

incluindo uma apresentação do historial, principais objectivos e planeamento do desenvolvimento curricular do ensino não superior, bem como dos princípios orientadores do Quadro da Organização Curricular da Educação Regular e assuntos relacionados com a planificação dos currículos pelas escolas. Serão, ainda, publicadas entrevistas a especialistas, no domínio do desenvolvimento curricular, provenientes do Interior da China, Taiwan, e Hong Kong, que partilharão as suas experiências neste âmbito, servindo de referência e inspiração para a reforma curricular de Macau. Por sua vez, directores, pessoal administrativo e docente das escolas participantes no projecto-piloto do desenvolvimento curricular partilharão, também, as suas experiências durante o processo da implementação prática da reforma curricular nas suas escolas.

Gostaria, por fim, de convidar todos os meus colegas, da área da Educação, para partilharem as suas valiosas experiências, contribuindo, deste modo, para a promoção da reforma curricular,

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[Notas]

Os três decretos-lei são, nomeadamente, os Decretos-Lei n.os 38/94/M, 39/94/M e 46/97/M, os quais estabelecem a estrutura básica dos currículos para o ensino pré-escolar, primário e secundário.

Vong Iat Hang (Chefe da Divisão de Estudos e Apoio à Reforma Educativa)

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02

## Striving for Quality Education, Advocating Curriculum Reform Development and Direction of Non-tertiary Education Curriculum \*

Education is pivotal for the sustainable development of mankind and society. The school curriculum, or the embodiment of educational ideas and concepts, forms the basis for education and teaching activities, directly affecting how the school operates and achieves its goals. Therefore, curriculum development as the core of educational reform can help enhance education quality and students' attainments.

With economic globalization and the advance of information technologies, along with the progress Macao has been making in economy, politics, society, and culture since the establishment of the Macao SAR, nowadays far different talents are required. Moreover, ongoing curriculum reform in the mainland and neighbouring regions provides invaluable insights for the city. Therefore, the government has initiated a series of educational reform measures like improving local curriculum and teaching, all concurring with the consensus among local educators.

Enacted in December, 2006, “Law No. 9/2006 –Non-Tertiary Education System Outline in Macao” (hereafter referred to as the “Outline”) stipulates the principles and direction of curriculum development in Macao, providing a curriculum organisation framework for the government to regulate and guide local schools, under the concept of comprehensive development and potential exploration.

To give insights into current curriculum reform, this paper first introduces the development of Macao's non-tertiary education curriculum, and then discusses the direction of current curriculum reform and development.

### I. Development of Macao's Non-tertiary Education Curriculum

#### 1. Pre-Macao SAR Era

“Law 11/91/M: Macao Education System” enacted in August 29, 1991 represented a watershed in local curriculum development of two stages. Before the law was in effect, the Portuguese administration only regulated public schools (not private schools, which formed the majority), in terms of curriculum arrangement such as subject set up, prescribed hour(s) for courses, and course contents. In other words, before 1991, most schools in Macao drew up curriculum based on their traits, philosophies, enrollment sources, and destinations for students' follow-up studies. Specifically, they considered the whole picture by arranging their curriculum, like setting subjects and formulating contents, according to the curriculum in destinations for further studies.

After enacting the law, the Portuguese administration issued, from 1994 to 1997, three curriculum organisation laws<sup>1</sup> for setting subjects and prescribing hours to courses at different educational stages. A uniform, basic framework has since been adopted for curriculum design for schools across Macao. From 1994 to 1999, the administration also made curriculum outlines for public schools, covering preschool to high school education, to help them formulate curriculum contents, which also provided reference and guidance for private schools. And, the outlines for varied subjects were tried at different stages to have the curriculum concepts realized in the classroom, later being improved through the feedback of the administrative staff (in charge of teaching) and teachers.

In short, before the establishment of the Macao SAR, local curriculum development was divided into two stages: before 1991, schools drew up their curriculum almost freely; afterwards, the government got involved in (public) schools' curriculum decision-making.

During this period, with high level of autonomy over curriculum arrangement, local schools freely selected textbooks from Macao or elsewhere, and most schools even allowed their subject sections to design their curriculum, hence the diversity of textbooks used across the city. Schools might favor certain textbooks after considering the academic requirement of the destinations where students pursued further studies; teachers would also use different materials for such reasons as their training background, students' proficiency, and the contents of selected textbooks and how they can support the teaching goals. Moreover, as most private schools simply used as reference the curriculum outlines made between 1994 and 1997, there simply lacked a Macao uniform standard for the teaching goal (as to what capacity should be nurtured in students) for teachers at different schools dealing with same subject to follow. That had made teachers tend to follow their own textbooks' curriculum outlines and contents to teach.

The above factors led to the diversity of teaching materials, contents, languages used in teaching, and curriculum arrangements among schools in Macao, thus promoting schools' diversified development and helping identify suitable options for students with different needs, as well as building character in students and realizing their potential.

#### 2. Macao SAR Era

After the handover, besides trying existent curriculum outlines, the government invited, in 2001 and 2002, the Beijing Normal University and the University of Macau to collaborate with local schools in carrying out the three-year “Pilot Scheme for

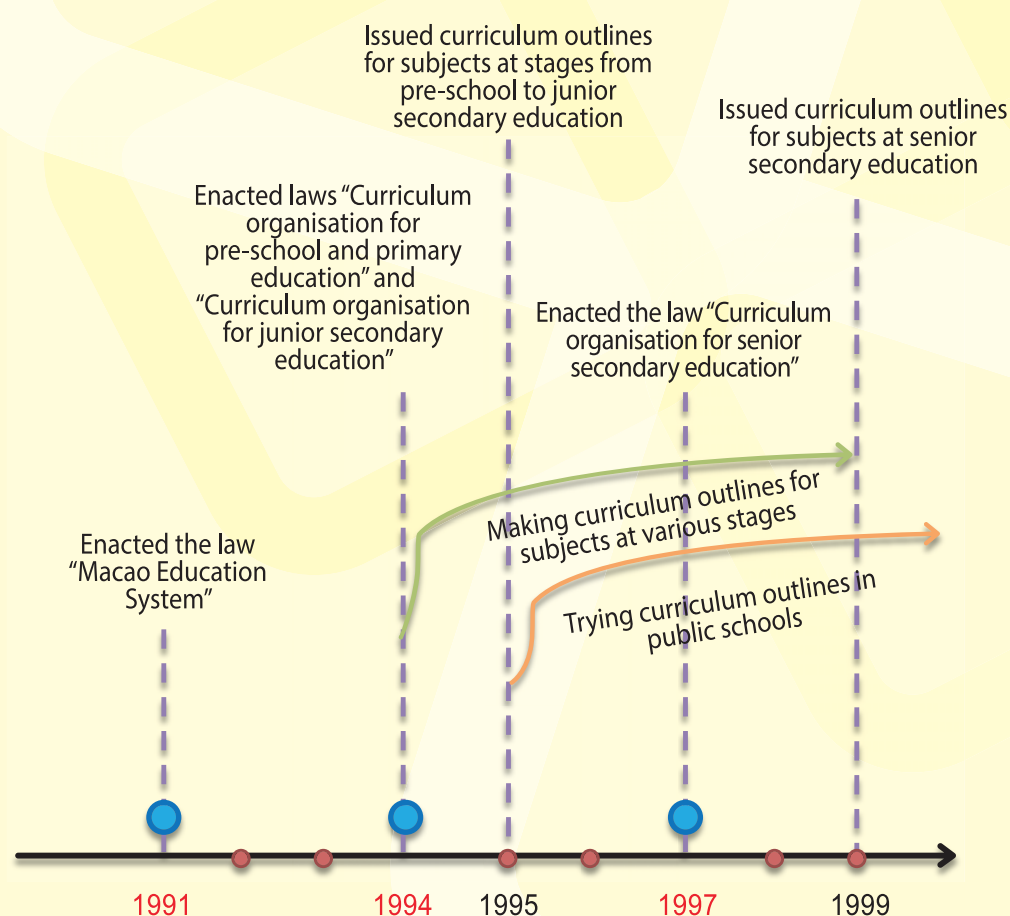


Figure 1: Development of Macao's "Non-tertiary Education" from 1991 to 1999

\* 【Translated version】



Curriculum Reform of Preschool Education”, “Pilot Scheme for Mathematics Curriculum Reform”, and other course and teaching related improvement schemes. These efforts have yielded invaluable hands-on experiences, providing a firm foundation for current curricular reform.

Moreover, over the past years, the government has been facilitating a comprehensive evaluation, helping schools assess their courses and teaching through external agents while helping them create an internal evaluation system as well as enhancing their course and teaching leadership and management skills. Moreover, to review how local schools are developing their subjects, since 2007 the government has been assessing physical education and health, moral and civic education, Chinese language learning in preschool education, science, visual arts education, and reading, comprehensively evaluating the needs of developing different learning areas and subjects, in a bid to form the foundation for course development.

To promote teacher’s professional development, the government has organized activities strengthening course development skills of principals, senior administrative staff, and teachers, including course development and assessment certificate courses, study programmes for pivotal teachers designed for course development at different educational stages, and systematic training activities for principals and senior administrative staff. These activities helped teaching staff understand laws and regulations related to their courses, as well as learn knowledge and skills in leadership and management, planning and design, and teaching and assessment, while advocating gradual curricular reform.

Legislation has accompanied reform. Enacted in December, 2006, the “Non-Tertiary Education System Outline in Macao” (the “Outline”) stipulates the basic principles, overall goal, and sectorial goals at various educational stages for non-tertiary education, guiding local schools in curriculum reform and development. Article 22 of the law ‘Curriculum Establishment’ says that the government must develop curriculum frameworks for different educational stages and set out the basic requirements for students’ academic qualification. By following these regulations, public and private schools can develop appropriate curricula. The “Outline” also stipulates principles instructing schools how to design and implement their courses and after-school activities, thus guiding course development in non-tertiary education.

Since the ‘Outline’ became official, the government has been engaged in the drafting, consulting, and legislation of regulations concerning curriculum frameworks and basic requirements for students’ academic qualification. For example, the administrative regulation ‘Curriculum Framework for Formal Education’, now in the pipeline of legislation, proposes a framework helping local schools structure their unique, school-based curriculum, with the aim of designing balanced and diversified curriculum to tap students’ potential. Moreover, are under study the basic requirements for students’ academic qualification for every subject or learning area at different educational stages, along with corresponding course guidelines. Since the 2011/2012 school year, the government has been carrying out the ‘Curriculum Development Pilot Project’, where certain schools first tried ‘Curriculum Framework for Formal Education’ and the basic requirements for students’ academic qualification for every learning area or subject in their pre-primary and primary education, with the support of the Education Development Fund. The government has also invited experts, organizing sharing programmes with top teachers from the mainland, allowing local schools to work with them in developing school-based curriculum to produce a school-based teaching and research system revolving around learning communities. In this way, the pilot schools can learn directly, collecting case-study results and drawing on each other’s success, thus providing reference or tips for other schools to push forward curricular reform.

## II. Direction of Curriculum Reform and Development

Currently, local schools’ curriculum development is being carried out with the objective of ‘conducting quality education and fostering holistic development’. Under the overall goal laid out in the ‘Outline’, Macao’s curriculum reform and development is aimed at conducting quality education to help students explore their potential, establish positive values, obtain learning and life skills, and guide them to live a meaningful life; it also prompts them to improve in moral, intellectual, physical, social and aesthetic domains and eventually become responsible, innovative citizens with critical thinking and lifelong learning skills. To achieve this, schools should prepare students for ongoing learning by designing holistic yet flexible curriculum

satisfying their needs for an overall improvement in their knowledge and proficiency. Specifically, Macao’s curriculum reform and development shall be implemented by following the principles below:

### 1. Maintaining curriculum diversity while creating Macao’s curriculum standards to ensure the quality of local non-tertiary education

Curriculum policies should be made and conducted to suit students’ needs and meet multi-faceted requirements of political, economic, cultural and social developments in Macao. And they should also be forward-looking, reflecting modern trends and a global vision. By arranging quality curricula, planning curriculum frameworks for every educational stage, and setting basic requirements for academic qualification, schools can offer comprehensive, balanced, and diversified courses as well as suitably arrange educational activities to maintain the quality of local non-tertiary education and improve education quality, enabling students to achieve basic academic levels after finishing education at different stages.

### 2. Creating a curriculum decision-making mechanism involving the government, schools, and teachers to enhance schools’ curriculum development

In essence, curriculum reform refers to reforming the curriculum structure and decision-making mechanism. With a new curriculum leadership and decision-making mechanism, the city’s curriculum frameworks set by the government, and the prescribed physical and mental proficiency students must achieve through study, local schools should have the final say on their curriculum, such as making the school-based curriculum and its outline, choosing textbooks, and developing school-based courses, as long as they follow Macao’s curriculum framework and enable students to meet the basic requirements for academic qualification. The government will respect schools’ autonomy, helping teachers improve their curriculum leadership and development skills, and schools are allowed to develop their school-based curriculum independently and professionally, based on their philosophy, traits, and the goals for various educational stages in the ‘Outline’.

### 3. Enhancing teaching culture to make teaching and learning more effective in cultivating students

Curriculum reform and quality curriculum (system) design largely depends on the school’s teaching culture. In fact, curriculum reform and development relies on the continued improvement of the teaching culture, discarding one-sided, spoon-fed education and purely mechanical learning methods, and also the promotion of diversified, constructive teaching and committed learning. Besides teaching, schools should help students enjoy learning, study proactively, and gain explorative, innovative and problem-solving skills. Doing so will spawn a new teaching and learning culture, which in turn makes teaching and learning more enjoyable and effective.

### 4. Improving the evaluation mechanism to encourage student development

Curriculum evaluation is vital to curriculum development, directly affecting schools’ curriculum implementation and teaching, and the reform of curriculum calls for the continued improvement in its evaluation mechanism. Specifically, the reform is to change evaluation focused on screening and selecting top students through written examinations which mainly assess student’s mastery of taught contents, in a bid to create a curriculum evaluation mechanism encouraging student development and promoting sound teaching practices, while developing a diversified evaluation model integrating summative, formative and diagnostic assessments playing review, motivational and development roles. In short, curriculum evaluation offers feedback prompting teachers to improve, encouraging students to learn, and enhancing their learning skills.

### 5. Enhancing teachers’ curriculum proficiency and promoting their professional development

As teachers play a key role in curriculum reform and development, they should be taken care of in curriculum reform. For example, overloaded teachers should have their workload reduced, and teachers as a whole should also be spared from non-teaching tasks to develop professionally and focus on teaching. Moreover, the government should work with schools in training teachers and other full-time (administrative) staff by offering them more training opportunities as well as professional assistance and guidance, in a bid to encourage them to improve and develop professionally. To adapt to the evolving needs of society, curriculum reform now focuses on helping students develop in four areas: ‘key skills’, ‘moral

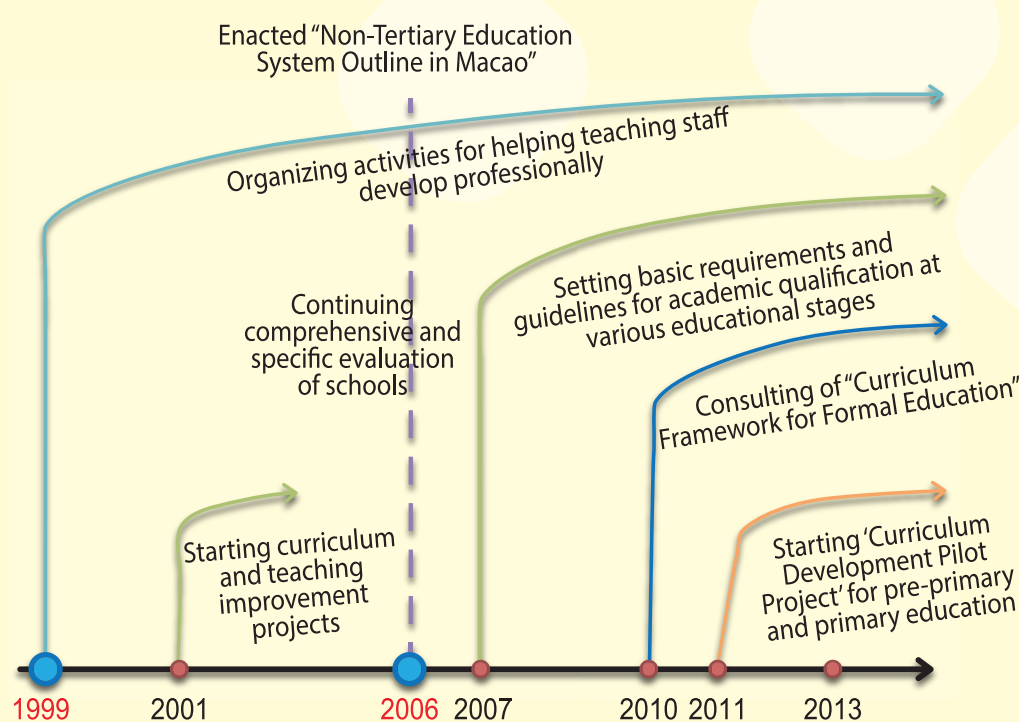


Figure 2: Development of Non-tertiary Education since the establishment of the Macao SAR



### Six 'Key Skills':

- ✓ Reading and language;
- ✓ Applying mathematical thinking and methods;
- ✓ Using information technologies;
- ✓ Communication and collaboration;
- ✓ Critical thinking and innovation;
- ✓ Problem-solving

The cultivation of the six 'key skills' cover varied learning areas, enabling students to develop gradually at different stages and master the key skills for lifelong learning.

and civic virtues', 'health', and 'aesthetics', aiming to achieve its goal step by step, in order to enhance students' overall qualifications, make teaching and learning more effective.

In 2011, the government initiated the 'Ten-year Plan on Developing Non-tertiary Education', a project aimed at promoting education under the guidelines of prioritizing educational development, enhancing (education) quality, cultivating talent, and promoting equality. From now on, curriculum reform will be at the heart of Macao's educational development. The government, schools, parents, students, and society should closely work together to achieve the shared goal.

In line with this thought, the 'educational reform' column in this and next issues will offer information on Macao's curriculum reform and development, including the development history, goals, and main tasks in non-tertiary education, the design concepts and principles of the formal education curriculum framework, and issues on how local schools arrange their school-based curriculum. It will also present interviews with experts from the Mainland, Taiwan, and Hong Kong, whose experiences and insights will shed light on curriculum reform and development. Also, principals, senior administrative staff, and teachers involved in the 'Curriculum Development Pilot Project' will offer their direct experiences and comments on achieving curricular reform.

I encourage all the educators to share their experiences and achievements. Let's work together to promote Macao's curriculum reform for quality education.

Note:

1. The three curriculum organisation Decree-laws 38/94/M, 39/94/, and 46/97/M stipulate the basic curriculum frameworks for pre-school and primary education, junior secondary education, and senior secondary education.

Vong Iat Hang

Director of the Department of Research and Education Reform, DSEJ

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## 03

# 澳门性教育有感

### 我们需要性教育

这几年，先后有几桩骇人听闻的案件发生，震惊了整个澳门。其中有一位初中女学生在上学途中被同学及同学的朋友挟持，禁锢于某住宅单位内，并脱其衣服凌辱；另外，有一位小学六年级女学生被男同学及男同学的哥哥强行性侵；还有一个初中一年级男生到男同学家中上网观看色情影片，而性侵同学的妹妹。一时全城社会各界人士议论纷纷，有提到“色情”资讯泛滥问题；有提到家长需要同子女多多沟通，给子女适当的指导；当然不能不提教育界负起推行性教育的重任等等。

今天，能够接触到色情资讯的渠道众多，不仅有漫画、杂志、电影，而且网上下载的动画之中有部分极具暴力、血腥和意淫的情节，更多的是一些自动弹出的色情广告，对于经常使用互联网而又充满好奇心及喜欢探索的青少年，甚至爱玩网上游戏的儿童来说，无需大费周章便可轻易获得这些资讯，简直易如反掌！

也许“色情”在商业社会中、在成人世界中有其存在的特定功能，难道不需要考虑尚未成年的青少年以至孩童是否可以抵御这些冲击吗？他们有抵御这些诱惑的能力吗？为免成年人的“杰作”殃及下一代年青人，政府必须作出相应措施，让互联网供应商或是电讯公司加强过滤功能，防止未成年者胡乱闯入成人的禁区，保护我们的新一代。

### 学校是性教育的好园地

能让更多的青少年有系统地接受性教育的地方，要算是在校园里了。学校是学生接受正确的知识和汲取待人接物处世道理的好园地，与其任由学生从不明途径接收不知是否正确的性资讯，倒不如让学生在校园里接受专业人员正规的指引。正因如此，教育暨青年局及其辖下德育中心积极筹划，邀请台湾财团法人杏陵医学基金会以晏涵文教授为首的导师团队，藉丰富的专业知识及资深的性教育推广经验，在澳门开设性教育导师培训班，培训合资格的性教育导师。

幸运地，我成为其中的一名学员，除了得到晏教授和其他许多位导师的指导，导师们还与我们分享个人心得与经验，使我们更了解相关的知识，更明白性教育的核心价值，真是获益匪浅。

有了明灯指引，我对在校园里如何推行生命教育和性教育感觉豁然开朗起来。在这二十年教学当中，我主要担任伦理道德科教学。

二十年前的学生总会安静坐着等待老师来上课，默默接受老师的教导。逐渐随着时代的进步，资讯科技的发达，他们的视野扩阔了，要求也提高了，对更多新事物趋之若鹜，相反，对于要接受传统思想却越难了。要让我国优良的传统思想（他们认为老套、沉闷、乏味）接近他们的心，需要多花心思，在搜集材料、教学技巧等各方面务求与时俱进，贴近大家的生活。让学生明白人生的道理，活在我们的生命当中，活在我们的生活里面，帮助我们建立一套人生，达到人与人、人与周遭环境的和谐共存，发挥人的至善、至美。在某程度上，这跟生命教育有着共同的理念。

透过同学的小组讨论、发言、提问以及向学生进行回馈，更能洞悉学生的想法，有利于教育。跟学生互动多了，距离拉近了，在跟学生沟通的过程中，渐渐发觉他们的“真正需要”，那就是青春期成长路上存在客观上需要——成年人在旁的辅导。

数年前的某天，初中一年级有几位女学生告知，班内有一位男同学经常窥视她们并暗暗地笑……，另外，有女生静悄悄告知，班内有一位男同学经常用手搔裤裆……。初中一学生总是联想力丰富，随时可以从只字片语之中在脑内联想到有关性的东西，继而窃语或偷笑，或与同侪分享。我还留意到初中二年级男女生在小息时，有摸头捏面的情况。这些苗头需要适当的扶助，反覆思量问自己：我可以教甚么？怎样教？最后，我选取了一册童绘本“我从哪里来”作为教材。先由初中一年级开展青春期成长路教育，透过讲授青春期卫生保健的知识，带出保护身体、身体自主权及尊重身体的讯息。之后，逐渐在初中阶段展开教育，课题包括：“青春健康快乐行”、“青春的疑惑”、

