



# Implementation of “334” - A journey & process from common problems to learning reform in a globalised world

Prepared for the HKSSSC meeting  
EMB  
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## Where are we in the journey?

1. Progress in the journey – the dimensions & milestones
2. Concerns and ambiguity as part of reform/change
3. Walk the paths together towards the same direction – what do we do in times of uncertainty?

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### (1) Progress in the journey since 2005 the dimensions & milestones

- ❖ Curriculum (including Applied Learning)
- ❖ Assessment
- ❖ Interfaces & articulation with post-secondary institutions
- ❖ Professional development opportunities
- ❖ Support Measures 
- ❖ Communication


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### (2) Concerns & ambiguity as part of journey



### (3) Walk the paths towards the same direction



謝謝！  
*Thank you!*




## Voices of middle managers: easiest things to do



- ❖ Curriculum contents of NSS subjects – build on existing curriculum
- ❖ Teacher expertise
- ❖ Resources provided by EMB – funding, learning and teaching resources
- ❖ Professional development programmes provided by EMB

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## Voices of middle managers: difficult things to do



- ❖ Greater learner diversity in school
- ❖ Timetabling arrangement, e.g. for elective modules, extended Module I & II of Maths
- ❖ Unbalanced allocation of resources in school
- ❖ Subject marginalisation
- ❖ SBA – teachers' workload and students workload
- ❖ Arrangement for Other Learning Experiences (OLE)

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## Voices of middle managers: difficult things to do



- ❖ School facilities and space, e.g. for flexible groupings
- ❖ Copyright issues

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## Some middle managers have suggested.....



- ❖ A comprehensive plan for fair and balanced allocation of resources among KLAS/subjects in school
- ❖ Plan early the offering of NSS electives in school, inform teachers about the arrangement for deployment, succession and PDP
- ❖ Devise a comprehensive plan on professional development for teachers, e.g. setting priorities and creating space for teachers to attend PDP

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## Some middle managers have suggested .....



- ❖ Strong leadership and an open attitude to changes
- ❖ Communicate with middle managers (MMs) and other staff in school
- ❖ Sensitive to MMs' and teachers' concerns and pressure.
- ❖ More reasonable in setting school policies, e.g. homework policy & marking

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## Middle managers have suggested .....



- ❖ EMB/HKEAA to provide more exemplars and guidelines, training on assessment
- ❖ EMB to provide time-tabling examples that are practical and feasible for offering electives and conduction of SBA with the help of experts in time-tabling

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## Middle managers have suggested.....

- ❖ EMB to obtain exemption of copyright for schools
- ❖ EMB to provide schools with information about organisations that could assist in offering OLE to students
- ❖ EMB to promote to parents and students on TE,AE, PSHE and ApL

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## (3) Walking the paths together: way forward

- ❖ PDP 07/08 for teachers on NSS curriculum & assessment - to be released in June (internet) July 07 (booklet)
- ❖ Seminars on NSS Curriculum Planning and Timetabling in July 07 onwards
- ❖ Additional resources/grants: TPPG (3<sup>rd</sup> yr) and NSS Migration Grant (2<sup>nd</sup> yr) in 07/08; SSCG & DLG in 09/10
- ❖ Senior Secondary Curriculum Guide – to be uploaded in 07/08
- ❖ Recommended Textbook List by July 2008 for teachers' selection and reference
- ❖ Communication with the public – parent seminars for P5, P6 & S1 parents in 07/08 & 08/09
- ❖ The "honest broker".....

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## Support Measures

- ❖ Class structures
- ❖ Staffing
- ❖ 5-year toleration
- ❖ Additional grants
- ❖ Room conversion
- ❖ Others

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## Support measures during the transitional years

| 07/08                                  | 08/09  | 09/10 | 10/11 | 11/12   | 12/13                                       |
|--|--|-------|-------|---|---|
| Slight decline in student population → |  |       |       |   |   |
| -10 classes                            | Support measures:<br>❖ Various grants<br>❖ revised T/C ratio<br>❖ Student no. cap<br>❖ ESR<br>❖ Additional teachers for ALAs<br>❖ Sabbatical Leave |       |       | <b>Double Cohort Year</b><br>↑ Demand for teacher | Pledged to revise no. of students per class |

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