



- Formação de professores: através das formações de professores principais, dos intercâmbios com professores da China Continental e das actividades de desenvolvimento profissional curriculares direccionadas para líderes escolares, oferecer variados apoios às escolas e aos professores para participarem na reforma do currículo.
- Projecto-piloto: encorajar as escolas a concretizarem o quadro curricular e as exigências das competências académicas básicas, acumular as experiências da execução curricular, dando referências para as escolas de Macau.
- Enriquecer os recursos curriculares: reforçar a criação do currículo através do uso da internet, aperfeiçoar os equipamentos educativos das escolas, explorar continuamente os manuais locais, oferecendo os apoios para as escolas e os professores em termos de *software* e *hardware*.
- Sensibilização e promoção: divulgar as orientações e o essencial da reforma e do desenvolvimento curriculares, à sociedade, escolas, professores, estudantes e seus familiares, através de diversos meios, tais como: internet, vídeos publicados, sessões de esclarecimento, etc.

### 5. Conclusão

Através deste texto, creio que todos vocês ficaram a conhecer os objectivos básicos sobre a reforma e o desenvolvimento curriculares de Macau. Os objectivos da reforma e do desenvolvimento curriculares pretendem que, todos os estudantes possam ser bem-sucedidos na aprendizagem, desenvolvam as suas diferentes potencialidades, promovam o seu desenvolvimento integral pessoal e obtenham, conseqüentemente, uma educação qualificada. Por esta razão, a reforma e o desenvolvimento curriculares dependem do apoio e da participação activa da sociedade, escolas, docentes, estudantes e familiares, fazendo com que o ensino não superior de Macau possa desenvolver-se de forma estável e contínua.

Informações mais recentes sobre a reforma e o desenvolvimento curriculares, podem ser obtidas acedendo ao portal da DSEI em:  
<http://www.dsej.gov.mo/crdc/mainnews.php>

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## 03 Let Us Together Start the Journey of Curriculum Reform and Development

### 1. Preface

We believe that most of the school leaders and teachers in Macao know something about the "Curriculum Reform and Development" from the experiences of neighboring countries or regions. Examples are China's implementation of new curriculum standard (referred to as "New Standard"), Taiwan's "Grade 1-9 Curriculum" which proposes the ten capability indicators and the nine generic skills proposed by Hong Kong, etc. If someone asks you — how is the promotion of curriculum reform and development in Macao? Are there any specific measures? What are the impacts on school, teacher and student? I believe that many educational workers still need in-depth understanding in order to answer.

It happened that the Youth and Affairs Bureau had organized rounds of consultation on basic aptitude requirements of various subjects for primary school. I believe that the participating educational workers have a preliminary understanding on the curriculum reform and development in Macao. Now let us together start the journey of curriculum reform and development.

### 2. To understand our curriculum reform and development

Why does Macao need the implementation of curriculum reform and development?

- With the rapid development of society, there is an intensive need for cultivation of talents. Therefore the school curriculum and teaching must be able to improve the overall competitiveness of student as a whole; to cultivate the overall communication and collaboration ability, critical thinking and innovative skill of student. In the meantime we should promote student's all-round development and lay the basis for student's life-long learning.
- The demand for quality education from teacher and student increases every day. How to improve the efficiency of teaching and learning, to reduce the non-teaching works of teacher, to arrange reasonable class hours, to change the traditional one-way teaching mode, to reduce student's excessive homework burden, to change the learning way of memorizing and to change using written test as being the only way for student assessment etc.

- Macao has accumulated certain curriculum resources and has the needed conditions. For example the outline for various educational levels in various subjects promulgated in the years 1994-1999 has been implemented in schools for many years and certain curriculum implementation experiences have been accumulated; the implementation of "Teaching Design Award Scheme" encourages teacher to design school based curriculum; the promulgation and implementation of « Non-tertiary Education Framework Law» which helps bring about improvement of the educational system gradually as a whole; the promotion of the 15 years free education and small class size etc.







### What are the details in this curriculum reform and development?

- To stipulate “Curriculum Framework”: “Curriculum Framework” is the document promulgated in the form of administrative regulation to regulate the basic framework for school curriculum. Simply it is the curriculum aim for various educational stages of school to follow and lays out regulations for division of school learning areas and setting of subjects, academic year and educational activity hours in every week and the teaching activity time (class hours) etc. The main objective of curriculum framework is:

a) To extend the number of school day in each academic year, so as to reduce the weekly teaching hours. The extension of school day to no less than 195 days in each academic year increases the number of weeks for teaching and reduces weekly class hours appropriately. This arrangement, on condition of not affecting teaching and learning, enables teacher and student to smooth out their weekly workload rationally. Thus it reduces the daily burden of teacher and student.

b) To introduce the concept of “Learning Areas” and the provisions for leisure activity. It introduces the concept of “Learning Areas” to strengthen student’s link with subjects; to promote their overall understanding on things and ability to use things comprehensively so as to establish an innovative knowledge environment. The provisions for leisure activity aim to reduce teaching activity hours appropriately and in the meantime allow student to develop their different potentials to cultivate different healthy interests through participation in a variety of sports, culture and arts activities. The purpose is to bring in diversified learning experiences and provide necessary supports, space and opportunities to promote student’s all-round development and self-realization.

- To stipulate “Basic Aptitude Requirement”: “Basic Aptitude Requirement” is the basic literacy which a student should possess after he completes a particular stage of education. These include basic knowledge, skills, abilities, emotions, attitudes and values which are the basis for student’s future development and lifelong learning. “Basic Aptitude Requirement” is the “basic requirement” and not the “highest requirement” from student. Teachers should have consensus on this basic requirement. What are the ability and performance that a Macao student should possess to satisfy the needs of social development after he completes a particular stage of learning? Through the planning of this basic requirement, teachers can better select and organize teaching contents, delete old and obsolete curriculum and assess their students effectively.

### 3) The impacts

#### What are the impacts of school curriculum reform and development?

- Because of the “Learning Areas” concept introduced from “Curriculum Framework”, school should thoroughly consider the links between different subjects. School needs to give enough attention to the completeness of subject contents and in the same time to take care of student’s comprehensive learning.
- School should take initiative to collaborate with other organizations and communities to hold a variety of useful sports, culture and arts leisure activities for the participation of students and reduce students’ homework burden appropriately for effective development of activities.
- School curriculum should be comprehensive and well balanced. The contents should complement student’s life and the needs of social development so as to cultivate student who knows how to learn, and with the awareness and ability for lifelong learning. Therefore, the design of curriculum and form of assessment should be based on the goal of promoting the all-round development of student.

- “Curriculum Framework” and “Basic Aptitude Requirement” are the basic structure of school curriculum only. After complying with the premise of “Curriculum Framework” and “Basic Aptitude Requirement”, school can develop curriculum according to school’s characteristic and the learning needs of student, including for example subject offered, selection of textbooks, teaching activities and leisure activities arrangements etc.

#### What are the impacts of Curriculum Reform and Development on teacher?

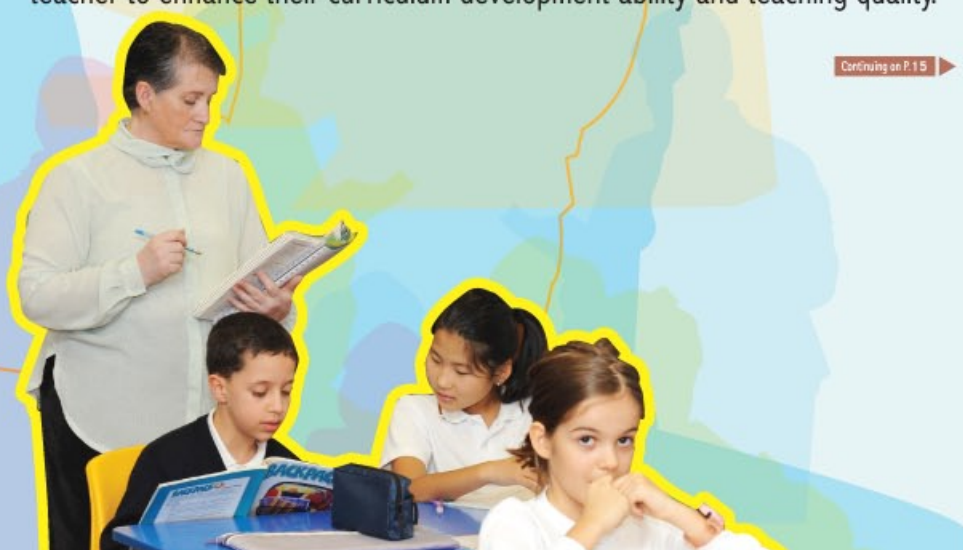
- “Curriculum Framework” adjusts the total learning hours for student reasonably. Therefore, teacher should use the weekly class hours and non-class hours flexibly to match with teaching progress, be attentive to the needs of student, and provide learning and psychological counseling for them.
- “Basic Aptitude Requirement” is mainly the basic literacy that a student should possess after completing a particular educational stage. Therefore teacher can design his own class teaching activities, select and organize teaching contents, set up student assessment method and criteria according to his own professional and actual situation.
- The purpose of curriculum reform is to promote student’s all-round development, allowing them to know how to learn and to elevate learning efficiency. Therefore teacher’s teaching concept and method should have corresponding complement to change the traditional one-way teaching mode, to encourage student to participate in knowledge cultivation aggressively through different ways such as lectures, discussion, sharing, exploration, experiences and conclusion, etc, so as to assist student to accumulate learning experiences. Besides, it is still necessary to streamline, restructure, and integrate course contents by deleting old and obsolete learning burden for the sake of creating necessary conditions and environment to achieve the “Basic Aptitude Requirement”.

#### 4) Other related measures

##### What are the related measures that the Government will provide to assist the effective implementation of this curriculum reform?

- Case studies and guidelines: As “Basic Aptitude Requirement” is different from syllabus, it not only regulates school teaching and learning but also gives weight to the development levels of student as well. Therefore, the Government, after having stipulated “Basic Aptitude Requirement”, prepares corresponding case studies and guideline for school and teacher. They are especially related to analysis and interpretation of the rationale behind the basic aptitude requirement. In the meantime, they include recommendation for course contents or learning theme, curriculum implementation, evaluation proposal and teaching cases etc. in order to assist school and teacher to transform “Basic Aptitude Requirement” into curriculum teaching effectively. It also assists school and teacher to enhance their curriculum development ability and teaching quality.

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- Teacher training: Through providing training for key teachers, exchanging with outstanding teachers from Mainland China, and organizing curriculum professional development activities for school leaders, to provide supports in different aspects to school teacher in the course of this curriculum reform.
- Pilot scheme: To encourage school to take the lead in the implementation of curriculum framework and basic aptitude requirement so as to accumulate curriculum implementation experiences for the reference of other schools in Macao.
- Enrich curriculum resources: To strengthen the construction of curriculum website, improve the equipment for school teaching and develop local teaching materials continuously, thus providing overall supports to school teacher.
- Promotion: To promote the directions and focuses of this curriculum reform and development to the public, school, teacher, students and parents through different channels such as web page, promotional video and lectures etc.

### 5) Conclusion

Through the introduction of this article, I believe that you have a preliminary understanding on Macao's curriculum reform and development. The purpose of curriculum reform and development is to let every student learn how to learn, to develop their potentials in various aspects and to promote their all-round development towards quality education. Therefore, curriculum reform and development depends greatly on the support and aggressive participation of the public, schools, teachers, students and parents, for the non-tertiary education in Macao to develop steadily and continuously.

For latest news on this curriculum reform and development, you are welcome to visit the web page address below:

<http://www.dsej.gov.mo/crdc/mainnews.php>

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## 04

# 生涯规划与终身学习

内容摘要：现代生涯规划学说起源于美国，而在内地、香港和台湾地区之发展亦已超过了二十年，只是澳门在近年才刚刚起步。生涯规划内涵丰富，实施方法具体可行，个人学习及专业服务形式多样。生涯规划是一个持续的学习过程，终身学习是实施生涯规划的必要手段。

### 一、前言

全球分工，区域融合，经济发展急速而动荡。知识主导，人材致胜，决定地区之可持续发展。尊重个性，以人为本，准确定位，人尽其才，生涯角色精彩演绎。

### 二、何谓生涯规划

中国古代就有类似生涯规划的概念。现代的生涯规划学说来自美国，起源于职业指导，至今大约一百年，并在上世纪50年代以后得到迅速完善和普及，成为咨询心理学的重要分支。广义的生涯规划涉及人的方方面面，狭义的生涯规划关注人的职业发展。

在欧美，生涯规划的理念渗透于各级教育和人事管理，有从事职业兴趣、能力、价值观评测和咨询的专业人员。在中国各地，以香港和台湾起步较早；由于就业形势紧张，内地也在高校推广职业辅导，职业指导师的培训和认证已有十年历史。

澳门近年经济发展蓬勃，教育水平不断提高，青壮年群体就业不难，但碍于产业结构所限，要做到学以致用、人尽其才也非易事。据早几年的调查数据显示，澳门的博彩业青年从业员的进修习惯尚未形成，惧怕外来竞争，因而有团体提倡生涯规划，希望协助更多人找到人生路向。

### 三、澳门亦开始推广生涯规划

生涯规划有着庞大的理论体系，但并不是一些空洞无物的说教，在应用层面，它提供的原则和方法具体而实用。然而，在起步阶段，澳门未有条件为全部学生上职业指导课，也缺乏一大批有经验的职业指导师，加上环境特殊，很多工具本土化的工作还需要有人去完成。

目前坊间惯常的推广方式是请知名人士讲理想，讲成长历程，讲未来展望，也有团体开展较大规模的问卷调查，透过传媒呼吁青年重视生涯规划。起步较早的团体则着手培训职业指导师，开设工作坊，组织企业参观、人物访谈、招聘会，建立大学生人力资源库、预约工作实习、整理澳门常见工种的岗位说明书、尝试推出咨询服务等。

活动项目似是繁多，推广力度却远远不够，最多只能解决部分燃眉之急。例如高中生如何正确选择大学学科，大学生如何为进入职场做好准备，在职青年如何善用余暇，积极进修等都是问题。生涯发展是人的一生当中连续不断的过程，需要反复地学习、探索、准备、实施、调整，所以也就离不开终身学习。

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