

**Summary of Findings for
Second Survey on
the New Academic Structure for
Senior Secondary Education
and Higher Education**

**Education and Manpower Bureau
December 2005**

Background

To facilitate the planning and smooth implementation of the new academic structure, a second survey was conducted among secondary schools in parallel to the dissemination of the “*The New Academic Structure for Senior Secondary Education and Higher Education – Action Plan for Investing in the Future of Hong Kong*” report and the second drafts of the proposed curriculum and assessment frameworks of the 24 new senior secondary subjects in May 2005. The survey findings for the principal/vice-principal questionnaires are now presented here.

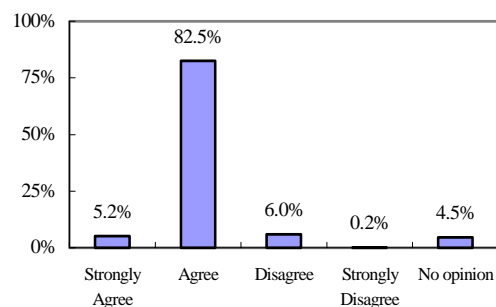
Survey Findings

No. of questionnaires returned: 463

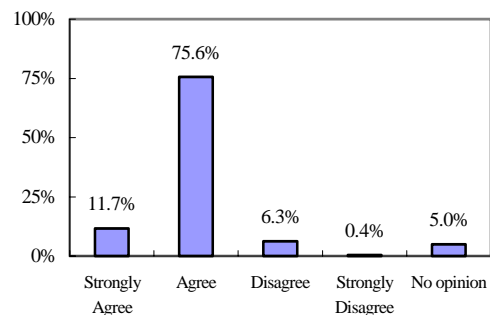
Curriculum Framework

1. To what extent do you agree with the following current proposals for the New Senior Secondary (NSS) curriculum?

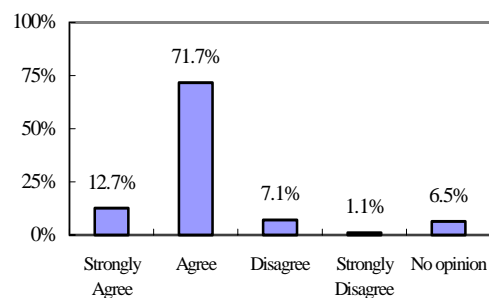
(a) Revised time allocation for the core subjects



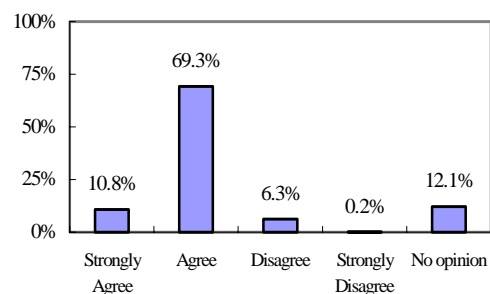
(b) Revised time allocation and reduced number of units for Liberal Studies



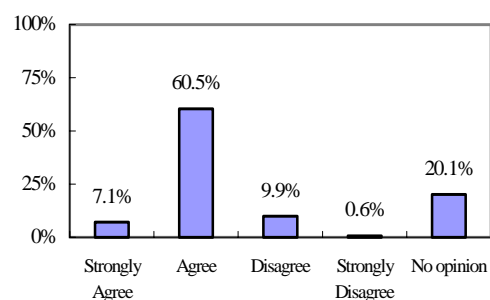
(c) A progression of study with more choices in SS1 for the student programme



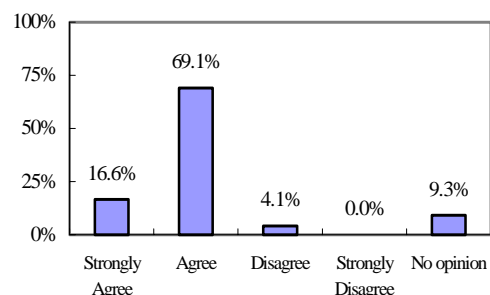
(d) Overall strengthening of Chinese elements



(e) Design of the subject *Science* using 2 different approaches



(f) Offering a variety of languages to uphold Hong Kong as a cosmopolitan city



Curriculum Planning and Implementation

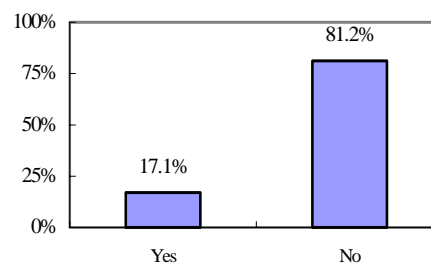
2. With more information about the new academic structure for senior secondary education and higher education, in particular the proposed supporting measures, which of the following NSS subjects would your school offer?

Subject	No. & percentage of schools that would offer the subject
Chinese Language	463 (100%)
English Language	463 (100%)
Mathematics	463 (100%)
Liberal Studies	463 (100%)
Chinese Literature	229 (49.5%)
Literature in English	28 (6.0%)
Chinese History	412 (89.0%)
Economics	430 (92.9%)
Ethics and Religious Studies	94 (20.3%)
Geography	420 (90.7%)
History	340 (73.4%)
Tourism and Hospitality Studies	160 (34.6%)
Biology	437 (94.4%)
Chemistry	443 (95.7%)
Physics	447 (96.5%)
Science	191 (41.3%)
Business, Accounting and Financial Studies	373 (80.6%)
Design and Applied Technology	75 (16.2%)
Health Management & Social Care	38 (8.2%)
Home Economics	38 (8.2%)
Information and Communication Technology	396 (85.5%)
Music	66 (14.3%)
Visual Arts	320 (69.1%)
Physical Education	148 (32.0%)

Note: The average number of subjects offered per school including the four core subjects is 15.

3. In the light of recommendations in the report, would your school consider:

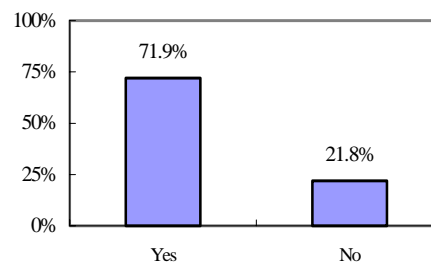
(a) Offering learning opportunities to students of other schools?



If “Yes”, what subjects will be offered?

Subject	No. of schools that would offer learning opportunities to students of other schools
Mathematics	1
Liberal Studies	1
Chinese Literature	3
Literature in English	1
Chinese History	2
Ethics and Religious Studies	5
Geography	1
History	2
Tourism and Hospitality Studies	27
Biology	2
Chemistry	1
Physics	1
Business, Accounting and Financial Studies	20
Design and Applied Technology	19
Health Management & Social Care	4
Home Economics	6
Information and Communication Technology	19
Music	1
Visual Arts	32
Physical Education	4

(b) Applying for the Diversity Learning Grant?



If “Yes”, which of the following programme(s)/course(s) would you offer using the Grant? (*You can choose more than one answer.*)

Programme(s)/course(s)	No. of schools involved
Programmes that are important to the individual student programmes but will have low enrolment	194
Career-oriented Studies	199
Project Yi Jin/ Secondary Schools Collaboration Project	47
Other languages such as French, German, Hindi, Japanese, Spanish, Urdu	55
Programmes for students with special educational needs	59
Programmes for gifted students	109

4. What other measures will your school adopt to provide more choices to cater for the diversified needs of students?

Commonly suggested measures to cater for the diversified needs of students:

- *Arrange a flexible time-table, e.g. block time-tabling, split classes, parallel subjects time slot, elective courses in cycle-based time-tabling or extended activities on Saturdays so as to offer more subjects for students to choose.*
- *Offer more school-based academic subjects and/or combination of subjects in the elective category so as to provide more flexible choice of subjects for students.*
- *Utilize community resources, collaborate with other learning organizations e.g. IVE, ATEC, tertiary institutes to organize activities/career-oriented courses for students.*
- *Co-operate with neighbouring schools in the district or with schools under the same sponsoring body when operating some elective/COS classes.*
- *Enhance teachers' qualification & professionalism by offering more professional development courses for teachers.*
- *Encourage/sponsor students to attend outside courses organized by other institutes.*

5. When will most of your teachers be engaged in professional development programmes for the new academic structure?

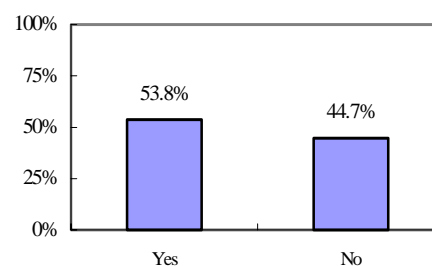
<i>Options</i>	<i>Percentage of Schools</i>
We will address our needs by spreading out the professional development over the next few years.	75.4%
Most of our teachers will be engaged in professional development programmes in the following period(s) of time. (<i>You can choose more than one answer.</i>)	24.2%

Period of time	No. of schools involved
Sept 05 - Feb 06	32
Mar 06 - Aug 06	85
Sept 06 - Feb 07	86
Mar 07 - Aug 07	95
Sept 07 - Feb 08	63
Mar 08 - Aug 08	49

Career-oriented Studies (COS)

6. Would you consider including Career-oriented Studies in the NSS curriculum?

(*You may go to Question 9 if your answer is “No”.*)

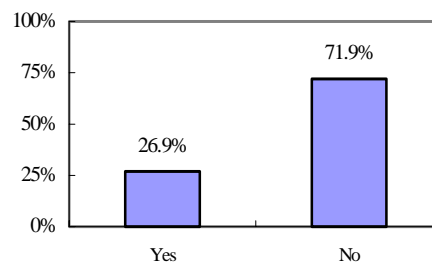


If “**Yes**”, which of the following mode(s) of provision of COS would you consider for your school? (*You can choose more than one answer.*)

Mode of provision of COS	No. of schools involved
by external providers outside the school premises	145
by teachers as the main source of tutors in school supported by practical or workplace experiences outside the school	92
by external providers teaching in school	132
by proposed regional COS centres	107

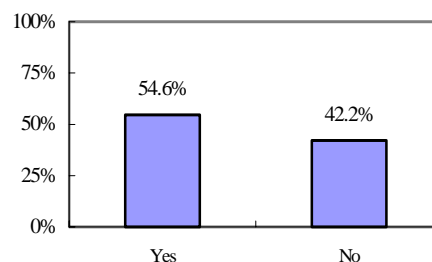
7. Would you consider developing your school as a regional COS centre for offering courses to your neighbouring schools?

(Out of the 249 schools that would consider including COS in the NSS curriculum, the response to this question is as in the graph attached.)



8. Would you consider piloting COS in the coming few years and if so, which categories of COS would your school offer?

(Out of the 249 schools that would consider including COS in the NSS curriculum, the response to this question is as in the graph attached.)



Schools plan to pilot COS starting in the following school year:

School Year	Pilot Career-oriented Curriculum (COC) (No. of schools)	Pilot Yi Jin / Secondary Schools Collaboration Project (No. of schools)
05 - 06	59	18
06 - 07	18	4
07 - 08	29	7
08 - 09	17	4

For Pilot COC, the category/categories of course(s) offered is/are: (You can choose more than one answer.)

Category/categories of course(s)	No. of schools
Arts and Media	56
Business	54
Design	43
Engineering	12
Food Production and Management	40
Information Technology	72
Leisure, Tourism and Hospitality	83
Performing Arts	29
Services	31

Other Learning Experiences (OLE)

9. How will you arrange the activities for OLE in your school?

Other Learning Experiences	School will arrange <i>normal lessons</i> for OLE activities (No. of schools)	School will use <i>block timetable and/or other learning time</i> to cater for OLE activities (No. of schools)
Moral and civic education	351	294
Community services	134	381
Work-related experiences	112	340
Aesthetic activities and experiences	311	290
Physical / sporting activities	384	244

Other commonly raised arrangements for OLE in schools:

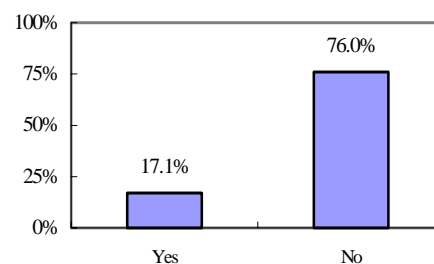
- *Mixed mode of normal lessons and other learning times.*
- *Special timetables after school and on Saturdays for OLE activities.*
- *Offer “Religious and Moral Education” curriculum in normal lessons.*
- *Arrange study tours to Mainland or overseas*
- *Organise interschool competitions*

Planning and Management of Change

10. Schools are encouraged to appoint a vice-principal or a senior teacher as an NSS co-ordinator to help the principal in co-ordinating the implementation of the NSS curriculum, especially in curriculum migration and professional development with the support of the proposed Teacher Professional Preparation Grant. EMB would provide networking and professional development for the NSS co-ordinators. Please provide contact details of the NSS co-ordinator of your school.

*Totally, **440** schools provided contact details of NSS co-ordinator.*

11. Would your school like to share some of your successful and valuable experiences in implementing and managing changes that are related to the NSS curriculum?

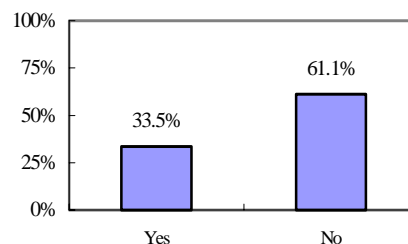


If “Yes”, please specify the area(s) your school would like to share.

Areas to be shared by responding schools:

- *Curriculum Planning*
- *Curriculum development or implementation of Liberal Studies*
- *Specific KLA areas/subjects e.g. PSHE, Chinese Language, Home Economics and Visual Arts*
- *Career-oriented Studies*
- *Other learning experiences*
- *Time-tabling arrangement*

12. Will your school encounter any difficulty in implementing suggestions for teacher deployment in the report, such as teacher-to-class ratios and the 5-year transitional period for absorption of surplus teachers?



If “Yes”, please specify below to facilitate discussion with the Regional Education Office.

Common difficulties encountered by schools:

- *Lack of experienced teachers teaching the elective and/or career-oriented subjects.*
- *Insufficient space for operating some elective subjects and/or not enough students choosing the subject.*
- *A great number of surplus teachers as the number of students decreases and the curriculum changes*
- *The 5-year transitional period may not be sufficient to absorb all the surplus teachers.*
- *There will be a mis-match between teachers’ expertise and the subjects that they will teach.*
- *The Early Retirement Scheme may upset the smooth transition; the remaining teachers may not be able to substitute the subject areas of the retired teachers.*
- *Ways of deploying teachers to teach other subjects and the factors to be considered are unknown to schools.*
- *There are uncertainties in the class structure (and hence subjects offered in school). It will be difficult for schools to allocate manpower and clarify duties of teachers.*
- *Low morale among teachers as the decrease in numbers of classes and teachers will affect the promotion prospect of teachers.*
- *Difficulty in working out the staff entitlement in schools as well as the teacher-to-students ratio if the COS classes are operated in the District Career-oriented Education Centre.*

13. Apart from human resources planning and issues related to class structures, what other issue(s) do you think is/are of utmost concern to your school and should be addressed in the workshops for school leaders and NSS co-ordinators.

Utmost concerns to be addressed in the workshops for school leaders and NSS co-ordinators:

- *Curriculum planning and subjects combination.*
- *Articulation with the junior secondary curriculum.*
- *How to cater for learner differences?*
- *Teacher training for Liberal Studies.*
- *Implementation of Liberal Studies and its medium of instruction.*
- *Implementation of COS and its recognition.*
- *Modes and system of school-based assessment; details of how they are implemented and the question of fairness.*
- *Impact of university admission criteria on subjects offered.*
- *Supporting measures on teacher professional development including planning, utilization of TPPG, financial and resources management, etc.*
- *Issues related to schools’ migration to the NSS curriculum.*

Other Comments/Suggestions

Some commonly raised comments/suggestions are:

- *Schools should be given more flexibility in allocating lesson time for subjects.*
- *The total lesson time for 3 years being set at 2700 hours is impractical.*
- *Schools have difficulties in offering Science (Combined). It is proposed to lessen the content and lesson time, so that students in SS1 can study 4 elective subjects which include Physics, Chemistry and Biology.*
- *Group size of 15-30 for Liberal Studies is preferred.*
- *Successful implementation of COS will require human resources and financial support. Require extra funding for students joining courses organized by outside organizations.*
- *More flexibility in SBA is preferred. It is not necessary to carry out SBA annually.*
- *Early release of university admission criteria is strongly desirable as it definitely bears a significant impact on the curriculum planning of schools.*
- *Class size of less than 40 (30 –35) is strongly recommended.*
- *Curriculum guides and quality textbooks/teaching resources for different subjects, as well as samples of different approaches on offering NSS subjects should be available as early as possible.*
- *Early confirmation of different pathways for students with different exit points is needed.*
- *Organise sharing sessions for teachers/schools to share successful experiences.*
- *NSS should be implemented gradually.*
- *Teachers are already burdened with heavy duties since the start of the curriculum reform, especially to those hard-working ones. It is worried that there will be a loss of good teachers because of the heavy workload.*
- *Concern about whether students have the standard and ability to study NSS when all junior secondary students will have the opportunity to continue their senior secondary studies.*

END