



03 The Ten-year Plan for the Development of Non-tertiary Education Teacher's article

In the coming ten years the development of non-tertiary education is closely related with teachers. In a narrow sense it will dictate the future development directions and goals for teachers' work. In a broad sense, it will affect Macao's future social life, culture and economic development in all aspects. It is such an important thing that we must participate in. As a result our colleagues and I attended the briefing held by the Education and Youth Affairs Bureau for teaching staff in January. After that, school teachers and secondary school students got the information brochures on the ten-year plan for non-tertiary education. Followed by this, we heard and watched news on the ten-year plan for non-tertiary education constantly on radio and television. It could be seen that the public consultation on this ten-year tertiary education was overwhelming.

Building teams of professional and skillful teachers

When we opened the promotional brochures, we saw the eye-catching title "crucial development for the coming ten years"; in the brochure, it was said "to cultivate the ability for prospective students"; "to optimize all parts of education"; "to increase investment in education"; "to build teams of professional and skillful teachers"; "to develop diversified school systems"; "to speed up the implementation of small size classes"; "to deepen curriculum and school reform"; and "to expand educational openness and regional cooperation". I had many words to say from heart. Ten years, it not only has effects for an era but has deep and long ramifications on our next generation. The trend of multi-polarization and economic globalization in the world evolves nonlinearly. Technology advances rapidly and the competition among overall national strengths increases fiercely. In fact, lying behind this kind of competition is the competition of talent quality.

Quality of people is an important manifestation of overall national strength and is also the important foundation for the development of economy and society in a country. You can clearly see that throughout the world there are many factors which affect the strength of country and the revitalization of nation. Undoubtedly the quality of people is the most important and potential factor. A country can introduce advanced technology, capital and management methods from abroad. Only that it cannot introduce quality of people.

To promote quality education is the only way for cultivation of high quality talents. To build up "teams of professional and skillful teachers" is the only way for promoting quality education. Therefore, the focus in the ten-year plan for development of education is "To build up professional and skillful teams of teachers". These include: to establish and orderly raise the professional development allowance for teaching staff of private schools; to provide retirement protection for teachers of private schools; to establish an efficient teaching system, so that the proportions of teachers at kindergarten, primary and secondary educational levels to have "pedagogical training" can achieve 97%, 95% and 90% respectively in the year

2020; to implement the promotion system for teaching staff and allow the newly appointed principals and middle and senior management staff in schools to finish related trainings which are recognized by education authority.

Among them, there are several items which were mentioned earlier in the "System Framework of Teaching Staff in Private Schools". For example, to provide retirement protection for teachers of private schools; to implement an efficient promotion system for teaching staff and to allow the newly appointed principals and middle and senior management staff in schools to finish related trainings which are recognized by education authority etc. This year the policy address also mentioned the implementation of these regulations. We look forward to these good ideas and hope that the specified program can be effectively implemented. We also expect that the leaders of schools can act in concert with the development directions of government in teaching, administration and finance aggressively. Of course, firstly we have to be "strict with ourselves" and always love our teaching work and these children. As mentioned in the ten-year plan for non-tertiary education "to enhance the establishment of teaching staff teams", it requires two important things from teaching staff: compliance with professional standards and professional ethics of teaching staff; to regard "teaching" and "educate people" as equally important thing; to love every student; to plan oneself's professional development aggressively, to strive in job training and teaching research and elevate education and teaching standards continuously.

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Curriculum and teaching system which meets the development needs of society and benefits the development of students

The "Vision" of ten-year plan for non-tertiary education is "to build up noble, moral, professional and skillful and high quality teams of teacher". Curriculum and teaching system are so formed to meet the development needs of society and benefit the development of students. As teachers, we totally agree. Therefore the relation between curriculum and teaching is the important factor which affects the quality and effectiveness of education. Teaching practices in the past showed that the relationship between curriculum and teaching determines theory and practices in curriculum and teaching. The «Practical Modern Chinese Dictionary» explains that 'relationship' is "interaction and mutual influence between things". In educational practice, curriculum is educational experience. Teaching is the process in which students gain experiences through dialogue activities. Therefore the focus of future ten-year's development is "deepen reform of curriculum and teaching", which includes: to set up "curriculum framework" for regular education, recurrent education and occupation skill education; to define the "basic education requirement" for recurrent education and recurrent education; to establish recognized system for teaching materials; to enhance curriculum for school leaders and ability development curriculum and literacy curriculum for teachers; to establish a combination of self-assessment and external review system for school evaluation. The relationship between curriculum and teaching in educational practice is mainly reflected in the relationship between curriculum planning subject and teaching subject; in the relationship between curriculum standards and teaching goals; in the relationship between curriculum content and teaching content and in the relationship between curriculum assessment and teaching assessment.

Amongst, the relationship between course content and teaching content should be understood as: course content in class teaching is mainly in the form of textbooks and teaching content is the dialogue between teachers and students for achieving teaching objectives. "Teaching content \neq course content", course content only provides the basic and common dialogue materials for teachers and students in order to initiate and guide the dialogue behavior between teachers and students. Teaching content not only involves teaching material and probably the living experiences between teachers and students, but also is the supplementary materials to help students with learning difficulties as well as excellent students to improve. Course content is the rational embodiment of teaching content. Teaching content is combination of the concrete experiences of teachers and students to further deepen and develop this kind of rationality. Thus it is formed a continuation and development relationship between course content and teaching content. If teaching content does not undergo reconstruction and transformation by teachers and students, it is a copy of course content. It will make the teaching content subject to the course content. Then teaching dialogue will be completely limited by course and teaching will lag behind students' actual development level.

Provide adequate fund to protect the professional development of teaching staff in private schools

In the ten-year plan for non-tertiary education, it is mentioned "Enhance the Establishment of Teaching Staff Teams". The Government promises "to provide more adequate operational protection for the professional development of teaching staff in private schools". It is no doubt that professional development is important to teaching staff. Since the launch of school-based training subsidy plan in the year 2005, the participants from schools increased rapidly and it replaced the dominant position of early training courses organised by Education and Youth Affairs Bureau. Private school teaching staff are provided with "professional development allowance" in the institutional framework. There are detailed regulations in regards to professional activities hours. One of the conditions for promotion is: teachers need to complete at least ninety hours' professional activities during the in-service period. In future, professional development allowance for full-time teachers will be paid according to the ranks.

In addition, in "Enhance the Establishment of Teaching Staff Teams" also sets to enhance coordination for teaching staff during their in-service training; to expand the subject areas in "Training for Key Teachers" and continue to carry out the programs "Training on Temporary Suspension of Scholastic Activity" and "Plan for Further Study on School Leave"; to optimize the instructional design award schemes; to elevate the professional levels of teachers; to co-operate with tertiary educational organizations and increase teacher training quota for teachers in need.

Finally, the philosopher George Santayana once said, "Those who ignore the future will bear the risk of losing the future." Life has taught us: to deal with the future, we cannot rely on experiences and practical benefit. The whole world invariably changes from a variety of life, mode of production to anticipate, select and grasp the future. Similarly, future education also needs to create, design and grasp fundamentally "everyone's maximum self-realization". So let us work together to improve and develop our self-realization and jointly promote the educational development of Macao.

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