This course aims to provide an understanding of the major contextual forces that have shaped school reform. It seeks to investigate the dynamics of school reform as a global phenomenon and to analyze its impact on the international, societal, and institutional levels of educational policy and administration. School reform policies are viewed as endeavors to enhance national competitiveness in the world arena. New administrative measures are perceived as means to attain efficiency and effectiveness. By referring to the developmental experiences of societies that have influenced the direction of local school reform, and drawing insights from relevant research findings, this course will address critical issues in key areas of school reform. Topics to be discussed in this course will include: change in conception of human resources, reform in educational administration and school management, change in perception of human capital and practices in resource allocation, reform of curricula and teaching.

**SCHEDULE OF MEETINGS**
( Wed) 18:00 – 20:30

- **06/09/06**  1  Introduction: School Reform in a Global Context (Chung, Lo & Walker)
- **13/09/06**  2  Market, Choice, and Reform of School Systems (Lo)
- **20/09/06**  3  Leaders Across Societies and Cultures – GLOBE (Walker)
- **27/09/06**  4  Successful School Leadership – International Perspectives (Walker)
- **04/10/06**  5  Knowledge, Curriculum Reorientation, and Teacher Development (Lo)
- **11/10/06**  6  Globalization & Economic Considerations in Educational Reform (Chung)
- **18/10/06**  7  Privatization and Marketization in Education: a global trend? (Chung)
- **25/10/06**  8  Individual Advisement (Chung, Lo & Walker)
- **01/11/06**  9  Contextual analysis of Issues (Chung, Lo & Walker)
- **08/11/06**  10  Contextual analysis of Issues (Chung, Lo & Walker)
- **15/11/06**  11  Contextual analysis of Issues (Chung, Lo & Walker)
- **22/11/06**  12  Contextual analysis of Issues (Chung, Lo & Walker)
- **29/11/06**  13  Conclusion: Reflection on School Reform in a Global Context (Chung, Lo & Walker)
READING LIST

1. Introduction: School Reform in a Global Context


2. Market, Choice, and Reform of School Systems


**i. 曾榮光 (2002). 《新精英主義與新直接資助計劃：對侵蝕香港特區教育資本的批判》。教育政策研討系列之 47。香港：香港中文大學教育學院、香港教育研究所。32 頁。
3. Leaders Across Societies and Cultures – GLOBE


4. Successful School Leadership – International Perspectives


5. Knowledge, Curriculum Reorientation, and Teacher Development


6. Globalization and Economic Considerations in Educational Reform

Basic Readings:


Further Readings:


7. Privatization and Marketization in Education: a global trend?

Basic Readings:


Further Readings:


i. 孔繁盛 (1999). 《香港學校教育私營化：教育券方案》。香港：香港中文大學：香港教育研究所。

j. 雷萬鵬、鍾宇平 (2002)。〈教育發展中的政府作用：財政學思考〉，《教育學報》，2002，第 30 卷，第 1 期：頁 41-61。

13. Conclusion: Reflection on School Reform in a Global Context


COURSE REQUIREMENTS AND EVALUATION

Your assessment for this course will consist of three interrelated components. These are weighted as below.

1. Seminar presentation of draft of ‘an ‘International Reform Issue’ 30%
2. Formal academic paper on an ‘International Reform Issue’ 60%
3. Participation and attendance 10%

Details of Assignments

This assignment asks you to select an educational reform issue currently on the political/professional agenda in Hong Kong or in the Chinese Mainland. The issue should be one that interests you AND one which is, or has, been on reform agendas in other countries. In other words, it should be a reform issue that is relevant both internationally and locally. Such issues may include (these are only a few ideas):

- Financing education
- The use of vouchers
- The privatization of education
- School Based Management
- Teacher/principal accreditation
- Teacher/principal professional development
- Student centered learning
- Teacher empowerment
- School Governance
- Etc.

Assignment Process

Part 1: Seminar presentation of draft of ‘an ‘International Reform Issue’ (30%)

1. Select a reform issue according the above criteria.

2. Decide the particular argument you want to make in terms of the issue. Whereas you should present a balanced perspective, you should also take a stance and be prepared to argue for this position. For example:

   I believe that educational vouchers should be introduced in Hong Kong as a way of equalizing educational opportunities.

3. Review relevant local and international literature in your area, or interview people who may be able to add to your knowledge. As you do this you may well alter, shift or further focus your position – this is fine.

4. Condense you ideas into a short (7-10 page, double-spaced) ‘draft’ of your position. This draft should very briefly clarify you:
   • Reform issue
   • Why it is important in Hong Kong
   • The position you are taking
   • How this is informed from an international perspective
• An awareness of both sides of the issue
• Any questions you may have

5. You will then present the draft of your paper to the rest of the class. The purpose of presenting the draft is so you can ‘test’ your ideas with an eye to improving/sharpening your paper before final submission. Details are given below.

Date: During the last four weeks of class
Time: You will have 45 minutes to get your point across and guide discussion. You should NOT talk for more than 25 minutes, at a maximum.
How: You can present any way you wish. If you need a computer let us know in plenty of time. We suggest you try and make the presentation as dynamic and interesting as possible.
Extra: You are responsible not only for presenting, but also for ensuring that there is an active discussion. This may mean that you need to prepare a list of questions or a short activity.

Part 2: Formal academic paper on an ‘International Reform Issue’ (60%)

1. Take your draft and the feedback you received during you presentation and use this to sharpen and expand your ideas. Your job now is to weave your position and revitalized ideas with the literature and come up with an academic paper.

2. Your paper should at least include sections as listed under number 4 above. It should also be carefully written and referenced, and follow a logical well-supported argument. We will also be looking for originality both in the issues selected and how you approach the issue. You paper can be a MAXIMUM of 6,000 words (English) or 6000 characters (Chinese), excluding references.

3. We will negotiate the due date with you during class.