# *Seminar on Second Consultation of the Proposed New Senior Secondary Curriculum and Assessment Framework*

## *Information and Communication Technology*

June 2005

Education and Manpower Bureau

# The Way Forward – the contexts of NSS school subjects

- Committed actions and critical milestones in response to consensus and concerns, setting further direction for curriculum and assessment

- Second consultation of multi-stage development of curriculum and assessment frameworks from June to September 2005

- Dialogue with stakeholders on developmental issues (e.g. COS & special education) as well as communication and partnership with all stakeholders (e.g. through focus group, web bulletin)

# *Year of Implementation: 2009*

**Sept 2009**

1st cohort of NSS students  (existing P5 students to be the first to partake in the new structure)
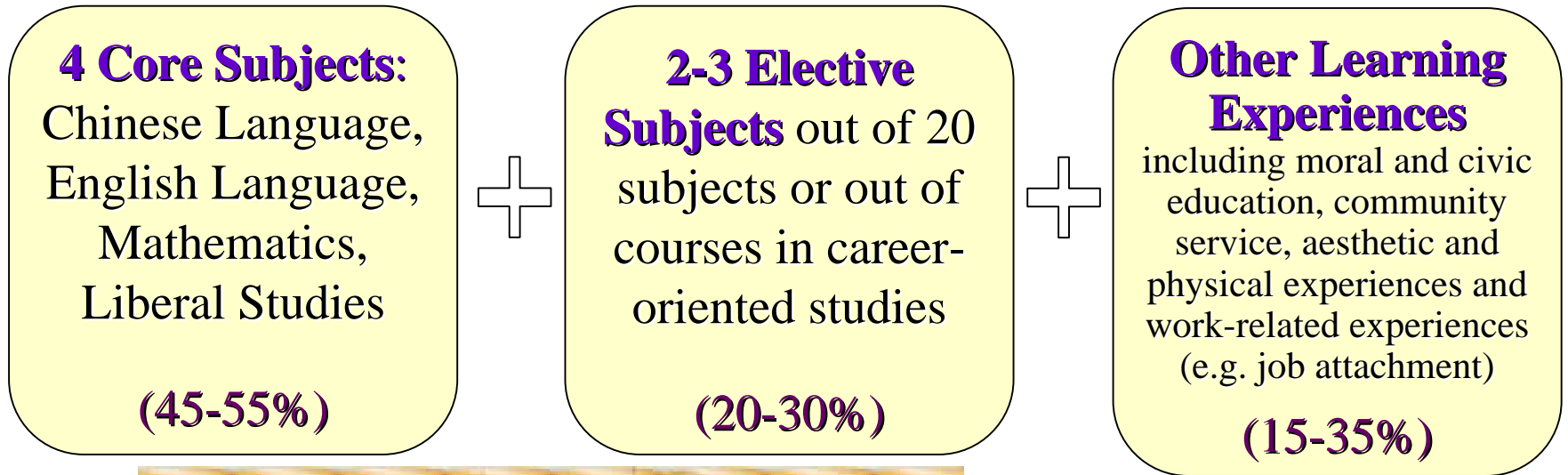
**2012**

1st HKDSE exam

1st cohort of SS3 students entering the university

**2016**

1st batch of university students to be graduated under the new structure

# Building on Strengths of Basic Education: The Whole Curriculum Framework

**4 Core Subjects**: Chinese Language, English Language, Mathematics, Liberal Studies

**(45-55%)**

**2-3 Elective Subjects** out of 20 subjects or out of courses in career-oriented studies

**(20-30%)**

**Other Learning Experiences** including moral and civic education, community service, aesthetic and physical experiences and work-related experiences (e.g. job attachment)

**(15-35%)**

**NSS**

**KEY LEARNING AREAS**

Generic Skill

Value & Attitude

Chinese Language Education

English Language Education

Mathematical Education

Personal, Social and Humanities

Science Education

Technology Education

Arts Education

Physical Education

**P1- S3**

**FIVE ESSENTIAL LEARNING EXPERIENCES**

Moral and Civic Education

Intellectual Development

Community Service

Physical & Aesthetic Development

Career-related Experiences

# *Learning Goals for NSS – Learning Better for All*

- to be **biliterate** and **trilingual** with adequate proficiency;

- to acquire a **broad knowledge base**, and be able to **understand contemporary issues** that may impact on their daily life at personal, community, national and global levels;

- to be an **informed** and **responsible citizen** with a sense of **global** and **national identity**;

- to **respect pluralism of cultures and views**, and be a **critical, reflective** and **independent thinker**;

- to **acquire IT and other skills** as necessary for being **a life-long learner**;

- to **understand** their own **career/academic aspirations** and **develop positive attitudes** towards work and learning;

- to lead **a healthy life style** with active participation in **aesthetic and physical activities**.

# Lesson Time (for 3 years)

SS1 / SS2 (173 days) (no public examination) + SS3 (127 days)
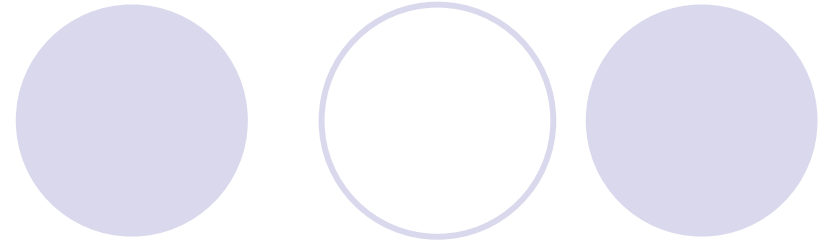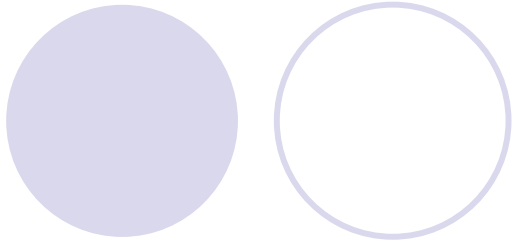
✋Average: 158 days

there is flexibility in lengths of lessons, no. of school days, block-time-table, use of time outside 'traditional' time-table,

To be discussed in workshop on 334 planning for school leaders
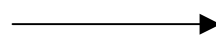
2552 hours ⟶ 2700 hours

## Core subjects

**Core subjects: 45-55%**

**Reduced time allocation for Liberal Studies (min 10%)**

**More time for the languages (from 12.5% to 12.5-15%)**

## No of Xs

➤ Time allocation: 10% (270h) each

➤ Same as proposed - 2 to 3Xs, may include COS

➤ Students could take more than 3 subjects at SS1 before making decision on their elective subjects at SS2/3
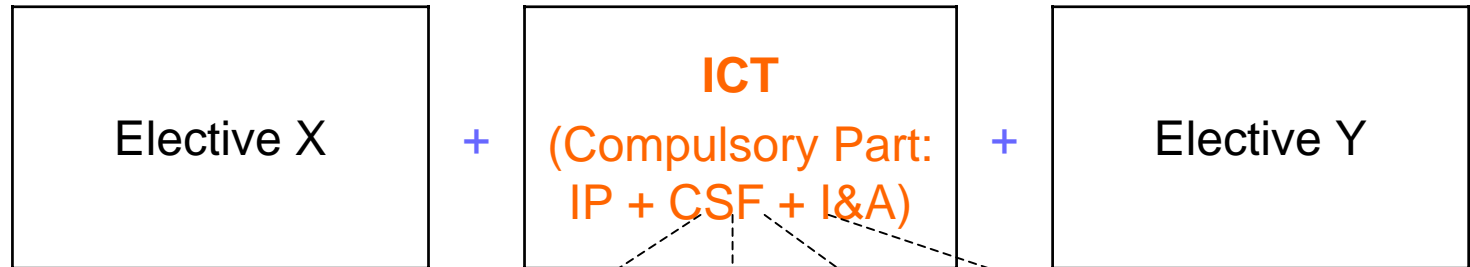
## Other Learning Experiences

➤ Moral & civic education, community service, aesthetic & physical activities, career-related experiences

➤ Time allocation: **15% - 35% (405h – 945h)**
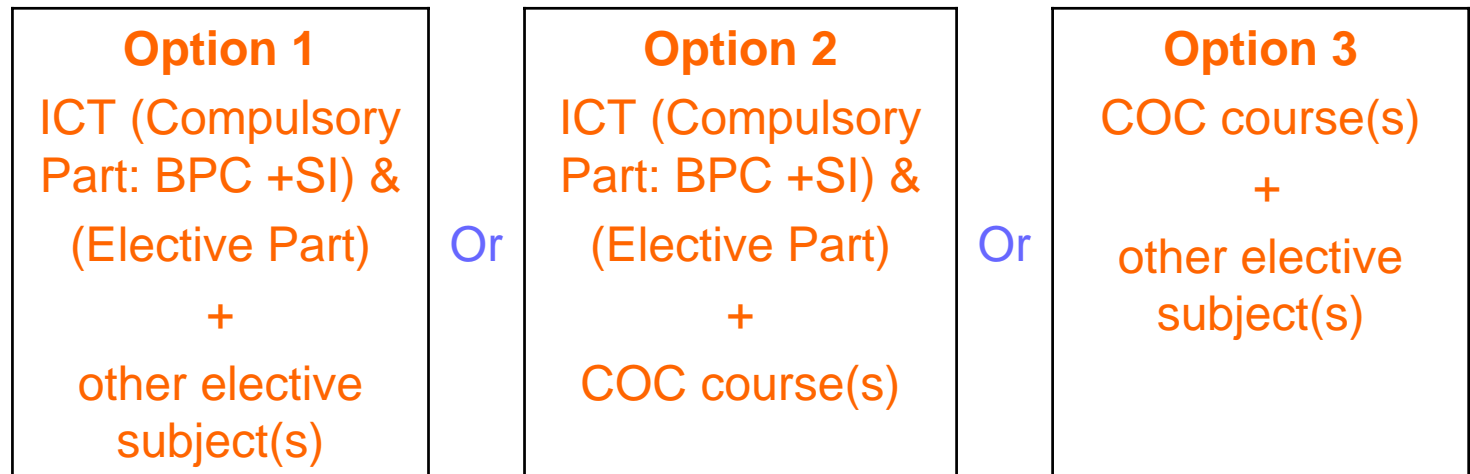
# *Progress of Studies*

**SS 1**
Exploring different inclinations

| Elective X | + | **ICT** (Compulsory Part: IP + CSF + I&A) | + | Elective Y |

Make informed decision for further studies:

**Others**

**SS 2 & 3**
Engaging in different areas of interest

| **Option 1** ICT (Compulsory Part: BPC +SI) & (Elective Part) + other elective subject(s) | Or | **Option 2** ICT (Compulsory Part: BPC +SI) & (Elective Part) + COC course(s) | Or | **Option 3** COC course(s) + other elective subject(s) |

# *Views from First Consultation (1)*

- **Rationale and Curriculum Aims of ICT**
  - Based on the feedback collected from school questionnaires, over 97% respondents agreed on the rationale and curriculum aims of ICT

- **Curriculum Framework**
  - Teachers were quite specific with comments concerning the proposed curriculum such as
    - **curriculum time**
    - **programming language**
    - **e-Commerce as a standalone option in the elective part**

- **School-based Assessment (SBA)**
  - Teachers were concerned about the details of how SBA is to be implemented in ICT

# *Views from First Consultation (2)*

- **Supportive Measures**
  - Teachers quested for resource support such as split class teachers, initial F&E provision and upgrade, ready made L&T materials, etc.
  - A great majority of teachers were keen to enrich themselves through continuous professional development programmes

- **Articulation**
  - Majority of teachers expressed much concern that how tertiary institutes perceived ICT as admission prerequisite would affect the decision of schools in offering the elective subject

# *Major Changes*

- **Suggested curriculum time for the compulsory part increases from 135 to 165 hrs; whereas in the elective part decreases from 90 to 75 hrs**

- **Databases replace e-Commerce as a standalone option in the elective part; learning elements of e-Commerce will be subsumed into the compulsory part**

# *Structure of the Proposed C&A Framework (1)*

- **Introduction**
  - Rationale, positioning of ICT…

- **Curriculum Framework**
  - Details of the proposed curriculum

- **Curriculum Planning**
  - Facilitate school heads / curriculum leader in planning the ICT curriculum
  - Guiding principles and important considerations

# Structure of the Proposed C&A Framework (2)

- **Learning and Teaching**
  - Active learning
  - Roles of teachers
  - L&T approaches

- **Assessment**
  - For learning
  - Internal/External assessment
  - Modes of assessment with samples

- **Effective Use of L&T Resources**

- **Supporting Measures**

# *Principles of Design*
# *Proposed C&A Framework of ICT*

- The ICT curriculum is not a major overhaul, it is a smooth transition and integration of the existing CIT, ALCS and ASCA curricula
- Prior knowledge and interface with the junior secondary curriculum (para. 1.11)
  - IT Learning Targets at Key Stage 3
- Balances between (para. 2.5 – 2.8)
  - Breath and depth
  - Theoretical and applied learning
  - Essential and diversified learning
- Guiding principles to facilitate curriculum planning of ICT in school (Ch. 3)
- Strengthen collaboration with major ICT industry partners to provide support for students, teachers and schools

# *2nd Stage of Consultation on Curriculum & Assessment Frameworks*

- To consult professionals on curriculum & assessment frameworks

- To demonstrate exemplars of learning, teaching & assessment, & other good practice

- To solicit information on provision of subjects, needs for professional development

- To provide early information for school planning (e.g. overview of Progression of Study for SS1, SS2, SS3, SBA) & interface matters

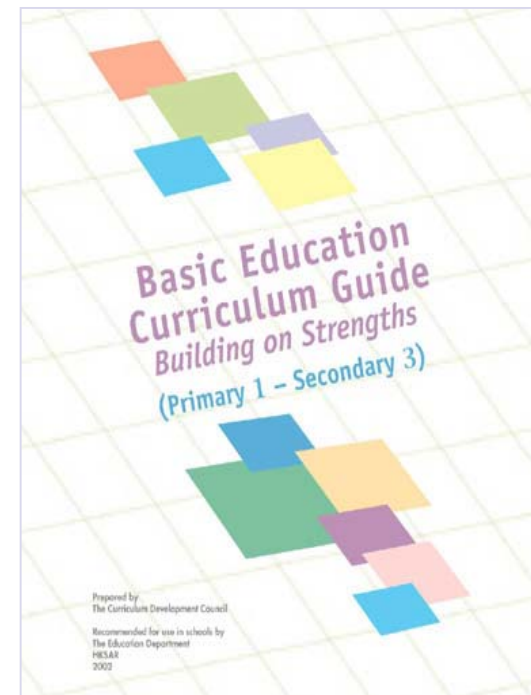- To establish means for further communication

# *2nd Stage of Consultation on Curriculum & Assessment Frameworks*

◆ "3+3+4" Report to set further directions (especially chapters 2-9)

◆ Consultation means (June – Sept 2005)

- Web version accessible to the public
- Seminars for principals/vice principals & teachers
- Meetings with professional groups & institutions
- Questionnaires for schools
- E-mail, media, write-ins
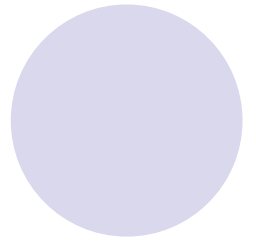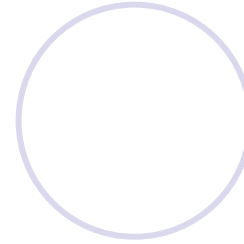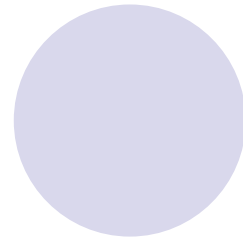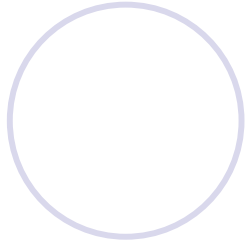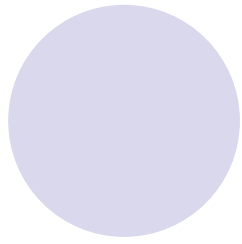
## **Senior Secondary Curriculum Guide 2006 & Curriculum and Assessment Guides for NSS Subjects 2006**

- As a continuation of Basic Education Curriculum Guide, CDC, 2002)

- To support planning & implementation of NSS, e.g. other learning experiences, assessment literacy

Basic Education
Curriculum Guide
Building on Strengths
(Primary 1 – Secondary 3)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Department
HKSAR
2002

# *Our Core Values*

**Proactive**

**Student-centred**

**Results-oriented**

**Professional**

# Two Key Questions

Are students learning better?

Are they becoming self-directed learners?

# *Employability Skills for the Future*

- In 2001, the Department of Education Science and Training and the Australian National Training Authority funded a project to analyse and report on current business requirements for 'employability skills'.

- The project, conducted by the Business Council of Australia with the Australian Chamber of Commerce and Industry, was completed in March 2002.

- *Employability :* skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions

# *A Special Kind of Knowledge*

- Knowing *that*
  - theoretical knowledge

- Knowing *how*
  - practical, procedural or technical knowledge

- Knowing *to*
  - when and how it is appropriate to alter a work-in-progress in order to improve its overall quality

*If we are to be entirely successful in this enterprise, we would, in the process, make ourselves redundant.*

*That is not something to be regretted, or feared.*

*It is, I submit, the ultimate purpose of teaching.*

We are working together