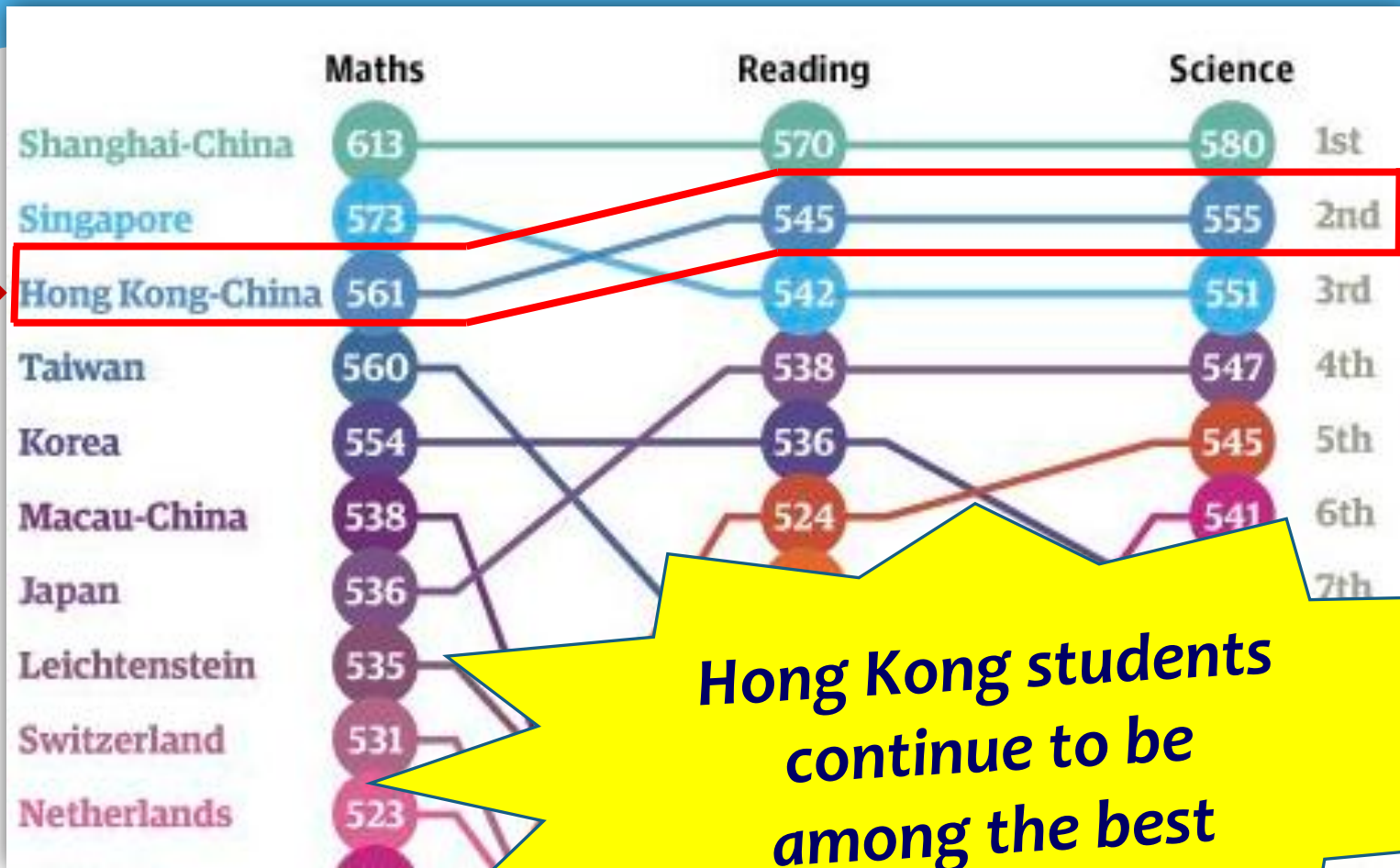
Highly competitive among cities/ countries (WEF 2014)

- ranked 7th in the **Global Competitiveness Index** 2014-15
- **basic requirements** (infrastructure, health & primary ed, etc) – 3rd (2nd last year)
- **efficiency enhancers** (technological readiness, higher ed & training, etc) — 3rd (3rd last year)

PISA 2012 Results

Performance in Maths, Reading and Science

achieved with the admirable effort of our schools, teachers and students



Jenny has gone through 3 years of senior secondary education from 2009 to 2012.



Adventure Program



Apart from my **HKDSE** qualification, I can make use of the **SLP** to show people what I gained from different learning experiences – my learning journey!

Learning Life:
Whole Person Development

Academic Studies

Physical Education

Community Service

Career-related Exp.



You have seen a *different breed of students* !

Under the NAS, students are expected to -

- Have greater **learning agility**;
- Have stronger **key soft / transferable skills** (critical & creative thinking, self-learning, inter-personal skills ...);
- Be more **proactive** ...



What's Next?



GENERATION Z

(Born between the mid-1990s and 2010)
the True Digital Natives

WHO'S DISCIPLINING THEM?

In many ways, in today's world, children have unrestricted access to information and media from a very young age. This influence and impact of the internet is pervasive, ubiquitous, and instantaneous. This is especially true for teens and tweens and increasingly true of younger children.¹

"Electronic communication is now one of the most powerful influences in the life of the young child."²



- They are the most connected, educated and sophisticated generation ever.
- they don't just represent the future, they're creating it.
- Gen Z's have been born into the crisis period of terrorism, the global recession and climate change.

The Changing Social Context

- * **The Economic aspect –**

- * globalization ; economic growth will come from future digital transformation;
- * China will move further to urbanization, consumer and service led economy:
- * e-tail and the growth of SMEs

- * **The political aspect –**

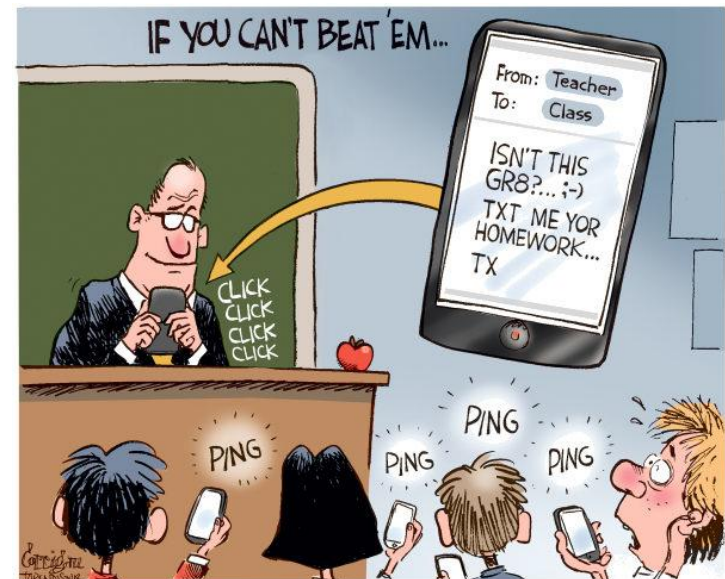
- * Universal suffrage
- * Greater diversity
- * More uncertainties

- * **The socio-cultural aspect -**

- * the power of social media

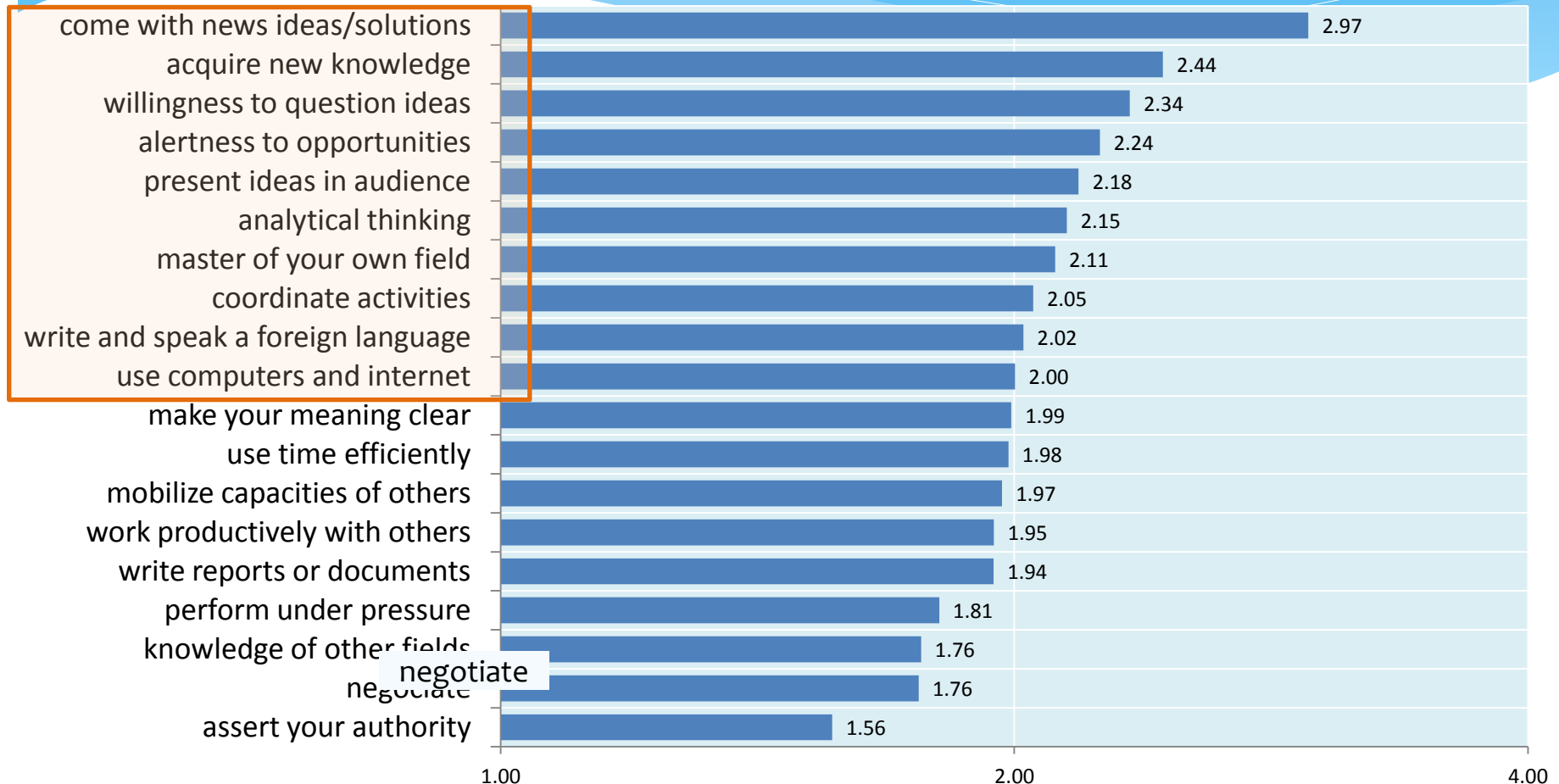
- * **The school environment -**

- * E-learning emerging
- * Changes in power-relationship



Critical skills for the most innovative jobs

Likelihood (odds ratios) of reporting the following job requirements: people in the most innovative jobs vs. least innovative jobs



Source: OECD, based on REFLEX and HEGESCO data

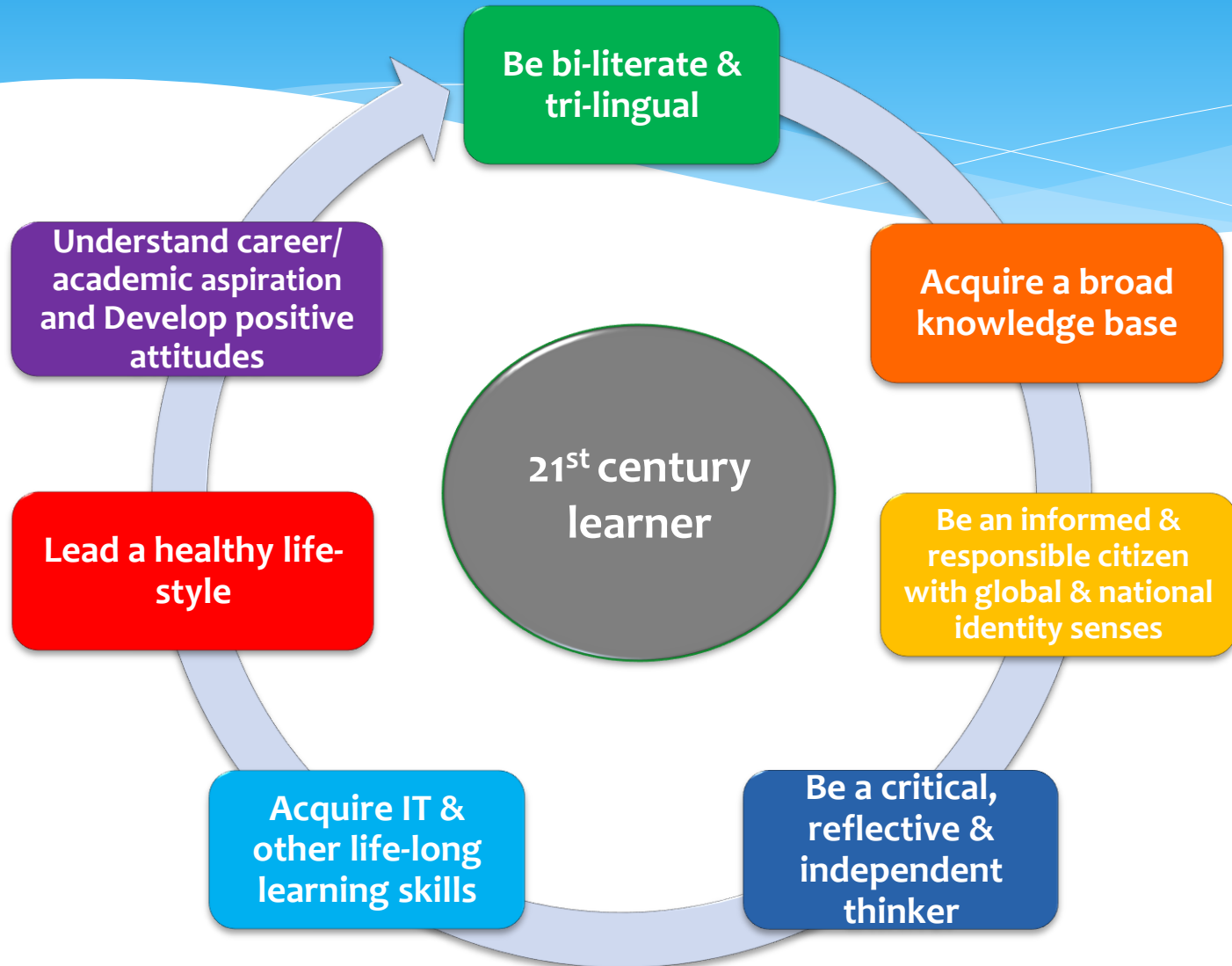
Learning Challenges for Students

- **Develop self-directed learning skills** (e.g. teach less, learn more)
- **Embracing contextual changes to equip students for future society** (e.g. financial literacy, STEM, creativity and humanistic mindsets, reading across the curriculum, generation gap?)
- **Meeting diverse needs**
- **Important values** (East & West – e.g. respect for others, responsibility, commitment, perseverance,
- **national identity, caring, integrity** manifested at personal, family, local, national & global levels)

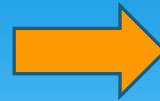
WHAT IS Learning to Learn 2.0



Seven learning goals 2.0 (enhanced)



Learning to Learn (2001)



Learning to Learn 2.0

- All students can learn and succeed
- Open and flexible curriculum framework
- Broad and balanced learning experiences
- Life-long learning skills, values and attitudes
- ...

- **Enhanced version** of “Learning to Learn”
- **Focus, deepen and sustain** the accomplishment
- **Ongoing Curriculum renewal and updating** in response to the contextual changes
- Direction for further development
- **Co-construction** (learning community)

課程發展議會
二〇〇一年六月

中華人民共和國香港特別行政區

Learning to Learn 2.0 – Moving Forward to Excel

Five “C”s to care about:

- **Curriculum leadership** in schools and holistic approach to curriculum planning
- **Consolidating** - interfaces, links and promote “joined-up” thinking in curriculum planning
- **Clarification** of myths and misunderstandings via essential tools (e.g. glossaries, KMS, capacity building portfolios, learning communities)
- **Celebrating** with good practices; unleashing ‘lateral energy’ among practitioner communities – the power of educational connoisseurship
- **Continuous renewal** of school/ central curriculum – as Ongoing process (cycles)

EXAMPLES of *highlighting, deepening or sustaining* IN SCHOOLS

Learning Goals

Knowledge

Generic Skills

Values & Attitudes

3 Possible Foci of literacies

Pedagogy

Assessment

- Healthy Lifestyle, learning skills ...
- Interfaces; spiral curriculum planning (e.g. not over-learn prematurely)
- Interdisciplinary learning in KSs
- Science and Technology (lower forms)
- 3C + CSI [C- Collaboration; S – Self-management; I – IT skills]
- Computational thinking as cluster of skills and habits of mind
- “Education is life; Life is education”, “Moral reasoning Plus”, NI and Basic Law
- **Seven Priority Values – RESPONSIBILITY, COMMITMENT, PERSEVERANCE, RESPECT FOR OTHERS, NATIONAL IDENTITY, CARING,**
- Sense of future (career), sense of agency (self-regulation), sense of learning (autotelic being)
- Entrepreneurship, STEM, Creativity and Humanistic Mindsets
- Self-directed learning – both as *pedagogy* and as *culture*
- Catering for diversity + Best use of diversity in classrooms
- Building up teachers’ repertoire of L&T strategies (incl. e-learning)
- Pedagogical content knowledge
- Assessment “Tripod” – “of, for, as” ; assessment literacy

Discourse so far

Other Future directions

Communication - Stronger engagement with Stakeholders (esp. parents, students),

Lateral energy - learning communities/ networks, communities of practices

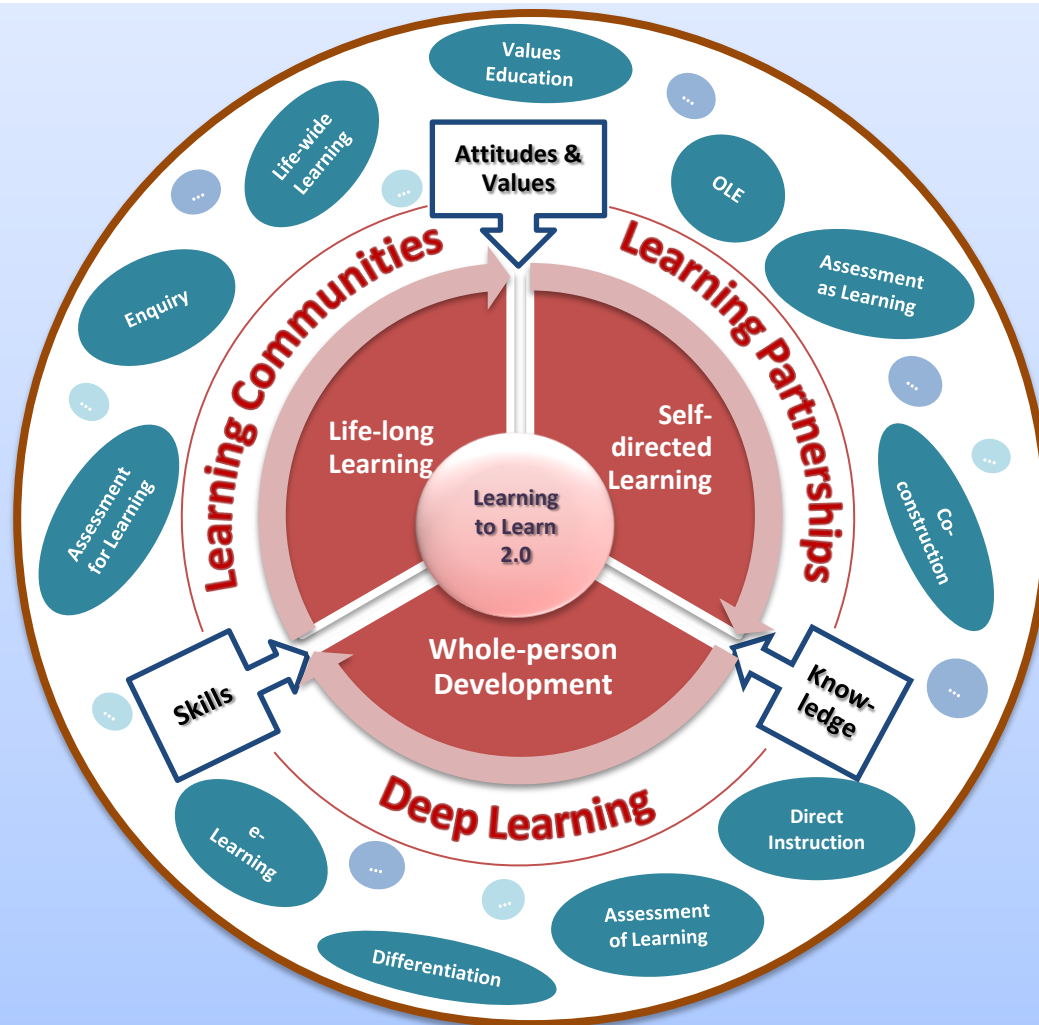
Collaboration - More partnerships with ‘key’ and ‘keen’ players (e.g. employers, NGOs), ‘**star teachers**’

Looking Ahead 5-10 years

Learning as a
'Product'

Learning as a
'Process'

Learning as
'Co-construction'



Teaching as
'Direct Instruction'

Teaching as
'Enquiry'

Teaching as
'Co-construction'

Learning to Learn 2.0 is **not** an
“**add-on**” but is a continual journey
for us to **work smarter and more
focused**, in the light of promoting
Learning to Learn

Moving On





Basic Education Curriculum Guide (Primary 1 to 6) (2014)

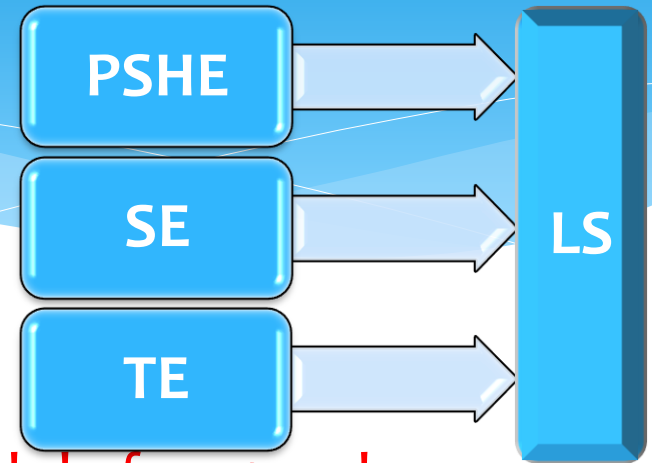
<http://www.edb.gov.hk/tc/curriculum-development/doc-reports/guide-basic-edu-curriculum/index.html>

- ✓ **Build** on strengths
- ✓ **Focus** on reviewing the L&T process and effectiveness
- ✓ **Deepen** understanding and positive effects of the curriculum reform
- ✓ **Sustain** the quality of student learning
- ✓ **Strengthen** the culture of professional collaboration and sharing among schools



Junior Secondary Level

- * A coordinated approach across KLAs to review the knowledge base development in JS education
- * Formed in June 2014
- Develop appropriate tools and models for good knowledge migration from KS3 to KS4, with a particular concern in Liberal Studies, Try-out in schools
- English language skills for cross-curricular learning
- Incorporating Technological Pedagogical Content skills (in e-learning)



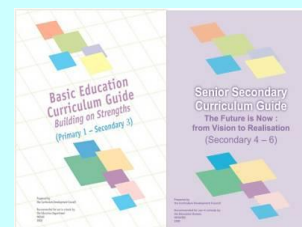
Updating of Curriculum Guides

- * **Basic Education Curriculum Guide (BECG), Senior Secondary Curriculum Guide (SSCG), Key Learning Area (KLA) Curriculum Guides and Subject Guides** as key curriculum documents to support the *Learning to Learn* curriculum reform in 2001 for whole-person development and life-long learning of students

Learning to Learn (2001)



BECG (2002) SSCG (2009)



8 KLA Guides (2002)



Various Subject Guides



Road Map of Learning to Learn 2.0

- * **Basic Education Curriculum Guide (P1-P6)** –
Launched with *L-to-L 2.0* elements JUN 2014
- * PDP for primary schools – e.g. school leader workshops, thematic seminars for *L-to-L 2.0* 2014/15 onwards
- * **Consultation on Secondary Education Curriculum Guides** and updated KLA Guides JUN 2015
- * **Consultation on Secondary Education Curriculum Guides** and updated KLA Guides JUL 2015
- * NAS Medium-term Review reporting DEC 2015
- * **Updating of SECG and KLA Guides** with *L-to-L 2.0* elements 2015/16 onwards
- * PDP for secondary and primary schools Long term
- * Regular review and renewal of C&A at KLA and

Impact of the New Academic Structure: on Local Post-secondary Studies

NSS curriculum and development of competencies

1. A majority (over 70%) of the respondents strongly agreed/ agreed that:
 - English Language subject has strengthened their **competence in writing and reading**
 - Liberal Studies has strengthened
 - (i) **their knowledge base,**
 - (ii) **ability to think from multi-dimensional perspectives,**
 - (iii) **critical thinking and**
 - (iv) **awareness towards society**
 - Mathematics has strengthened their
 - (i) **ability to manipulate numbers & symbols,**
 - (ii) **appreciate structures & patterns, and**
 - (iii) **use mathematics to solve problems**

Impact of the New Academic Structure: on Local Post-secondary Studies

2. A majority (80% and above) of the respondents strongly agreed/ agreed that:
 - The elective subjects have strengthened their
 - (i) understanding of the knowledge & concepts of the subject;
 - (ii) ability to apply the subject knowledge & concepts to other programmes; and
 - (iii) interest & motivation towards studies
3. Around two-thirds of the respondents strongly agreed/ agreed that:
 - Other Learning Experiences (OLE) have strengthened their collaboration and communication skills
 - School-based Assessments (SBA) have strengthened their organising information skills and analytical skills

Impact of the New Academic Structure: on Local Post-secondary Studies

Students' other reflection on the NSS

Important factors for Obtaining Satisfactory Performance in the HKDSE Examinations:

- Personal effort (98.4%)
- Subject interest (96.8%)
- Teaching methods of schools' teachers (95.8%)
- Curriculum content (94.0%)
- Peer influence or support (90.7%)

Our Continuous Challenges – sustaining momentum & moving forward to excel

- * **Consolidating good practices** – from tacit to explicit, research and documentation, capability of transfer
- * **Learning from each other** – professional learning communities, capacity of transfer, inter-organisational relationships
- * **Responding to changing macro contexts** – changing technologies, knowledge, skills, attitudes and values
- * **Balancing competing ideologies and tension**
- * **Catering for learner diversity (complexity)** – abilities, interest, aptitudes, ethnicities, residence, family background
- * **Coherence-making** – policies, inter-organisational, schools,

Curriculum Leadership Ten Years Plus and Beyond – more than technical know-how

- * **Vision, Values, Knowledge, Capacity Builder**
- * **Student-centred** as key principle
- * **Understanding perspectives** shaping curriculum change – **balance and trade-offs**
- * **Connecting initiatives & resource efficiency**
- * **Trustful and partnership relationships**
- * **Multi-level and multi-stakeholder participation** – school, community, parents, students, government and policy

You are Curriculum Leaders 10
Years Plus
Thanks for joining us



Plenary Forum of the Showcase of the Chief Executive's Award for Teaching Excellence 2014

2014行政長官卓越教學獎教學薈萃專題論壇

29 November 2014 (9:15-10:30 am)

Professional Learning Communities for Sustainable School Improvement

學校持續改善——專業學習社群的作用

彭新強教授

香港中文大學 教育行政與政策學系系主任

行政長官卓越教學獎（2013/2014）課程領導評審團主席

Prof. Nicholas Sun-Keung PANG

Professor and Chair of Department of Educational Administration and
Policy,

The Chinese University of Hong Kong

Chairman, Assessment Panel on Curriculum Leadership

the Chief Executive's Award for Teaching Excellence (2013/2014)

November 29, 2014

Prof. Nicholas Pang

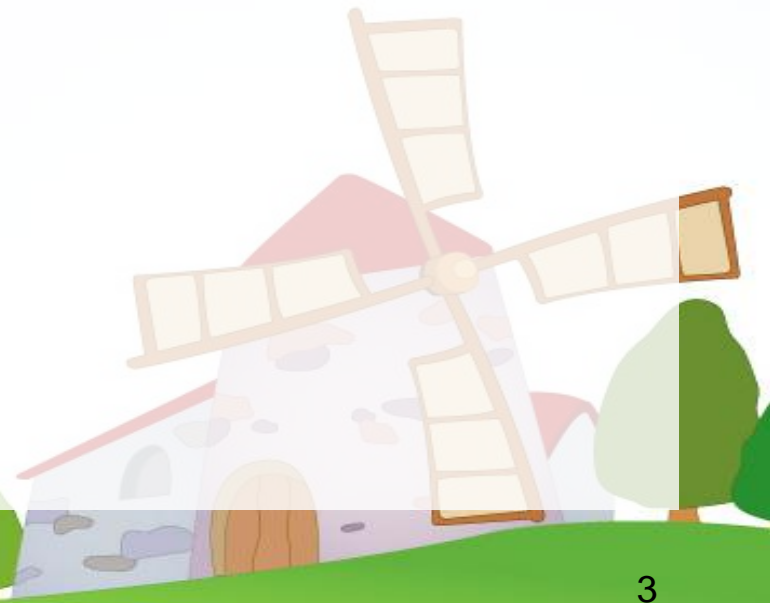


Importance of PLCs

- abundant **researchers** support that PLC practice is the most **promising path** for sustained and substantive **improvement in schools**
- a great number of **educational organizations** endorsed the importance of PLCs for **school success**
- **principals urged to focus their efforts** on developing PLCs in their schools as a **primary improvement strategy** (DuFour, DuFour and Eaker, 2008:72-78).

Professional Learning Community

- "educators **work collaboratively** in recurring **cycles of collective inquiry** and **action research** to achieve **better results** for the **students** they serve" (DuFour et al., 2010:11)

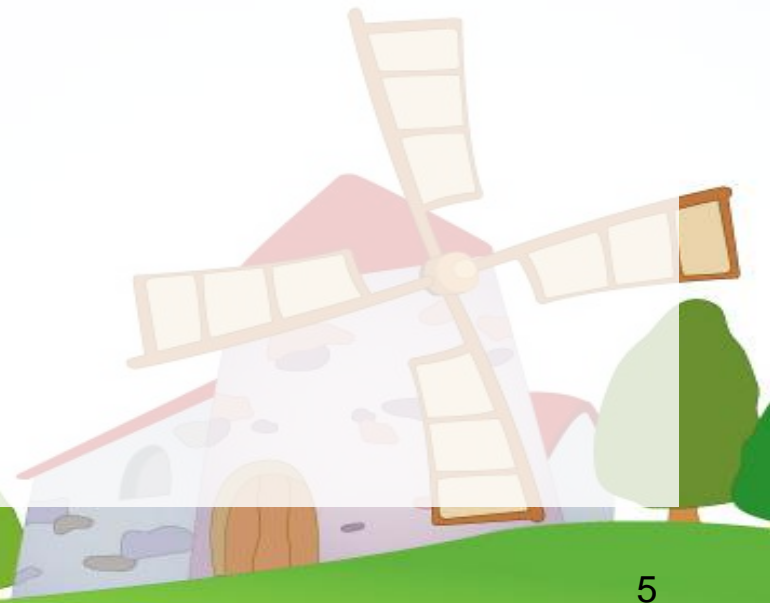


Characteristics of PLCs

- Shared mission, vision, values, goals
- Shared beliefs & attitudes
- Collaborative teams focus on learning
- Collective inquiry into “best practice” and “current reality”
- High levels of trust, open communication, mutual respect and a willingness to participate
- Action orientation/experimentation

2 Underlying Assumptions

- All children can learn
- All children will learn because of what teachers do



Three Crucial Questions

1. What do we **want each student to learn**?
2. How will we **know** when each student has learned it?
3. How will we **respond** when a student experiences **difficulty in learning**? (DuFour, 2004:8)

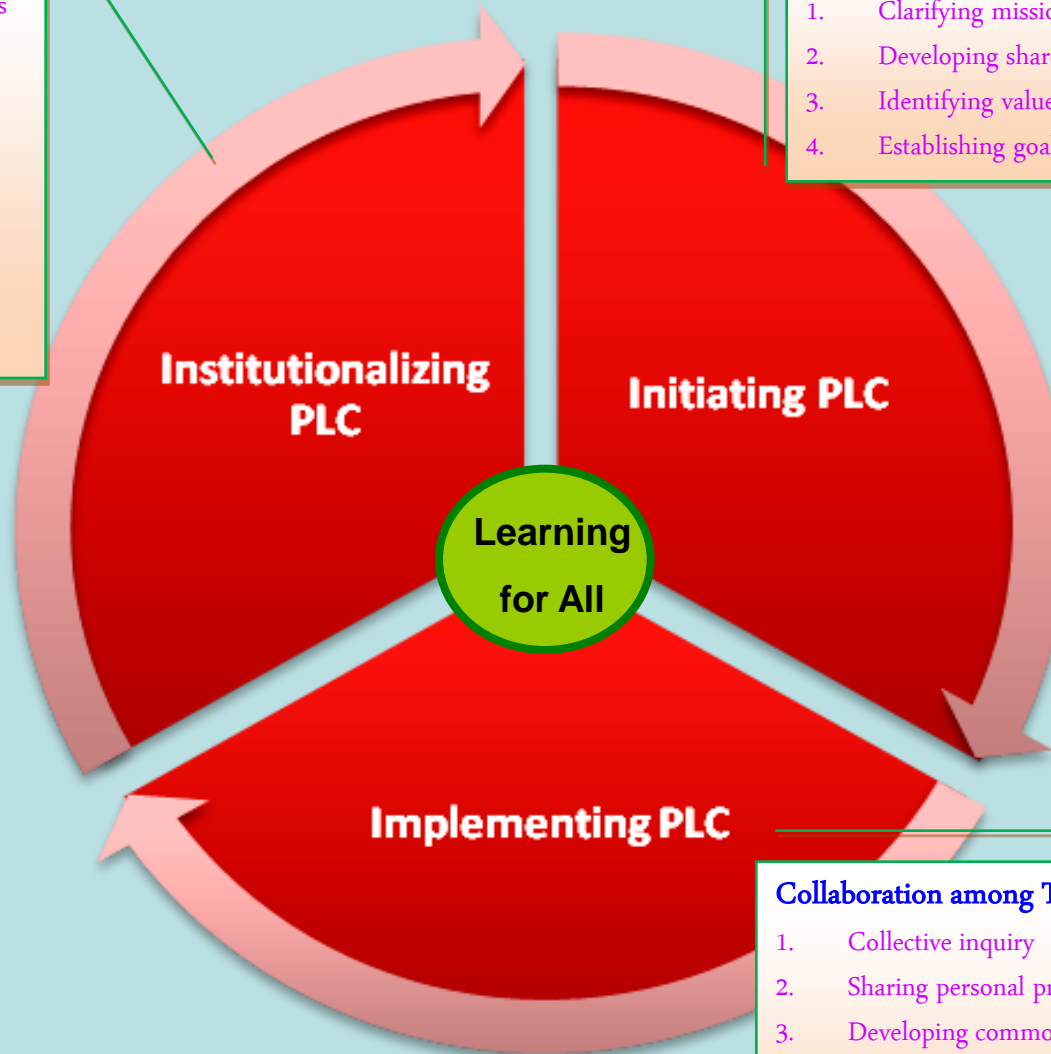
The 3I-PLC Cycle

Embedding Change in School Culture

1. Promoting and protecting shared values
2. Engaging staff in reflective dialogues
3. Celebrating progress & success
4. Setting next target(s)

Creating a PLC Team:

1. Clarifying mission
2. Developing shared vision
3. Identifying values
4. Establishing goal priorities



Collaboration among Team Members:

1. Collective inquiry
2. Sharing personal practice
3. Developing common formative assessment(s) & action-research tool(s)

The Initiating Stage

- clarify **mission**
- identify **shared vision and values** of team
- members **work collaboratively** to engage in collective inquiry to **identify weaknesses & areas of concern** in student learning through **collecting and analyzing data** and information regarding **learning and teaching**
- establish **priorities** of their **goal(s)** to improve students' learning achievement
- **brainstorm effective** learning and teaching **strategies** in achieving the goals set at the initiating stage (i.e. Pyramid of Intervention)

The Implementing Stage

- develop **common formative assessment(s) & action-research tool(s)** for monitoring and assessing student learning progress
- **Shared knowledge** is built by:
 - **discussions & sharing** of personal practices
 - organizing **staff development programme(s)** for teachers to acquire new skills (Hord and Sommers, 2008)

The Institutionalizing Stage

- reflections are made to evaluate the effectiveness of PLC innovation
- establish goals for the next PLC cycle
- announce & celebrate progress & success among all staff in facilitating the embedding of PLC rationale in school culture

Transforming School Culture

- changes & innovations in school are no longer in a top-down approach but rather bottom-up shared efforts initiated by teachers
- encourage every school member to participate in shaping a better learning environment for their students

Misconceptions about PLC

A PLC process is:

- **not simply** that **teachers learn** new teaching/learning strategies **in a programme** and then **share the skills** among teaching staff within their own school
- **neither** be **purchased nor implemented by outsiders**
- an **on-going** job-embedded **learning process initiated by staff**
- **members engage in planning** strategies for change & anticipating **what** new skills **should be learnt**
- **seminars/workshops only be organized** if PLC **members feel** that they are **useful** for their colleagues

The Need of PLCs in HK

- The Advisory Committee on School-based Management (2000)
- “Transforming Schools into Dynamic and Accountable Professional Learning Communities”
- essential characteristics of PLCs for enhancing the effectiveness of L&T and for improving students’ learning outcomes

Curriculum Development Council (2001)

- should put more emphasis on AfL, as an integral part of the learning, teaching, and assessment cycle
- should use the information collected by the assessment practice as the basis for decisions on improving learning and teaching
- Quality Assurance Division Education Bureau (2011:17) states, “not sufficiently analysed students’ assessment data are in detail so as to devise plans to improve learning performance and review the curriculum and teaching strategies accordingly”.

Pang's (2006) Study

- 890 primary and secondary school teachers
- school leaders: **weak** in **communicating** their **missions & goals** to staff
- Teachers: **reluctant** to **contribute** to the establishment of the **school mission**
- urgent need for schools to transform themselves into learning organizations by means of PLCs

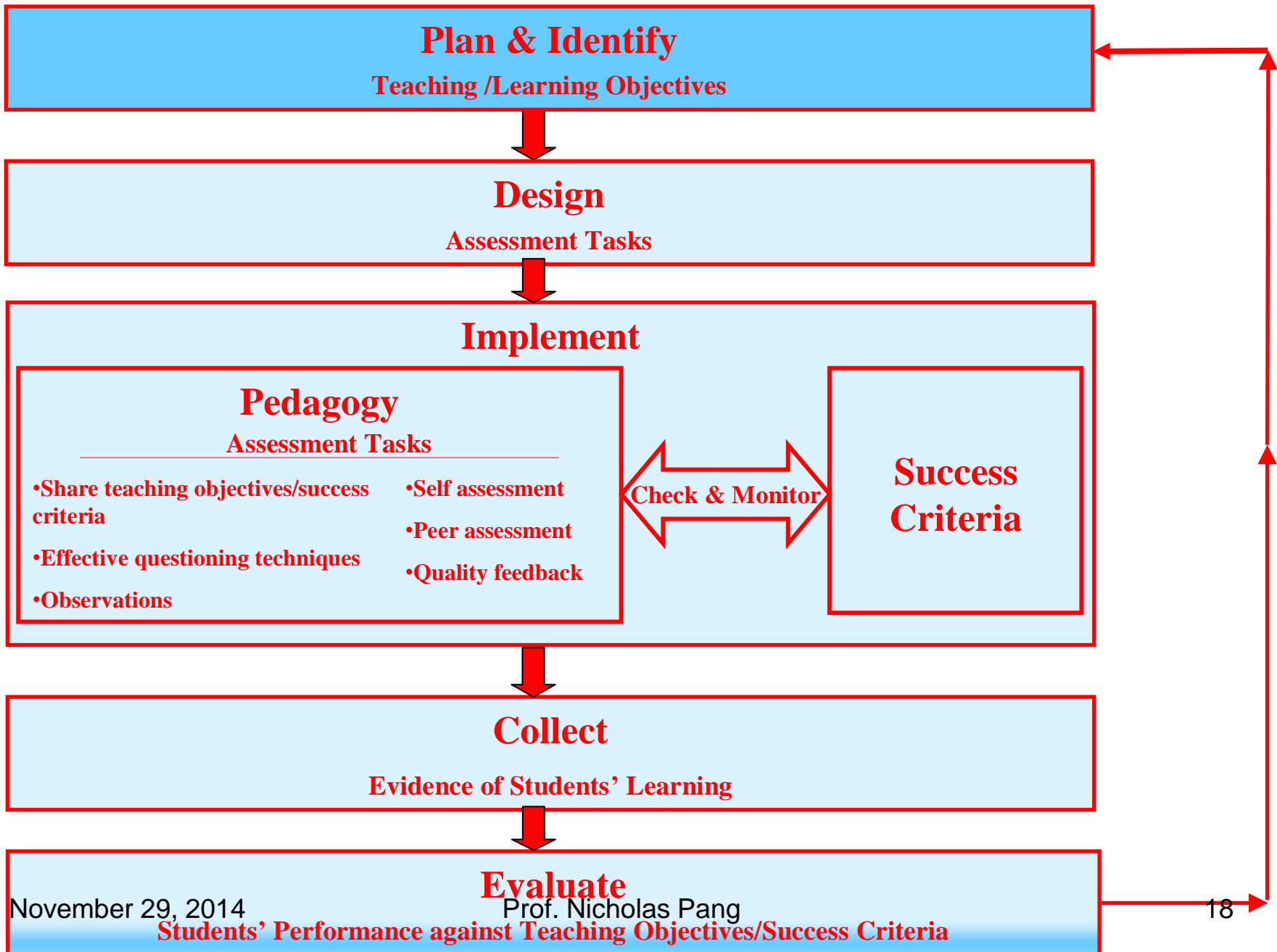
Advisory Committee on Teacher Education & Qualifications (師訓與師資諮詢委員會)

- schools should adopt “a collaborative approach to teachers’ professional learning to enhance school quality”
- through engaging in interactions, feedback and reflections, each PLC member views his colleagues as learning partners and are willing to contribute to each other’s professional learning (ACTEQ, 2009:29)

Linkage between PLC & Assessment for Learning (AfL)

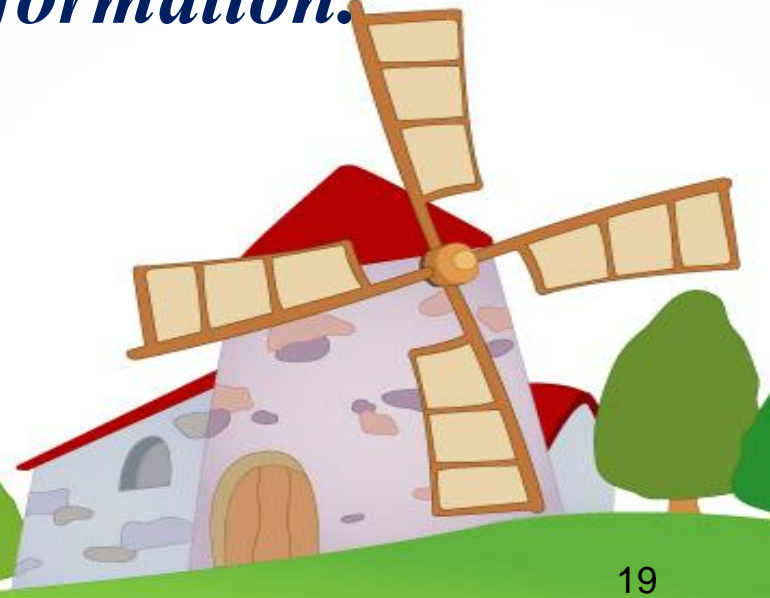
- AfL is one of the most **powerful, high-leverage strategies** for **improving student learning** (Fullan, 2004:7)
- the **AfL cycle is embedded** in the PLC process
- by **utilizing** the student achievement data from **formative & summative assessments**, teachers will have **relevant information** for ongoing improvement of school

The AfL-PDICE Model (Pang, 2008)





“Adding wings to caterpillars does not create butterflies. It creates awkward and dysfunctional caterpillars. Butterflies are created through transformation.”



Thank you!

