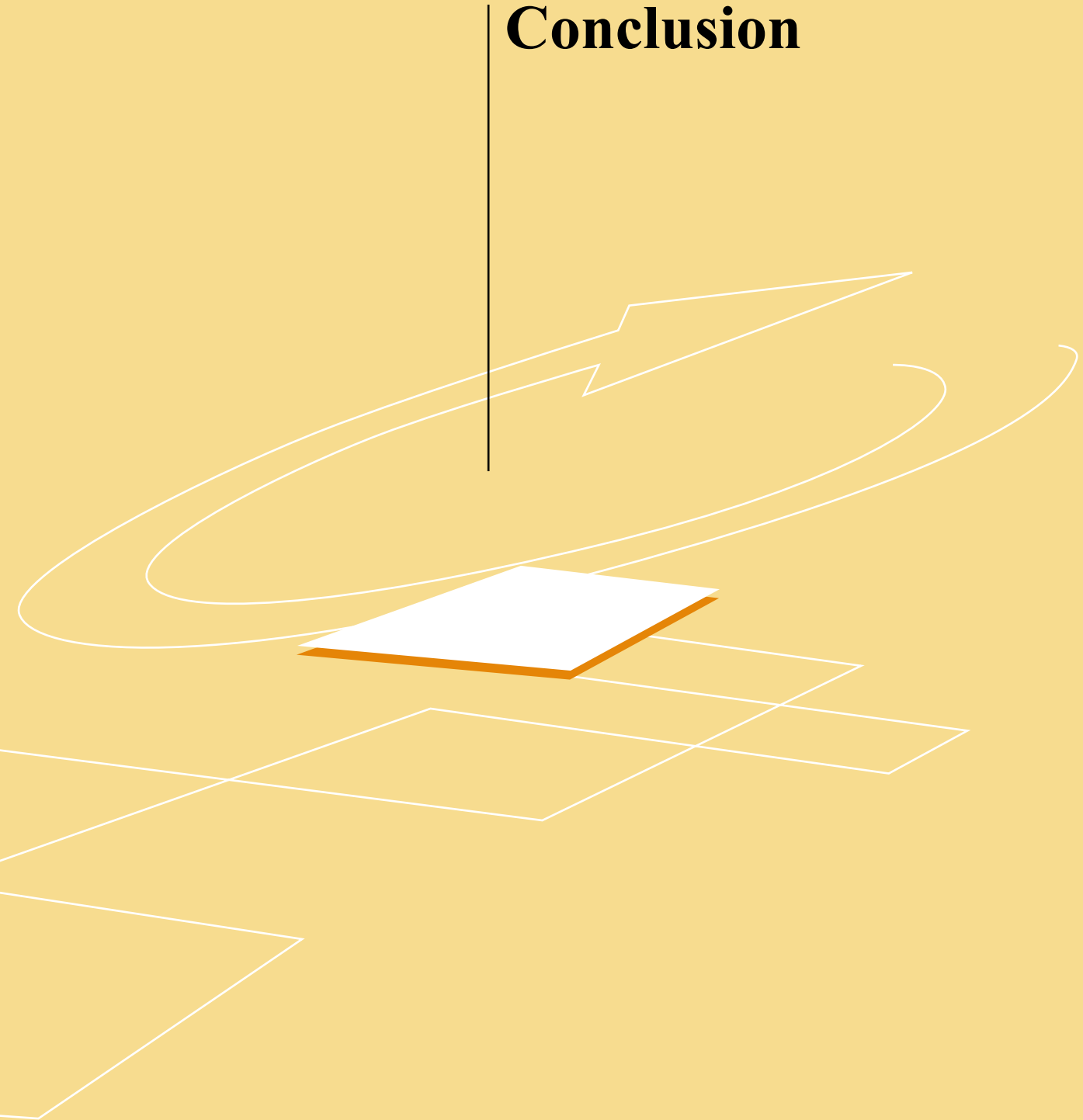


# Chapter 6

## Conclusion



- This report, *Learning to Learn-The Way Forward in Curriculum Development*, is prepared by the Curriculum Development Council. It is based on the holistic review of the school curriculum undertaken in 1999-2001 in parallel with the review of the education system undertaken by the Education Commission.
- The school curriculum should provide all students with essential life-long learning experiences for whole-person development, help students to learn how to learn through cultivating positive values, attitudes and a commitment to life-long learning, since these are essential elements in the effective shaping of our world in the 21<sup>st</sup> Century.
- **The report:**
  1. Aligns curriculum development with the aims of education prepared by the Education Commission, the assessment reforms of the Hong Kong Examinations Authority, and other policy contexts in Chapter One.
  2. Sets clear aims, guiding principles, strategies and critical success factors for the way forward in curriculum development in Hong Kong in the next decade, with a clear emphasis on promoting students' independent learning capabilities for whole-person development and the vision of life-long learning in Chapter Two.
  3. Changes the concept of curriculum as "syllabus" to five essential "learning experiences" and replaces fragmented and overlapping subjects with a holistic, open curriculum framework based on Key Learning Areas, suited to a broad and balanced curriculum for whole-person development in Chapter Three.
  4. Based on a broad range of authentic and practical experiences in local schools and research projects, it identifies a range of actions that facilitate effective learning, teaching and assessment while noting some pitfalls of existing practices in Chapter Four.
  5. Proposes supportive measures and resources to support curriculum changes, schools and teachers in *Chapter Five*.
  6. Summarises monitoring and review strategies for the curriculum development till 2006 in Chapter Six.


## *Monitoring and Review*

- Taking gradual steps, building up the capacities of all parties, and partnership are key strategies for realising the reform proposals, as is the need to monitor and review the progress of change continuously, to reflect upon it, and to suggest actions for improvement. The Council will undertake a review in 2005-06 on the progress and experiences accumulated during the first phase (i.e. from 2001-02 to 2005-06) to provide a basis for mapping out a detailed action plan for the medium phase (i.e. from 2006-07 to 2010-11). In view of the complexity of the contexts and multiple reforms, it is suggested that the interim review to be conducted in 2005-06 should include the following:
  - ⇒ The Contexts :
    - ◇ Policy contexts
    - ◇ Multiple innovations during the same period introduced by the Education Commission, the Education Department, the Hong Kong Examinations Authority, Board of Education
    - ◇ Critical success factors for curriculum development
  - ⇒ The curriculum framework and priority tasks
  - ⇒ The Change process at the following levels
    - ◇ Systemic and inter-organisational networks
    - ◇ Parents and Community
    - ◇ Schools
    - ◇ Teachers and teacher-librarians
    - ◇ Learning contexts (classroom, outside classroom and life-wide)
    - ◇ Students
  - ⇒ The impacts on :
    - ◇ Student learning (e.g. motivation, range of learning opportunities)
    - ◇ Teachers (e.g. beliefs in learning, classroom practices)
    - ◇ Other change agents and organisations (e.g. curriculum developers, teacher education institutions, parents)
  - ⇒ The review is expected to be evidence-based and informed by:

- ◇ Reports of work carried out by the CDC and feedback to the CDC
  - ◇ Programme evaluation of major developments, supportive measures and resources (e.g. “seed” projects, on-site school-based support to schools, dissemination strategies)
  - ◇ Self-evaluation of schools and participants
  - ◇ Information collected by Quality Assurance Inspections
  - ◇ Public feedback including publications, commentaries and media
  - ◇ Information provided by external parties or agents
  - ◇ Other relevant projects and sources
- Throughout the first phase of curriculum development, the Council will continue to monitor the progress and urge the Government to provide continuous support to schools by offering central curriculum guides, teacher and principal development programmes, on-site school-based support and other helpful measures. Each school builds on its existing strengths and improves the school curriculum at its own pace according to the readiness of its teachers, school conditions and characteristics of students.
  - With regard to monitoring, we recommend that the government should improve the accountability and quality assurance mechanisms in education, e.g. the yardsticks of Quality Assurance Inspectorate, evaluation report and the involvement of participants in on-going evaluation and decision-making. It is important to strike an appropriate balance between conflicting values such as transparency and confidentiality, quality and quantity, rights and responsibilities. This requires professional judgement.
  - It is crucial to stress that time must be given for curriculum change to take place in different contexts. While information regarding changes should be continuously collected, a formal comprehensive evaluation should be well planned and conducted at a later stage.

### *Final Word*

- We appreciate all the hard work and co-operation of all concerned in curriculum development over the past years. We are deeply grateful to all those who have contributed to this report in various ways. In particular, we thank those who have generated numerous useful experiences relevant to our recommendations and have shared them with us. We are now having to prepare our students for new



challenges. We need the support and participation of the public in this, to help us realise the various proposals in the report.

- Curriculum development is an on-going improvement process. We will keep up the momentum for the reform, while remaining open to advice and constructive comments along the way. We share the same goals as many others, and sincerely hope that through working in close partnership with them we will together enable our students to achieve whole-person development and life-long learning.