

Changing the education landscape in Hong Kong – the type of students we create....

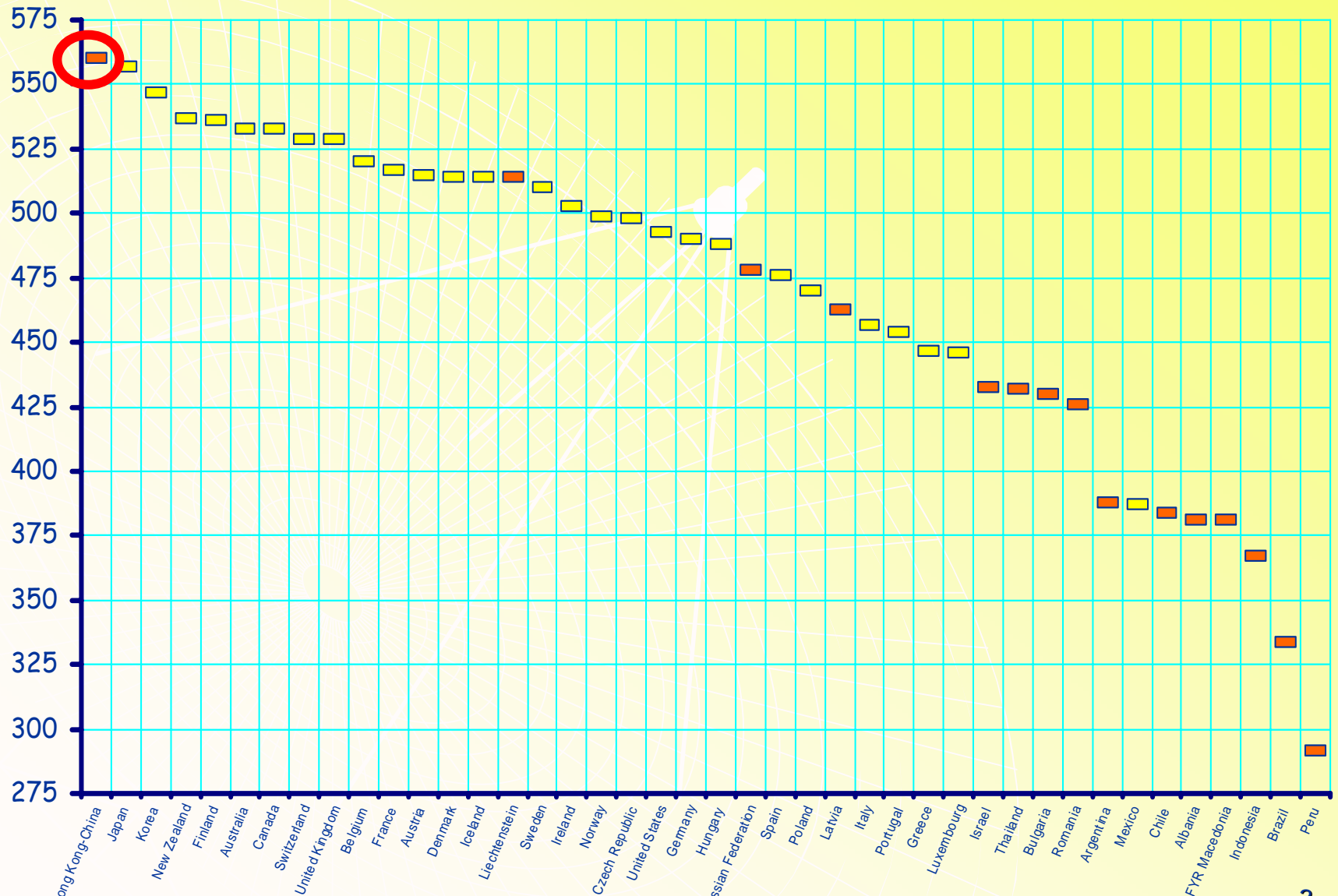
**British Council VET Symposium
9 February 2006**



The new global environment

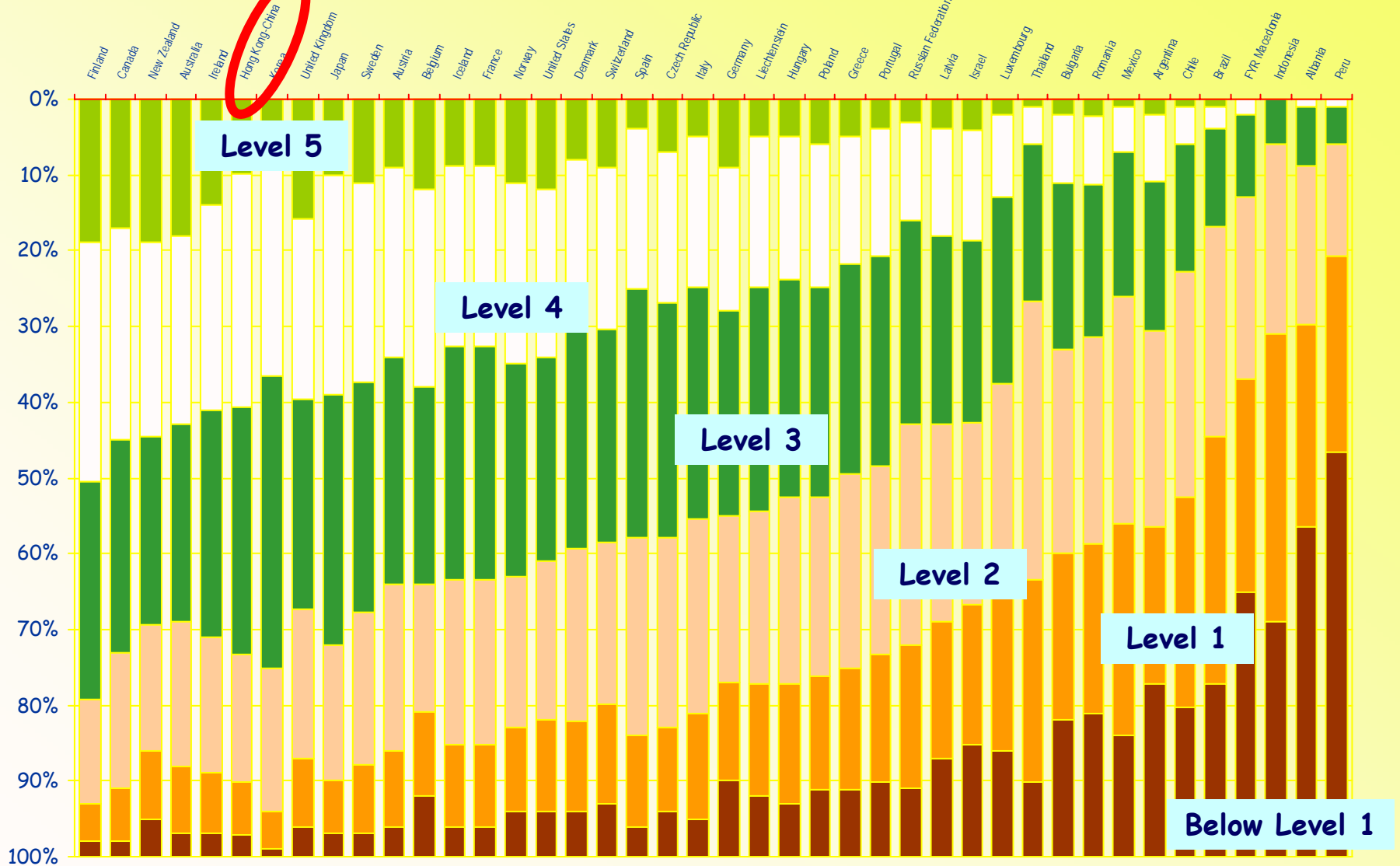
The World has Changed!

Mean Mathematical Literacy of 15-year-olds



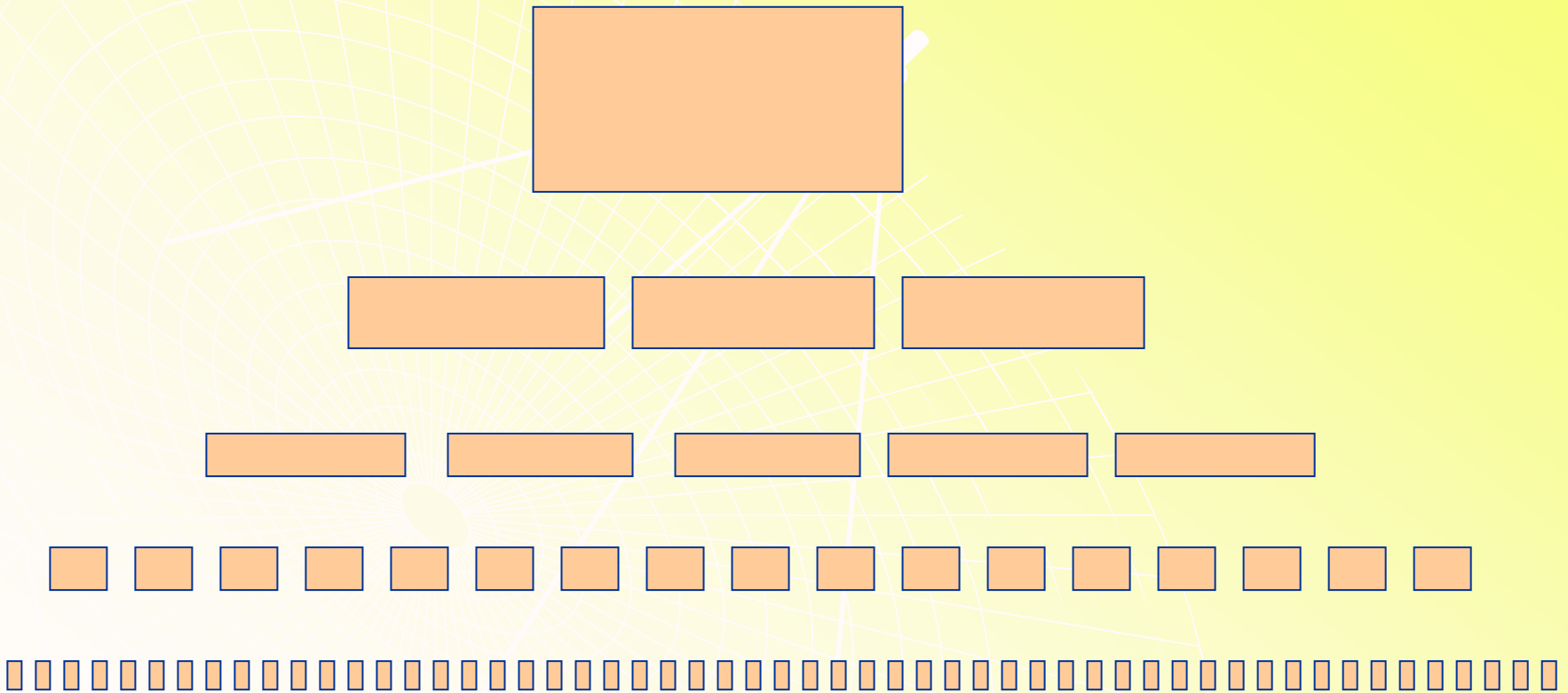
Source: OECD, UNESCO (2003) *Literacy skills for the world of tomorrow*, Fig. 3.2, p.100

% at each reading proficiency level

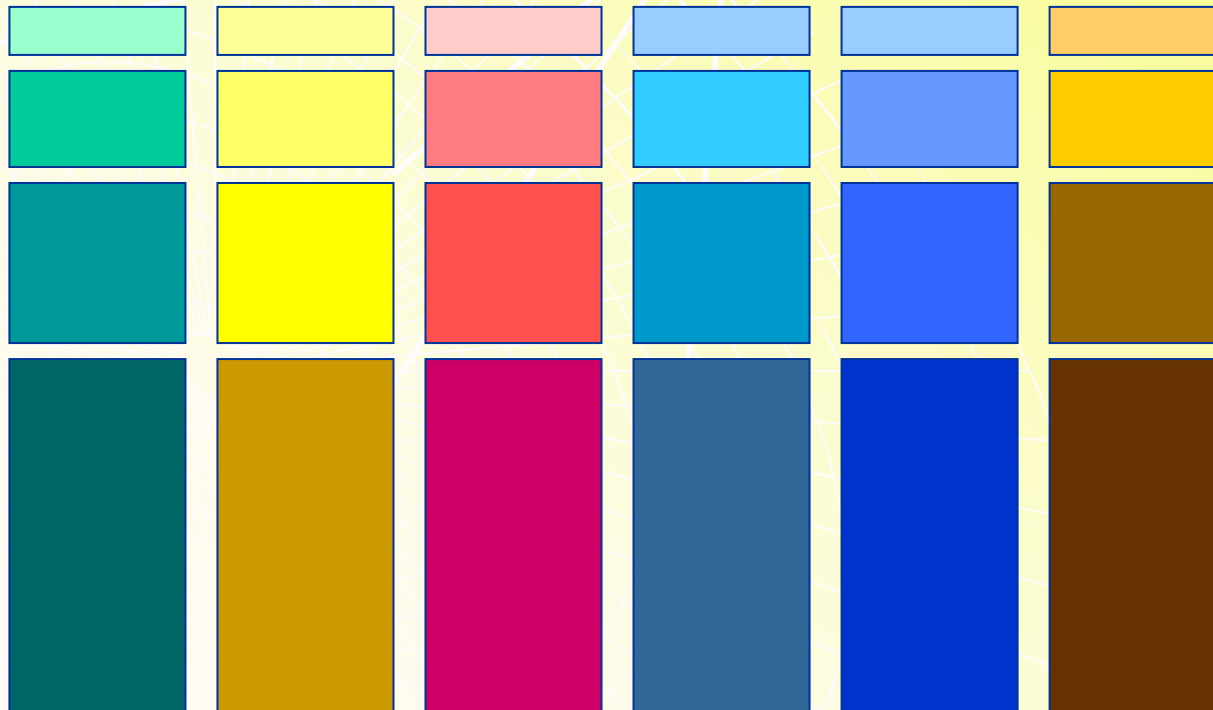


Source: OECD, UNESCO (2003) *Literacy skills for the world of tomorrow*, Table 2.1a, p.274

The Pyramid



Assumption: People are Specialised, Classified & Ranked



Higher Education in Industrial Society

◆ Features

- Selection of a few
- Specialized training
- Transmission of knowledge
- “Set-menu” learning programmes
- Standardized assessments
- Bureaucracies and hierarchies
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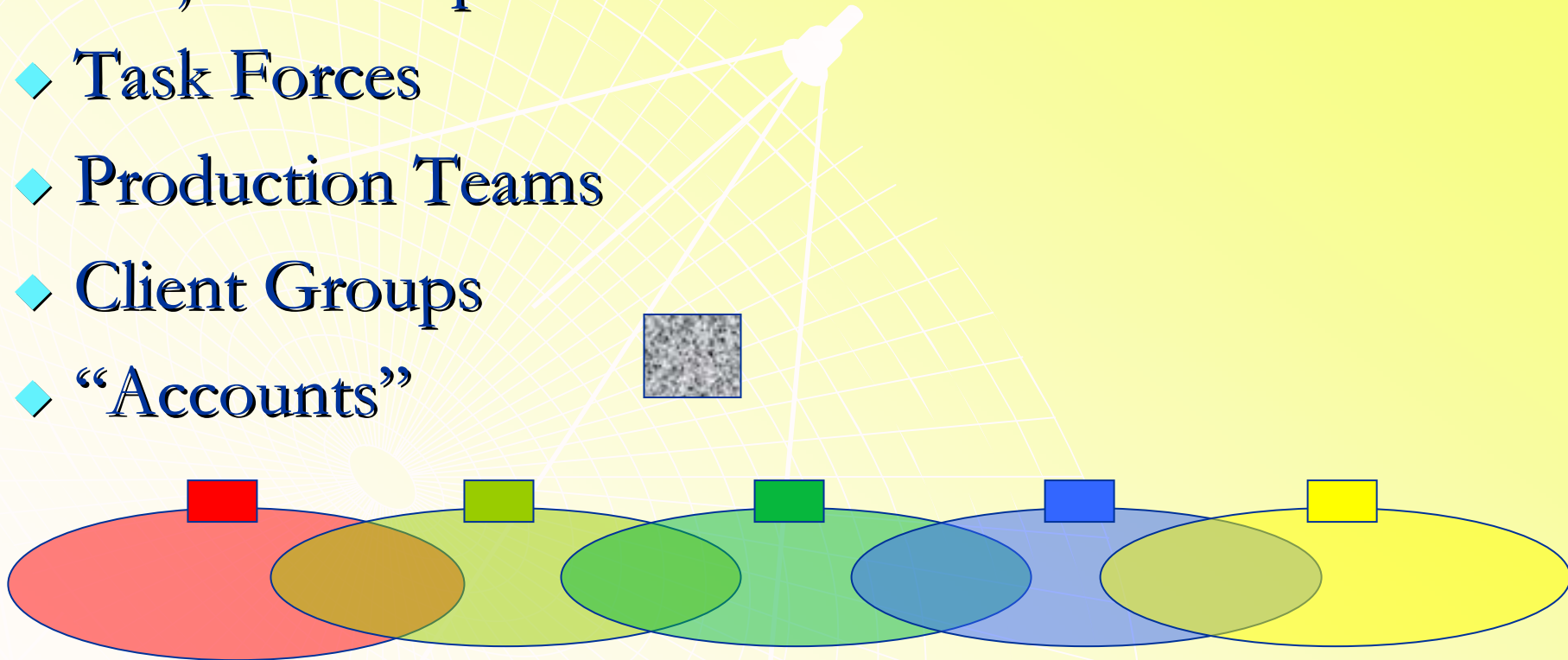
*However,
fundamental changes
have taken place...*

Example: Hong Kong

- ◆ 85% Service Sector
(80% Service Sector Employment)
- ◆ 99% SME
(87% with 1-9 people)
- ◆ 19% Double Disengaged
 - Highest youth unemployment 35%
 - Employment of S3 graduates almost zero
 - Employment of S5 graduates difficult

The pyramid has disappeared ...

- ◆ Project Groups
- ◆ Task Forces
- ◆ Production Teams
- ◆ Client Groups
- ◆ “Accounts”



Now ...

- ◆ Small organisation
- ◆ Flat organisations
- ◆ Loose structures
- ◆ Constant teamwork
- ◆ Ill-defined labour division
- ◆ Blurred specialization
- ◆

Now ...

- ◆ Many free-lancers
- ◆ Frequently unemployed
- ◆ Frequent change of jobs
- ◆ Frequent change of careers
- ◆ Frequent change of networks
- ◆ Frequent change of partners
- ◆

Different expectations

The new context means new expectations of individuals apply. Most surveys on workplace requirements converge to a list comprising:

- ◆ Ability to **communicate**
- ◆ Adaptability to **change**
- ◆ Ability to **work in teams**
- ◆ Flexible **human relations**
- ◆ Preparedness to **solve problems**
- ◆ Ability to **analyse and conceptualise**

(Cont.)

Different expectations (cont.)

- ◆ Ability to **reflect** on oneself
- ◆ Ability to **manage** oneself
- ◆ Ability to **create, innovate and criticise**
- ◆ Ability to **engage** in learning new things anywhere and anytime
- ◆ Ability to **cross specialist borders**
- ◆ Ability to **move across cultures**
- ◆ **Preparedness** for uncertainty and insecurity.

(Professor Kai-ming Cheng, Inaugural Professorial Lecture, 2004)

Challenges to assumptions

- ◆ The challenge to **screening** occasioned by double disengagement
- ◆ The challenge to **specialisation** as people need generic capacities that are useful across tasks, jobs and careers
- ◆ The challenge to “**teaching**” when students learn when they are not taught
- ◆ The challenge to “**study**” as social competencies assume more importance in the workplace
- ◆ The challenge to **qualifications** as business increasingly recruits because of the person rather than their academic qualifications

Creative economy/industries...

- ◆ .. where **new ideas** are commercialised marketed and sold (products, methods, techniques)
- ◆ .. where **creativity** is the relatively vital production factor and principal means of adding value
- ◆ .. where there is a spill over effect on other business and economic activities through **application/integration**

Creative economy/industries...

- ◆ .. Often associated with
 - advertising
 - architecture
 - arts, antiques and crafts
 - design
 - film and video
 - music, performing arts
 - printing and publishing
 - software and computing
 - television and radio
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Meeting the Challenge – Hong Kong

Education Reform

- ◆ Curriculum Reform of Basic Education
- ◆ Reforming the Academic Structure for Senior Secondary Education and Higher Education (3+3+4)

Learning for Life Learning through Learning

Reform Proposals for the Education System in Hong Kong

Hong Kong Special Administrative Region
The People's Republic of China

Education Commission

September 2000

Education Blueprint for the 21st Century

Review of the Academic Structure
of Senior Secondary Education

Executive Summary

The New Academic Structure of Senior Secondary Education and Higher Education

— Action Plan for Investing in the Future of Hong Kong

HONG KONG
Future

ACTION PLAN

Investing

Education and Manpower Bureau
May 2005

COS & SEN

Action for the Future —

Further Consultation on
Career-oriented Studies and
the New Senior Secondary
Academic Structure
for Special Schools

Education and Manpower Bureau
January 2006

Balancing.....

- ◆ Knowledge (8 KLAs)
- ◆ Generic Skills
 - 3Cs (priorities)
 - ◆ Communication
 - ◆ Critical thinking
 - ◆ Creativity
- ◆ Values/ Attitudes
 - ◆ Perseverance, responsibility....

Defining creativity ...

“... best described as the human capacity regularly to solve problems or to fashion products in a domain, in a way that is initially novel but ultimately acceptable in a culture” – Howard Gardner, 1989

Creative behavior results from ...

Complex inter-relationship of cognitive skills/abilities, personality, motivation, strategies and meta-cognitive skills.

Developing creativity..

A demanding process of teaching, difficult to make routine, but

- ask students to go beyond given information
- give students time to think
- use strategies and thinking techniques which involve creation
- reward and value creative efforts

Approaches to creativity

- ◆ Whole school (“project learning’)
- ◆ Key learning areas (esp. language and visual arts)
- ◆ Life-wide and co-curricular learning
- ◆ Applied learning (media, enterprise)

The Senior Secondary Student Programme for Whole Person Development

Chinese Language, English Language, Mathematics & Liberal Studies	2 or 3 elective subjects (including COS)	Other Learning Experiences
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- ◆ **Balanced (knowledge, skills, values)**
- breadth - depth
- ◆ **Strengthened foundation (languages, mathematics and Liberal Studies)**
- ◆ **Interest and aptitude**
- ◆ **Structured exposure to arts, physical, moral, community and the world of work**

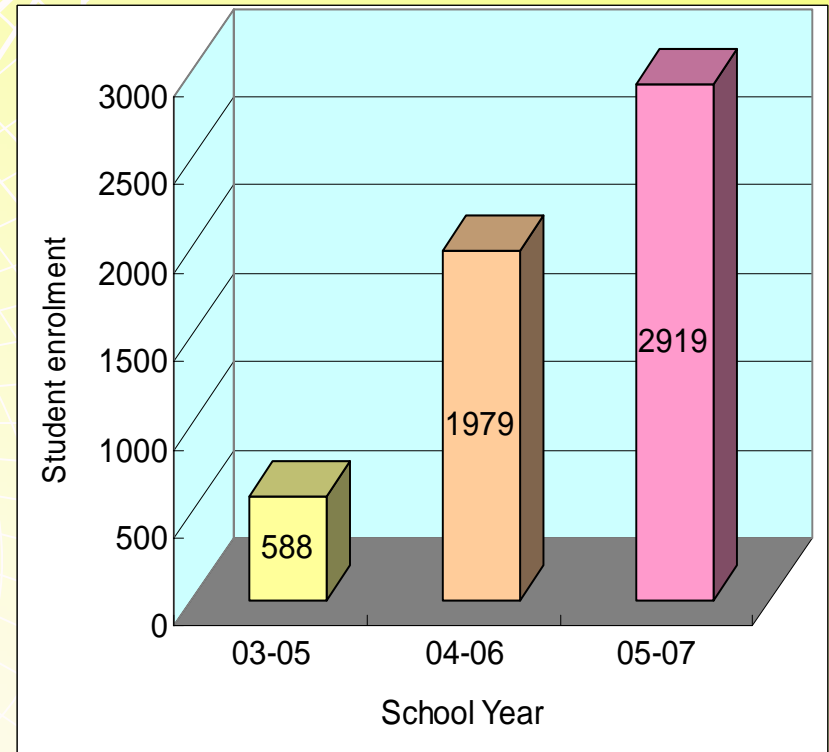
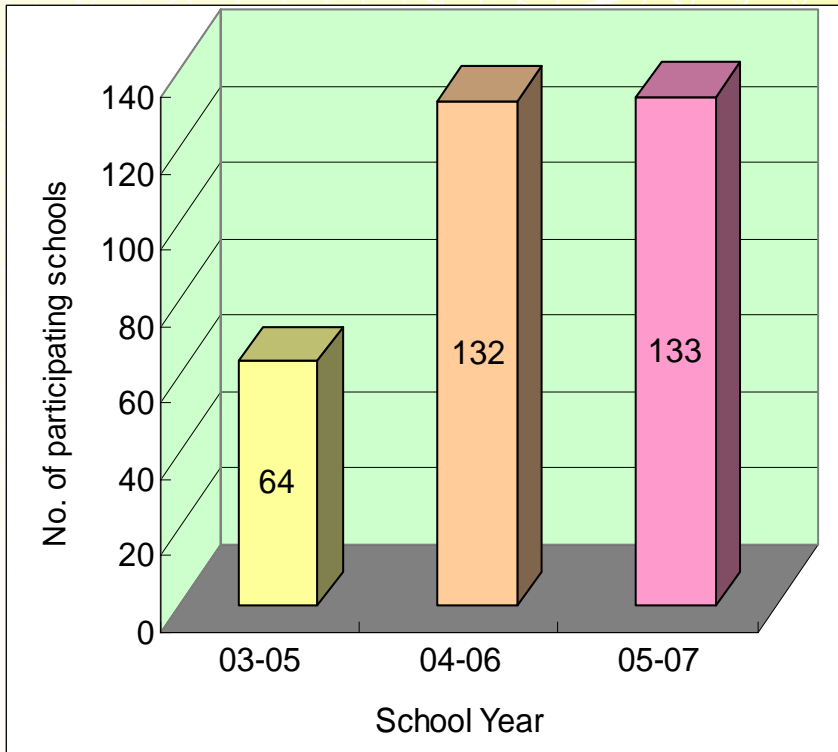
How do we implement this vision for all students? ²⁴



Career-oriented Studies (COS)

Career-oriented Curriculum (COC) Piloting

No. of participating schools and student enrolment in the first three cohorts:



Purpose and Position of COS in NSSC

- ◆ COS emphasises applied learning, covering different areas of professional and vocational fields, suiting the interests and abilities of **ALL** students

- ◆ Proposed **areas of studies** include:

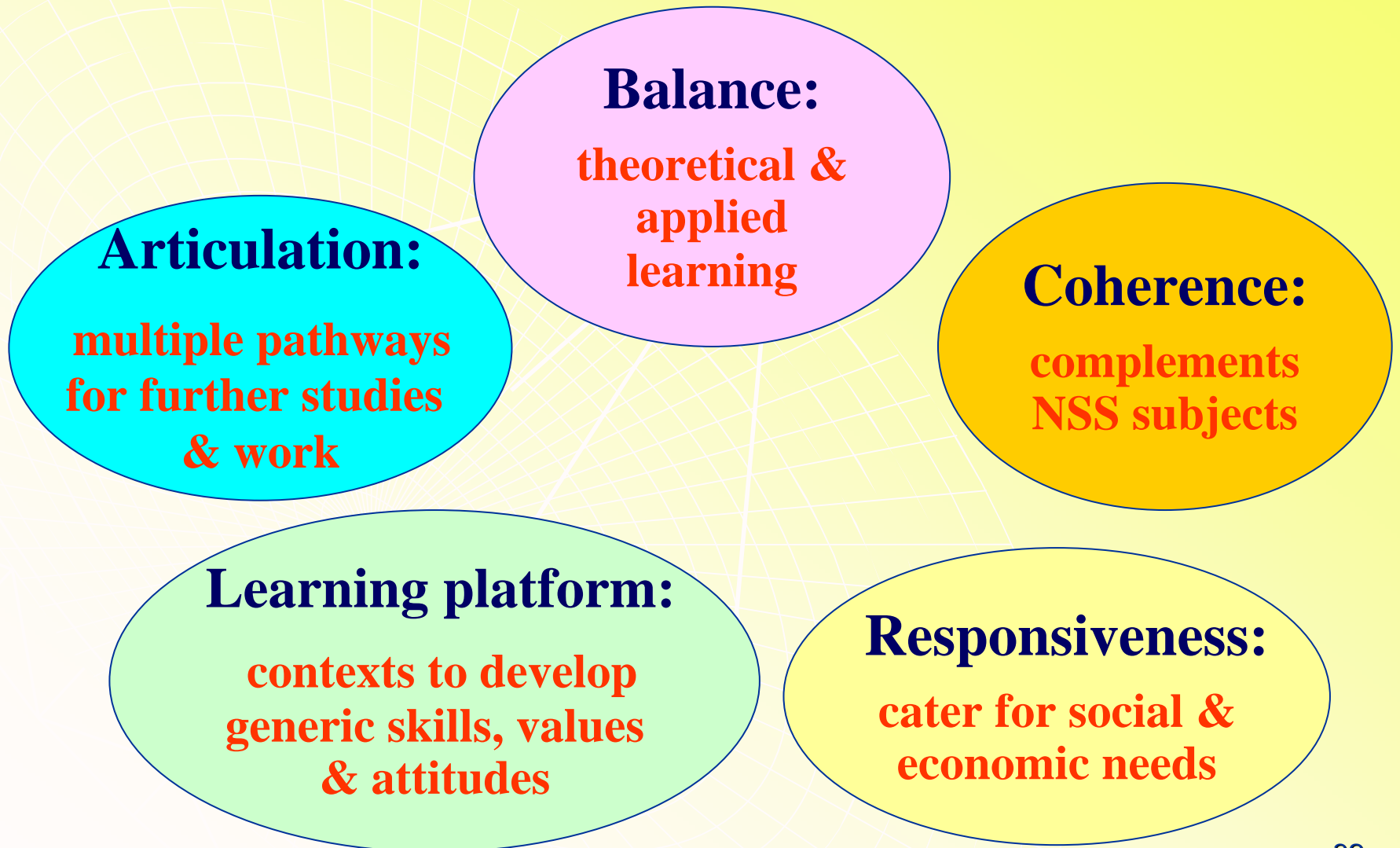
- Applied Science
- Business, Management & Law
- Creative Studies
- Engineering & Production
- Media & Communication
- Services



Purpose and Position of COS in NSSC



Curriculum Design of COS



The type of students we create

Schooling should as well as providing the high level skills of literacy and numeracy also, therefore, provide students with the capacity and motivation to be:

- ◆ A community builder with strong social competencies and a solid values base
- ◆ A team worker
- ◆ A problem solver; complex, creative and critical thinker; and risk taker
- ◆ Independent of mind, responsible, persevering, self regulating, reflective and self evaluating
- ◆ Flexible and able to adapt to change through knowing how to learn and wanting to do so throughout life