

Our Story of Success & Challenges The Case of Hong Kong

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**Global Education Summit,
Organized by Battelle for Kids**

Columbus, Ohio, November 2012

Social-Cultural-Political Context of Hong Kong (2010–2011)

Characteristics	Hong Kong, China
Land area	1,104 sq km
Population size	About 7 million
Ethnicity	92% Chinese 2% Indonesians ↑ 2% Filipinos ↑ 4% others ↑
GDP Per Capita	US\$31,600 ↑
Political history	1841-1997 British Colony 1997-now China-Special Administrative Region
Official Language	English and Chinese
Educational Structure	6+5+2=13 → 6+3+3(after 2012)
School types in primary and secondary schooling	6% government 72% aided ↓ 16% private and DSS ↑ 6% international ↑



New High School System

3-3-4 in HK (since 2009)

Stage vs. Age

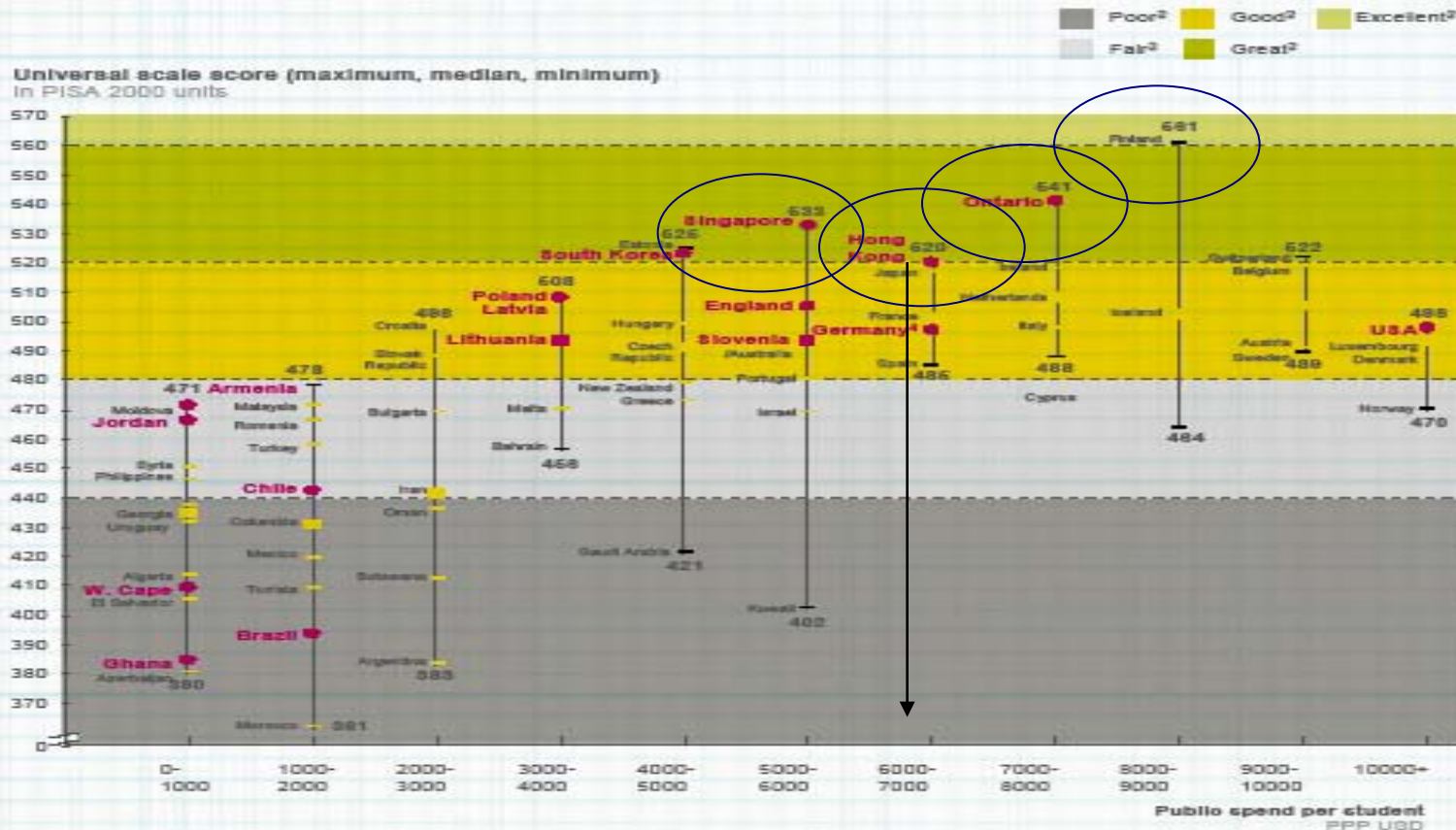
Stage	No. of years	Age
Kindergarten	3 (K1-3)	3-6
Primary	6 (P1-6)	6-12
Junior Secondary	3 (S1-3)	12-15
Senior Secondary	3 (S4-6)	15-18
Tertiary	4 (University)	



Diversified Forms of Secondary Schools by Funding and Governance (2006–2012)

School Category	Number of Schools
Government	36->31
Aided	380->364
Direct Subsidy Scheme	43->55
Private	27->32
Total	486->482

Effectiveness of Educational Systems from a Global Context



- 1 Universal scale created by McKinsey & Company, based on Hanushek R. Woessman methodology, to enable comparison across systems
- 2 Score cutoffs: Excellent >560; Great 520-560; Good 480-520; Fair 440-480; Poor <440
- 3 India (Madhya Pradesh) excluded due to lack of international assessment data
- 4 Saxony's universal scale score of 535 makes it "great" performing. Saxony is the highest performing state in Germany on 2006 PISA-E

Source: World Bank EdStats; IMF; UNESCO; PISA, TIMSS, PIRLS, McKinsey & Company

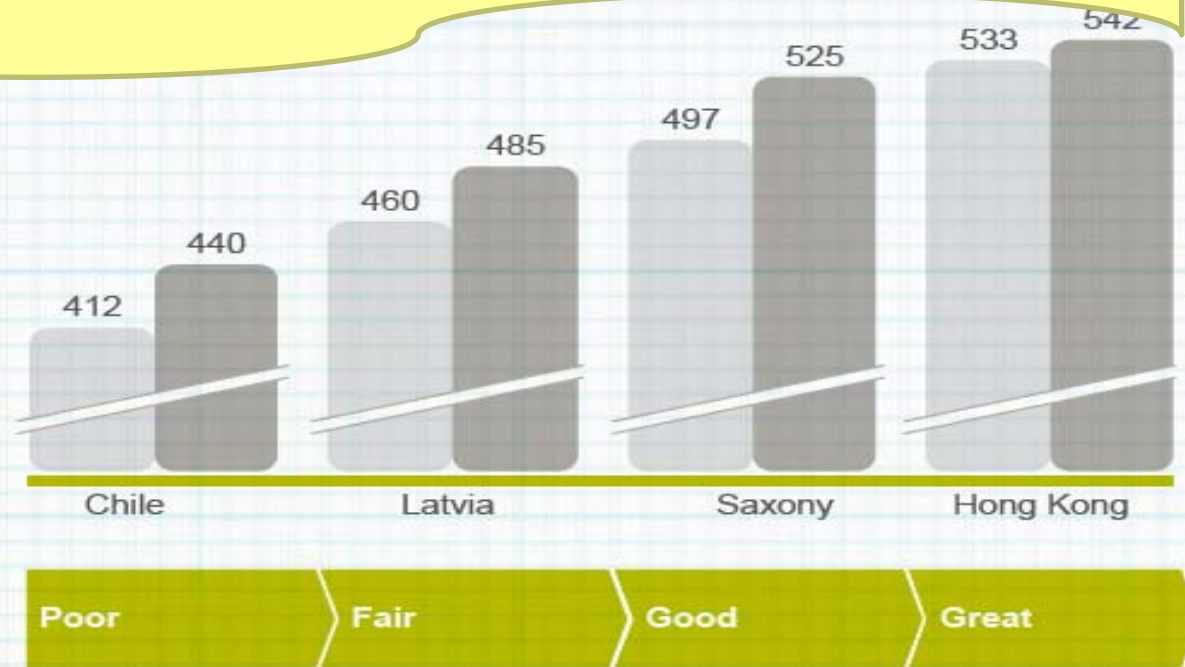
- McKinsey & Company

How the World's Most Improved School Systems Keep Getting Better, 2010

Sustained Improvers

PISA scores, average¹; 2000–2006

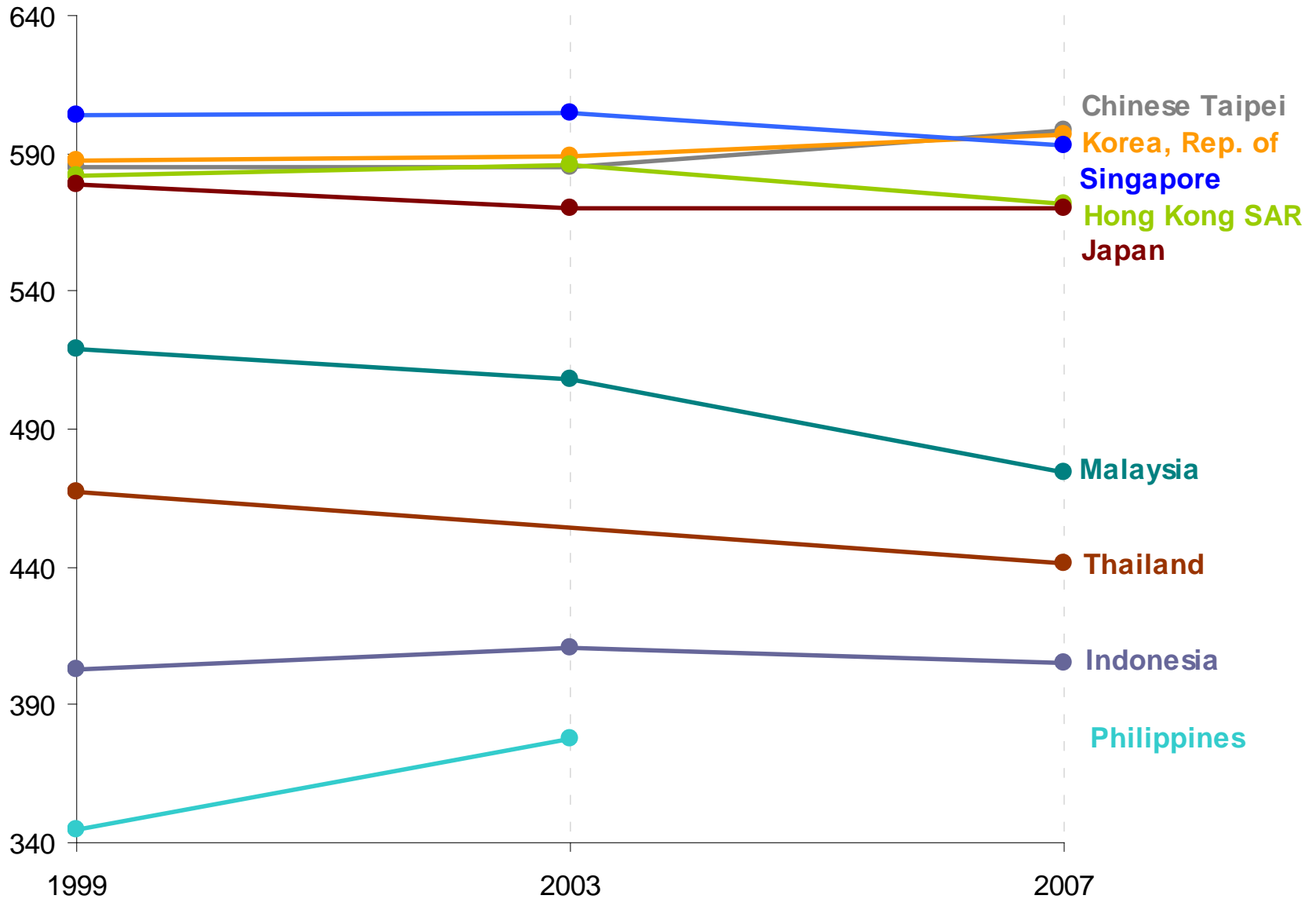
They participated in National (NAEP) and International Assessments (PISA, TIMSS, PIRLS) with sustained gains of five years or more of improvement with at least 3 data sets in upward trend across multiple subjects (Battelle for Kids, Global Education Study 2012).



- McKinsey & Company

How the World's Most Improved School Systems Keep Getting Better, 2010: p. 17

TIMSS Math Performance



Topic Ten in PISA 2009

Reading			Mathematics			Science		
Countries	mean	SE	Countries	mean	SE	Countries	mean	SE
Shanghai-China	556	(2.4)	Shanghai-China	600	(2.8)	Shanghai-China	575	(2.3)
Korea	539	(3.5)	Singapore	562	(1.4)	Finland	554	(2.3)
Finland	536	(2.3)	Hong Kong-China	555	(2.7)	Hong Kong-China	549	(2.8)
Hong Kong-China	533	(2.1)	Korea	546	(4.0)	Singapore	542	(1.4)
Singapore	526	(1.1)	Chinese Taipei	543	(3.4)	Japan	539	(3.4)
Canada	524	(1.5)	Finland	541	(2.2)	Korea	538	(3.4)
New Zealand	521	(2.4)	Liechtenstein	536	(4.1)	New Zealand	532	(2.6)
Japan	520	(3.5)	Switzerland	534	(3.3)	Canada	529	(1.6)
Australia	515	(2.3)	Japan	529	(3.3)	Estonia	528	(2.7)
Netherlands	508	(5.1)	Canada	527	(1.6)	Australia	527	(2.5)

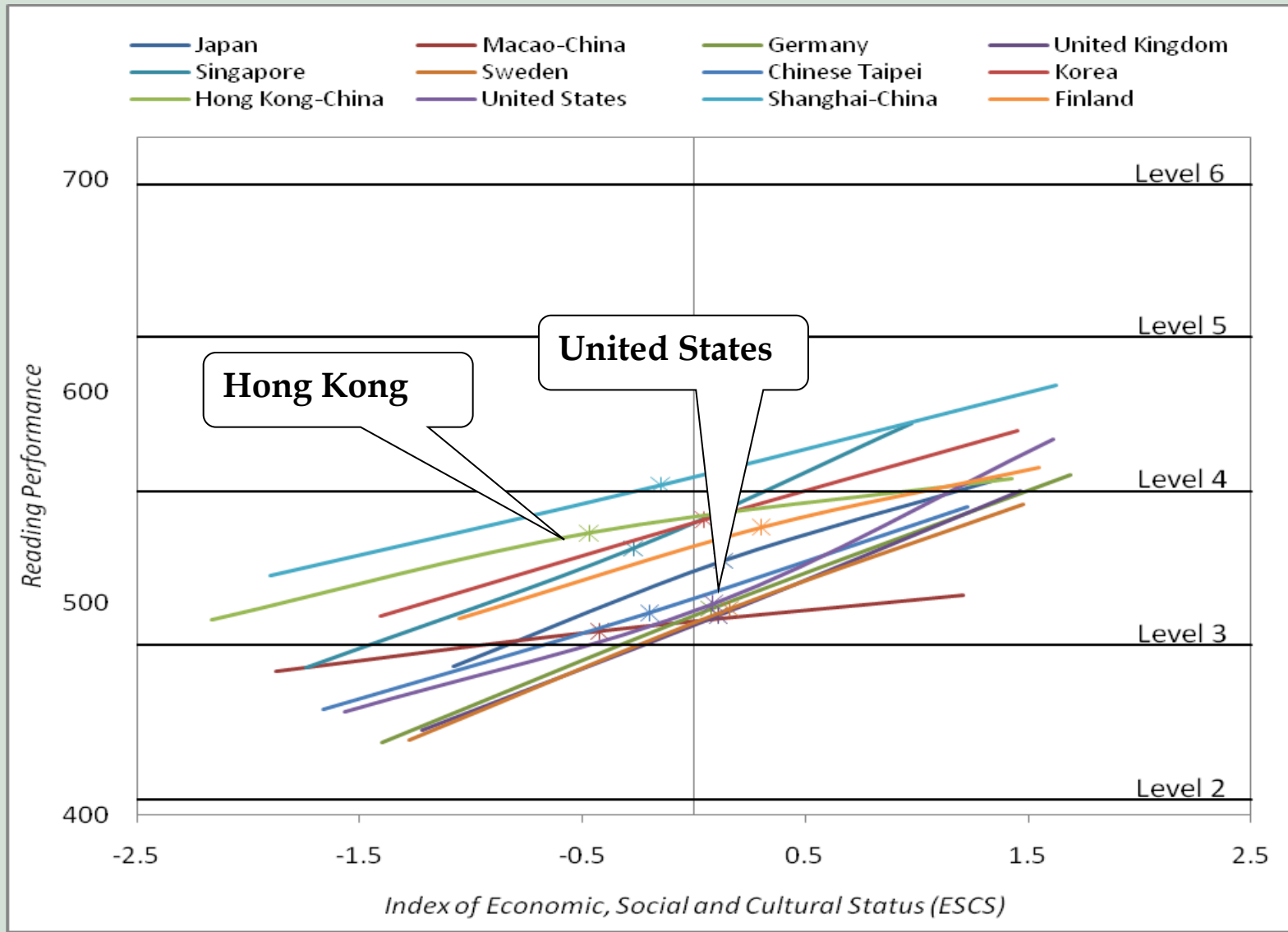
Improvement in Performance Over Time for Hong Kong?

- The performance of reading of low and high achievers improved gradually from 2000 to 2009.

Low -----High

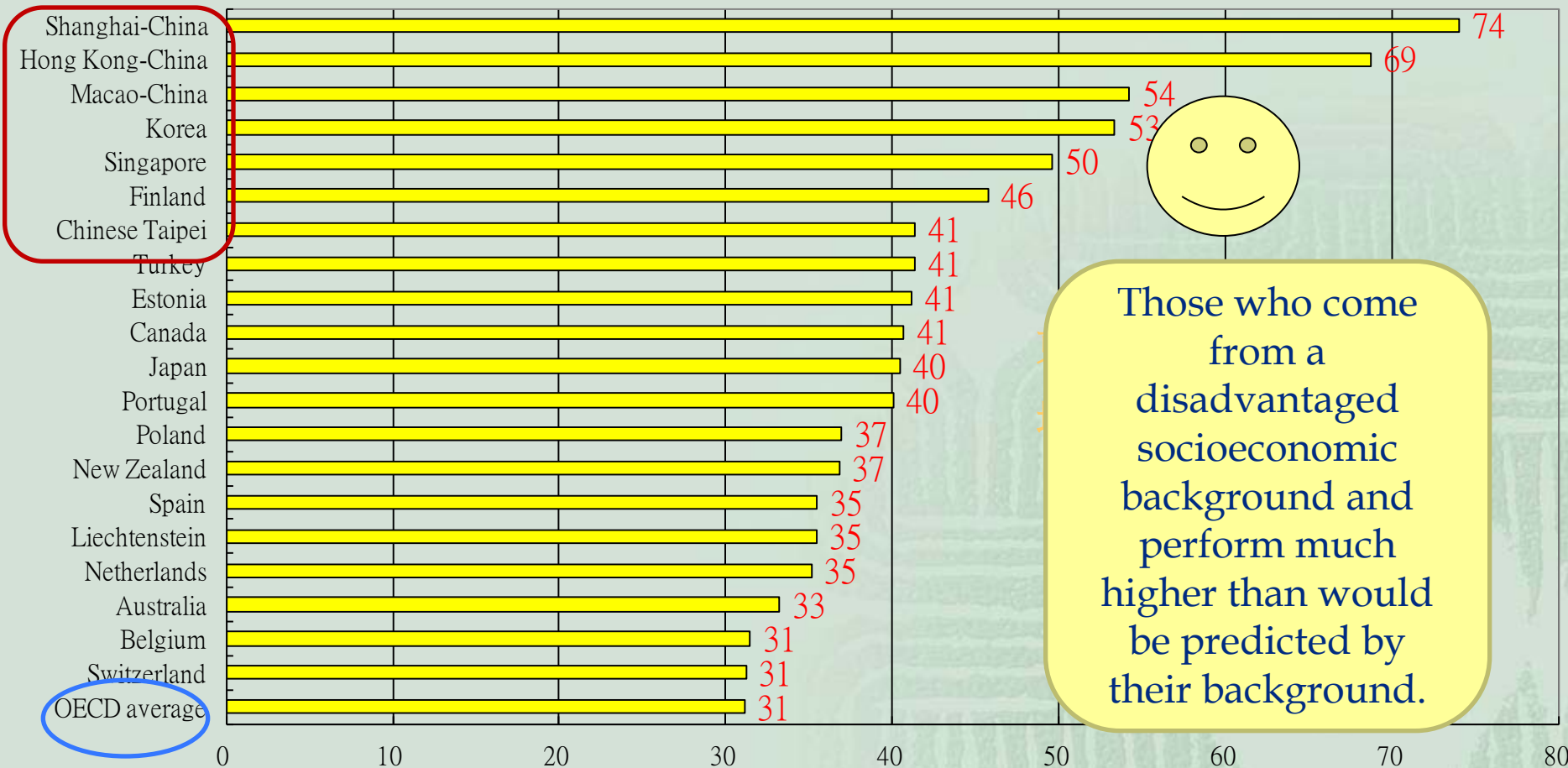
	10th percentile	25th percentile	75th percentile	90th percentile
2000	413	477	584	624
2003	397	461	569	608
2006	426	484	594	636
2009	418	482	592	634

High-Performing Countries Quality and Equality (PISA 2009)



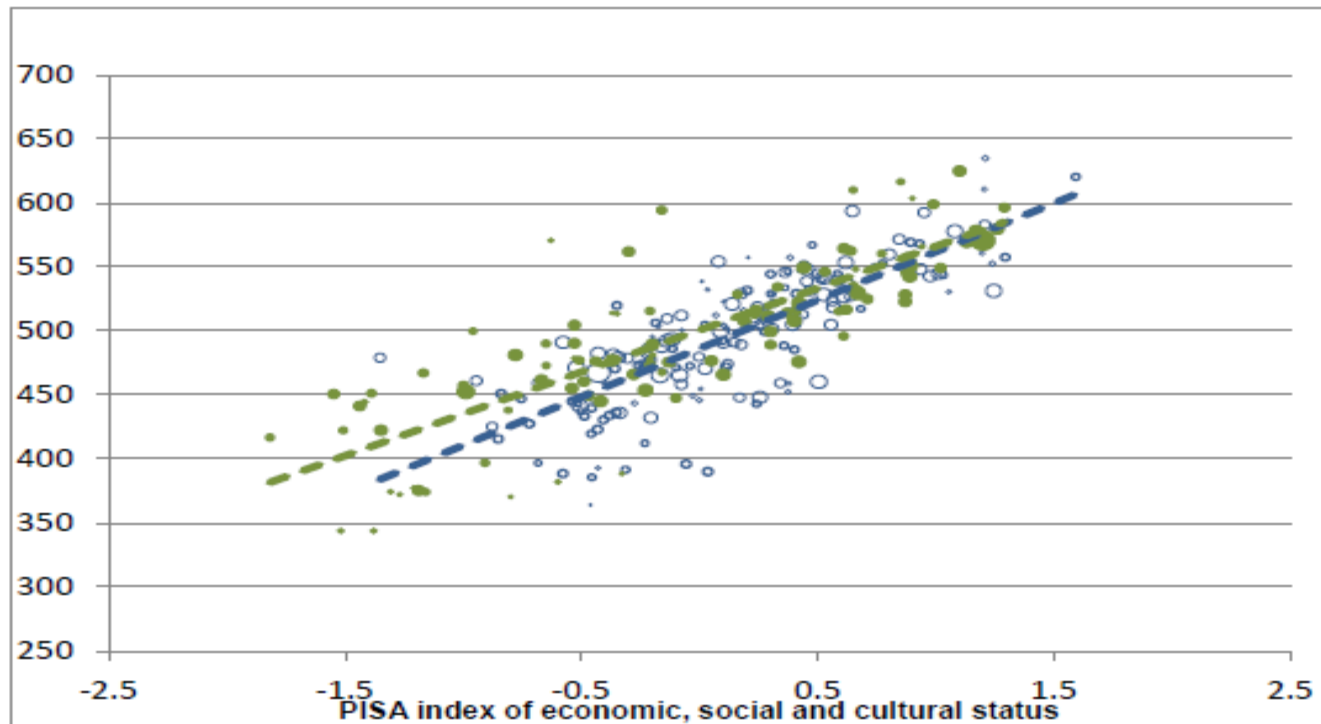
Percentage of Resilient Students

Percentage of resilient students among disadvantaged students*



The Case of Success in United States

Figure 1. Mean performance estimates in reading for schools in the United States and mean socio-economic status of schools, PISA 2009 and pilot schools 2012



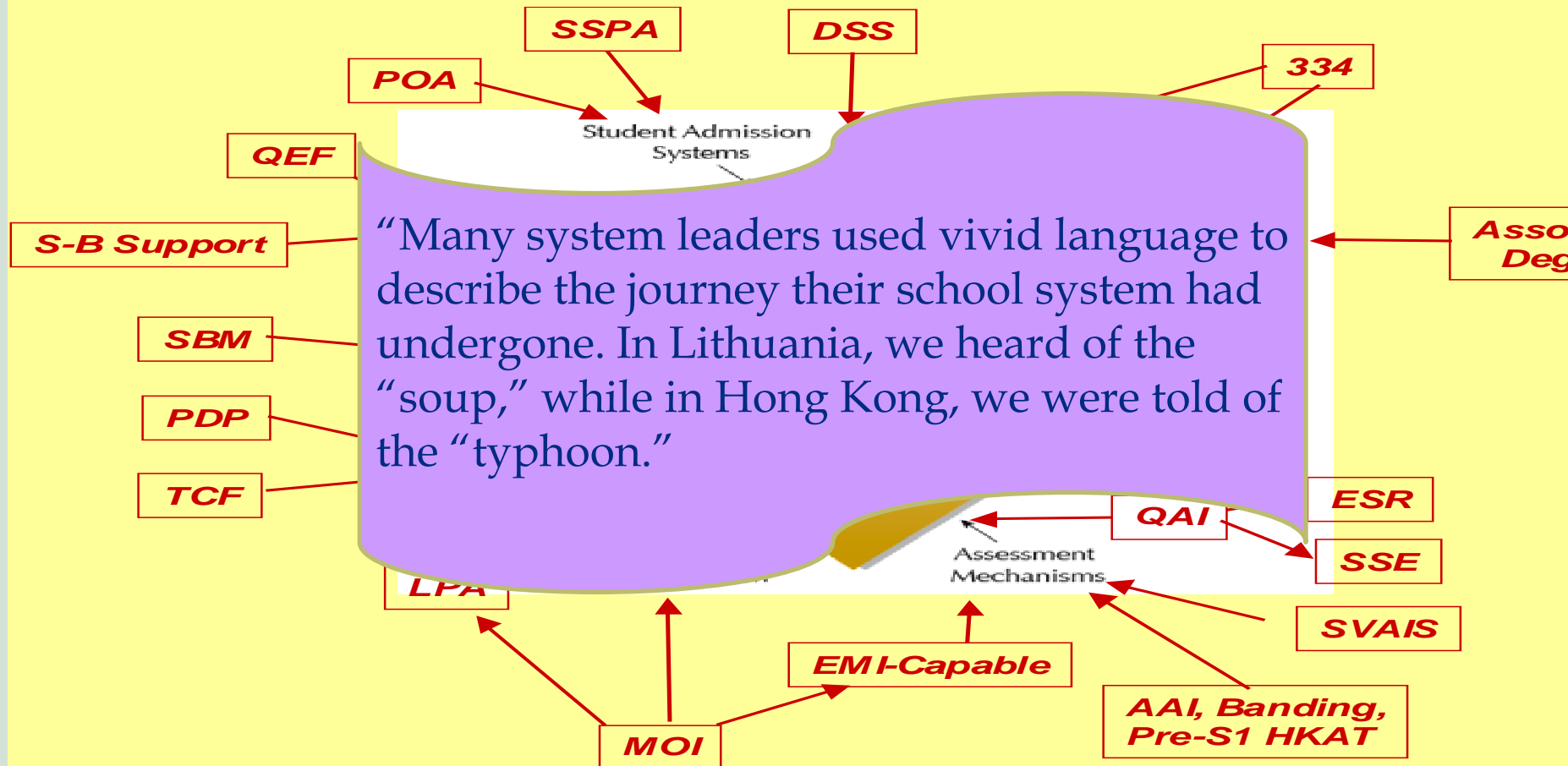
● Schools in the United States that participated in the PISA-Based Test for Schools pilot 2012
--- (Linear trendline)

○ Schools in the United States that participated in PISA 2009
--- (Linear trendline)

Educational Reform in HK: Focus on Learning

Overview: Educational Reform Policy and Practice in Hong Kong

(A) Educational reforms



Education reforms major reports:

<http://www.edb.gov.hk/index.aspx?nodeID=677&langno=1>

http://www.e-c.edu.hk/eng/reform/index_e.html

Drivers for Success: System and Cultural Levels by Principal Tai

1. Synergy between Chinese, British, and American educational values, ideas, and practices enriches educational thoughts and innovations.
2. Multilingualism (bi-literacy and trilingualism) preserves local culture, as well as encourages flexibility of mind and access to the wisdom of world's diverse cultures.



Drivers for Success: System and Cultural Levels

3. The curriculum and student learning are based on five core principles – moral, aesthetic, physical, and social elements alongside cognitive tasks measured by examinations.
4. Internationalization and relationship with mainland China positions Hong Kong as a unique education hub.



Drivers for Success: System and Cultural Levels

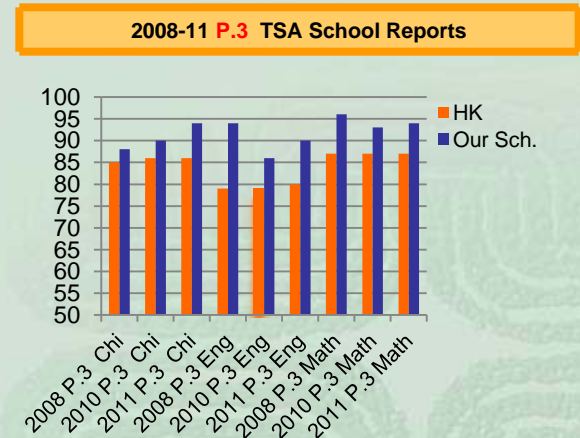
5. Alignment of reform proposal from the top (government and advisory bodies), initiative from the bottom (university-school partnership and professionalism of educators) and support of the entire community (parents, teacher education providers, NGO, business sector, etc.) at system level provide the driving force for education reform.
6. Quality of resources, decentralization of process, and standardization of outcomes at the school level are the key factors of success.



Drivers of Success: School and Student Levels by Leona Lam



- A government subsidized neighborhood school in Tai Po with 955 students.
- 30% students come from low-income families.
- 13% students with special educational needs.
- Students' performances:
 - National Assessment (TSA) results, International Assessment (PIRLS) results, are high above the average of Hong Kong students.
 - Got over 3,000 territory, national, international awards every year.



Our Journey



◆ Our Belief

1. Each child is unique and distinct.
2. Each child can develop their intellectual and physical potentials.
3. Each child can strive for success.

◆ Building a caring school culture

1. Mutual respect and care in the school community.
2. Students' voices are highly respected.
3. Parents as partners.
4. Teachers work as a team.



Our Journey



◆ Focus on learning and teaching

1. School-based curricula cater for diversity.

2. Students are nurtured to be all-around independent learners.

- Reading programs.

- Learning strategies (learning logs, thinking skills, outlining, and note-taking).

3. Self-enhancement programs.



Our Journey



◆ Focus on learning and teaching.

4. Recruitment and induction of new teachers.

5. Holistic staff development programs.

6. Sharing of good practices.

- peer observation of lessons.

- parents' observation of lessons.



Our Journey



◆ Continuous Improvement

1. Evaluations and feedback from stakeholders (teachers, parents, and students).
2. Bringing in new initiatives brain-based learning, theme teaching, e-learning, and exploratory learning.



Concluding Remarks: Drivers of Our Success

System Level

- QEF as funding for school improvement with the support of University-School Collaboration.
- Internationalization: hybridization of the East and the West.
- Diversity of school system/types.
- Bilingual and tri-literate.

School Level

- Standardization of school facilities.
- Decentralization of the process.
- Centralization of the outcomes.



Concluding Remarks: Drivers of Our Success

Teacher level: Learning strategies

- Memorization, elaboration, and control strategies.
- Understand and remember information and summarizing.

Student level: Reading engagement

- Enjoy reading and reading time.
- Reading diversity.
- Online reading.

Parent level: Home school community collaboration

- Home and school-based involvement.
- Different forms of family resources.
- Parental perception of school quality.



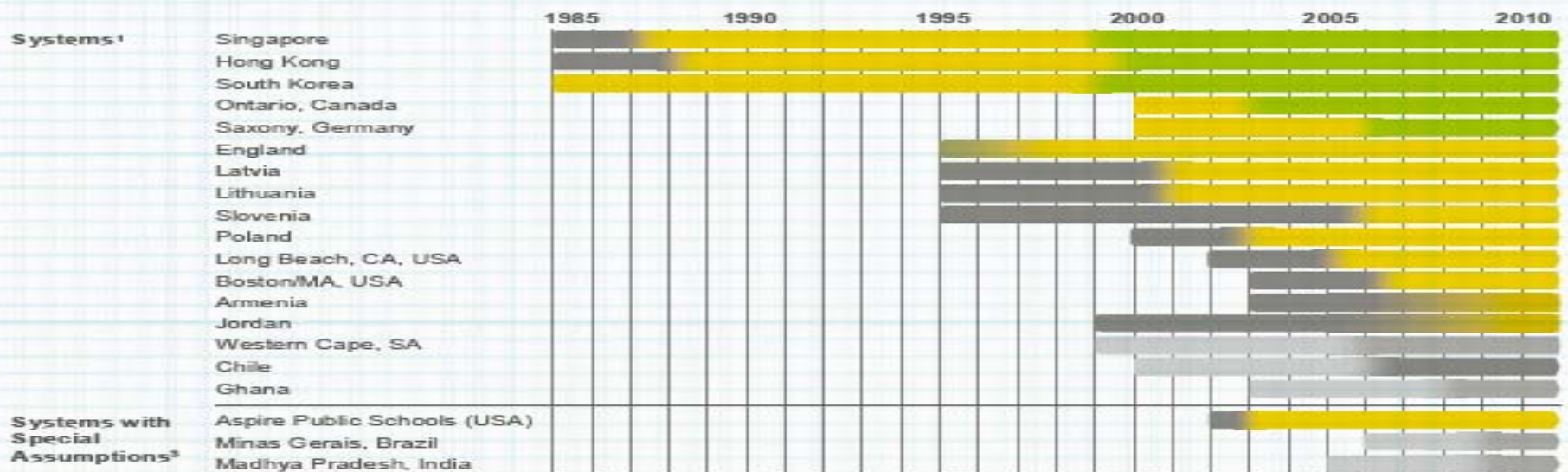
Challenges for Hong Kong

From Great to Excellent: Balance of Autonomy and Accountability

Autonomy: Teacher Participation and Parental Involvement

Accountability: Government and School to the Public

Establish "School with Heart"



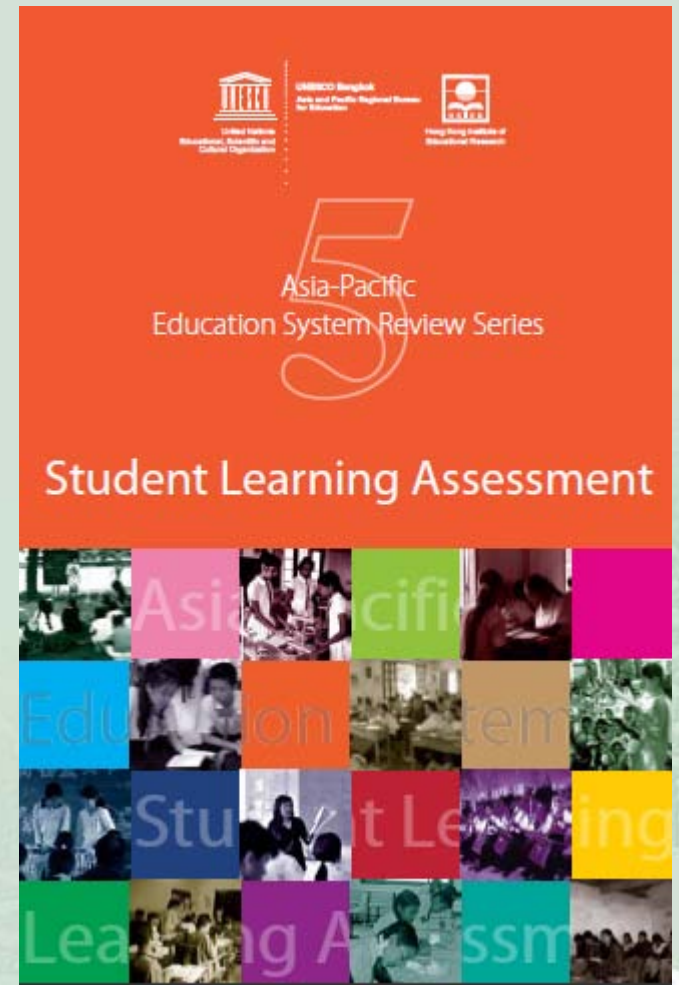
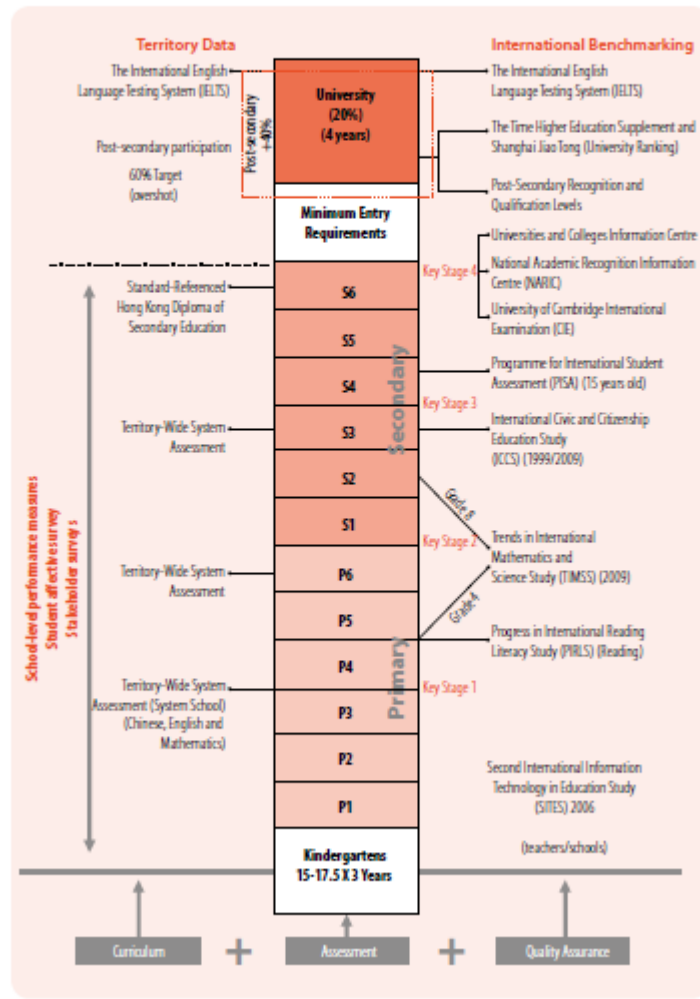
1 Systems were categorized across time as poor, fair, good, or great based on their average performance across test instrument, subject, and age group in each year where assessed. Systems also improve within each phase (e.g. England improved significantly within 'good' without reaching 'great').

2 Universal scale start date marks the beginning of available student assessment data during the reform time period

3 No comparable assessment data to link these systems to international assessments exists, so special assumptions were made to place them on scale.

SOURCE: TIMSS, PISA, NAEP, national and provincial assessments; McKinsey & Company Interventions database

Figure 1: Multilevel Approach for Monitoring: Hong Kong Education System



Thank You

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