

Meetings on Preparation for "334" with School Leaders (2008/09)

Concluding Session

"Hidden Keys" to Preparation for 334

— *School Improvement Strategies*

- Teaching Strategies
- Mobilization of Middle Managers
- Staff Development

New Senior Secondary Section
Curriculum Development Institute
Education Bureau
October 2008 – March 2009

334 NSS

Some Scenarios

— *during the process of preparation for NSS,.....*

2

1. "Supplementary Class Symptom"

```

graph LR
    A[Students' performance is dropping] --> B[Some teachers hold supp. lessons]
    B --> C["Most teachers hold supp. lessons  
(disordered, first-come-first-served, 'teacher's status')"]
    C --> D["Most teachers hold supp. lessons  
(ordered, central arrangement, time equally distributed)"]
    D --> A
    C --> A
  
```

All parties dare not stop this "snow-ball" effect

Is there any problem in the "school-based" curriculum?


3

2. "Diversity" of Assessment Results

- Test/Exam Results in the "best" class and the "worst" class: very large dispersion
- Examples can be found in schools with students of different abilities.

What are the purposes of assessment?

4



3. “Practising” as “Teaching”

- What do English teachers “teach” in “Listening lessons”?
- Three steps?
 - Play listening tapes
 - Do exercises
 - Check answers
- Other Subjects:
 - Open-ended questions

What / How should we teach?


5



School Improvement Strategy

—An example

6




Theory behind: a framework

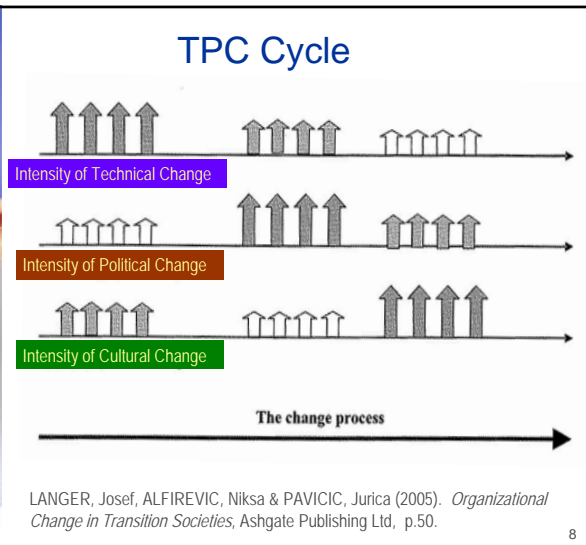
- Tichy(1983): **TPC** Approach*
 - **T**echnical, **P**olitical, **C**ultural Changes
- apply *organization change* model in school context

*TICHY, N. (1983). *Managing Strategic Change: Technical, Political and Cultural Dynamics*, Wiley and Sons.

7



TPC Cycle



Intensity of Technical Change


Intensity of Political Change

Intensity of Cultural Change

The change process

LANGER, Josef, ALFIREVIC, Niksa & PAVICIC, Jurica (2005). *Organizational Change in Transition Societies*, Ashgate Publishing Ltd, p.50.


8



TPC in School Context

- Technical
 - Teaching & Learning
 - Discipline & Guidance
- Political
 - Distribution of Power
 - School Organization Structure
 - Distribution of Resources
- Cultural
 - The way they think (and they do)
 - e.g. waiting for instruction, getting things done only, etc

9



Why do we use this framework?

- Organization Change Model depends on organization model
- In practice: mixed
 - Framework + Strategy
 - Analysis-think-change
 - See-feel-change*

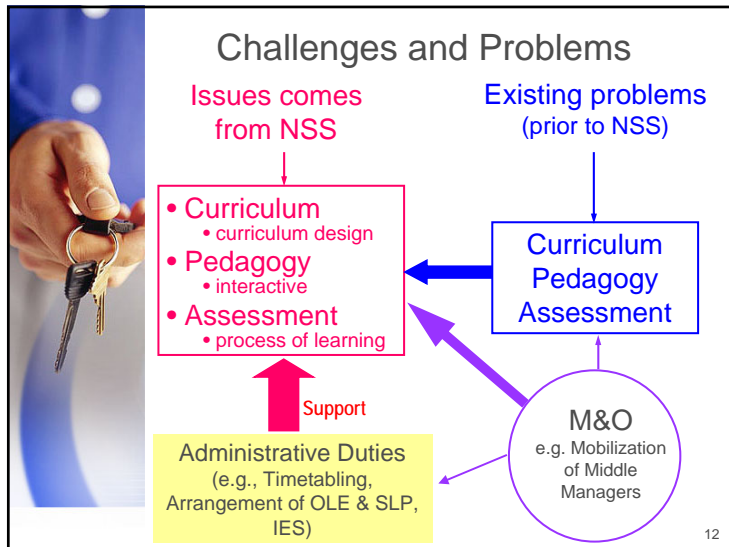
10

*KOTTER, John P. & COHEN, Dan S. (2002), *The Heart of Change: Real-Life Stories of How People Change Their Organizations*, Boston: Harvard Business School Press, p.11.



Concluding Remarks

11





Suggestion

- May choose a model
- Staff development days
 - A series
 - Connection between the workshops
 - Follow-up

NSS: negative feeling?

another side of the coin

NSS provides a chance for change!

13

Closing...

*Administration in schools is used to support **Learning & Teaching**.*

While we are making every effort to prepare for 334, we should bear in mind the spirit behind.

14