

CDC News (July 2002)

The 9th CDC meeting was held on 5 July 2002. The following key issues were discussed and noted:

- Basic Education Curriculum Guide had been produced and would be distributed to all schools and critical friends in early July. A total of three half-day briefing seminars to introduce the Basic Education Curriculum Guide were held: two for primary school heads and one for secondary on 21 and 25 June 2002 respectively. The seminars were well attended by 1139 principals/teachers. The 8 Key Learning Area Curriculum Guides for basic education and the General Studies for Primary Schools Curriculum Guide would also be ready for circulation to schools this September.
- In order to minimise disturbance to schools, the CDI would co-ordinate the launching of the consultation of various S4-5 and S6-7 subject curriculum guides. Moreover, the objectives and time frame of consultation including the date of issue of the relevant subject curriculum guide to schools, year of its first public examination, organisation of teacher training courses and so on would be clearly spelt out in the consultation documents.
- In response to the consultation of Report on the Review of Higher Education in Hong Kong, members added that:
 - The Review, which only dealt with allocation of resources to higher education, had touched little on the aims and goals of higher education, let alone the rationale and philosophy behind its future development in Hong Kong.
 - The infrastructure of implementing life long learning and the role played by higher education in this respect were not clearly stipulated in the Report.
 - The smooth transition from 3-year to 4-year first-degree programmes was not properly addressed in the Report.
 - A quality assurance mechanism should be established to monitor the quality of higher education provided by private universities in Hong Kong.
- On special educational needs, the following areas of concern were recognised:

Gifted Education Policy

 - Policy should be formulated on nurturing of gifted students at secondary level.
 - Students should be allowed to pursue accelerated study programmes appropriate to their strengths and needs.
 - A holistic review of the gifted education policy was needed.
 - Teacher professional development on gifted education should be mapped out to meet the needs of schools and students.

Teacher Education

- It was suggested to enhance teachers' attitudes and their abilities to teach gifted students effectively.
- Teachers should be able to identify gifted students among others.

Building up of Partnership with relevant Non-government Organisations

- Collaboration and partnership should not only be established with universities, but also with sports and arts institutions/centres as well as other relevant non-government organisations to provide gifted students with opportunities to foster their talents at an early age. Besides, parents should also have a key role to play in this regard.