THE EDUCATION UNIVERSITY OF HONG KONG

Part I

Programme Title : Executive Master of Arts in International Educational Leadership and Change
Programme QF Level : 6
Course Title : International Perspectives on Educational Reform
Course code : EPA6102
Department : Education Policy and Leadership, Faculty of Education and Human Development
Credit Points : 3.0
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction : English
Course Level : 6

Part II

The University’s 4Cs Learning Framework and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes), and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important attributes embodied in the 4Cs.

The 4Cs are:
- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness and social responsibility

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
Across the Asia Pacific, changes to economic, political, and social conditions have led to fundamental changes in the priorities of governments. These changes have created new priorities for education in contexts where education must now be for all citizens and not just elites. Educational reform agendas now characterize the region, and they seek to exert a fundamental impact on teaching and learning in classrooms. There are twin theoretical pressures on current reform initiatives. One is globalization that influences both economic and social policy. As some examples, globalization may intensify competition among countries, facilitate the diffusion of ideas about best practice for policy, and create a growing demand for cosmopolitan values such as international mindedness. At the same time, there is also traditionalism that seeks to maintain local values and priorities in the light of globalization. These tensions find themselves reflected in education reforms across the Asia Pacific region.

This course places education reform agendas of Asia Pacific countries in a global context, uncovers challenges that occur when imported reforms are locally adopted, and examines the impact of reforms in international schools.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO<sub>1</sub> Understand the broad social, political and economic contexts that construct educational reform internationally;

CILO<sub>2</sub> Analyze specific examples of educational reform and identify similarities and differences across national jurisdictions;

CILO<sub>3</sub> Evaluate the rationales for educational reform and the strategies used to achieve reform objectives;

CILO<sub>4</sub> Assess the impact of international reform movements on school level policies and practices in national and international schools;

CILO<sub>5</sub> Reflect upon the challenges of implementing reforms in intercultural contexts and develop contextually-relevant strategies to account for these challenges;

CILO<sub>6</sub> Reflect on the role of the leader in guiding reform efforts;

CILO<sub>7</sub> Discuss and assess course concepts with IELC and other colleagues.
3. Content, CILOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Reforms in the Asia Pacific and Where They Come From</strong></td>
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<tr>
<td><em>Neo-progressivism and Lifelong Learning</em></td>
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<tr>
<td>This lesson introduces the Asia Pacific as a region, delineates the lifelong</td>
<td>CILO1</td>
<td>Narrated presentations;</td>
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<tr>
<td>education reforms that are taking place (c.f. Kennedy &amp; Lee, 2008), and</td>
<td>CILO2</td>
<td>Video enrichment;</td>
</tr>
<tr>
<td>analyzes the neo-progressivist agenda that underpins these reforms. It asks:</td>
<td>CILO3</td>
<td>Optional readings;</td>
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<tr>
<td>What is being reformed? What are the articulated policy needs underlying</td>
<td>CILO7</td>
<td>Discussion forum;</td>
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<tr>
<td>these reforms? How pervasive are the reforms across the Asia Pacific?</td>
<td></td>
<td>Analysis of policy documents</td>
</tr>
<tr>
<td><strong>Policy Borrowing</strong></td>
<td>CILO1,7</td>
<td></td>
</tr>
<tr>
<td>This lesson explains how international forces propel schools and school</td>
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<tr>
<td>systems to borrow policies and practices from abroad. It aims to stimulate</td>
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<tr>
<td>reflection on possible consequences for schools and school systems that</td>
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<tr>
<td>result from policy borrowing. The lesson considers some areas of critique or</td>
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<tr>
<td>tension that leaders in international schools need to navigate when</td>
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<tr>
<td>importing policies and reforms.</td>
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<tr>
<td><strong>International Assessments</strong></td>
<td>CILO1</td>
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<tr>
<td>This lesson considers how international assessments are shaping education</td>
<td>CILO2</td>
<td></td>
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<tr>
<td>reform. It discusses how international assessments can guide policymakers by</td>
<td>CILO3</td>
<td></td>
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<tr>
<td>benchmarking the international standing of education systems. The lesson</td>
<td>CILO4</td>
<td></td>
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<tr>
<td>also provides a critique about how international assessments may reinforce a</td>
<td>CILO7</td>
<td></td>
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<tr>
<td>Global Education Reform Movement that is characterised by market-based</td>
<td></td>
<td></td>
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<tr>
<td>competition in education.</td>
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### B. Reform Enactment and Implementation

#### Reform Disconnection: Leadership Challenges
This lesson delineates various ways that policies are disconnected from context: instrumental, intellectual, cultural, political, communicative and professional. It explores challenges for leadership in overcoming these disconnections.

<table>
<thead>
<tr>
<th>CILO</th>
<th>Narrated presentations; Video enrichment; Optional readings; Discussion forums on reform in context.</th>
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<tbody>
<tr>
<td>CILO3</td>
<td></td>
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<tr>
<td>CILO4</td>
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<td>CILO5</td>
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<td>CILO6</td>
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#### Leading Reform and Innovation
This lesson explores pragmatic leadership strategies to help reform work in schools. It provides an overview of challenges to making reform work. These may include the source of reform, the motive, the readiness for change, and contextual disconnection.

<table>
<thead>
<tr>
<th>CILO</th>
<th>Peer-to-Peer discussion board and presentations</th>
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<tbody>
<tr>
<td>CILO2</td>
<td></td>
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<tr>
<td>CILO3</td>
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<td>CILO6</td>
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</tbody>
</table>

#### Enactment and Sense-making
Reforms become particularly challenging when they hit the school context. Two recently developed frameworks, policy enactment and sense-making, aim to shift our understanding towards the notion that reform is a highly complex activity that is more dependent on school members than on policymakers. Participants should these frameworks to understand how their own school context shapes policies and reforms.

<table>
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<th>CILO</th>
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<tbody>
<tr>
<td>CILO1</td>
<td></td>
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<tr>
<td>CILO3</td>
<td></td>
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<tr>
<td>CILO4</td>
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<td>CILO5</td>
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<td>CILO6</td>
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<td>CILO7</td>
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</table>

### C. Reform and Culture

#### Careful with Culture
This lesson points out several pitfalls that we should take note of when thinking about educational leadership from a cultural vantage. It identifies problems of attributing too much impact to societal culture, pursues a deeper understanding of the nuances of culture, and considers cultural implications for educational research.

<table>
<thead>
<tr>
<th>CILO</th>
<th>Narrated presentations; Video enrichment; Optional readings; Discussion forums on reform in context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO5</td>
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<td>CILO7</td>
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</table>
Interculturalism and International Mindedness

This lesson presents four perspectives on international education, including transculturalism, interculturality, international-mindedness, and cosmopolitanism. It examines how these three perspectives vary and how they can inform educational reforms in intercultural school contexts.

4. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
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</thead>
<tbody>
<tr>
<td>Connection Activities / Learning Activity</td>
<td>20%</td>
<td>CILO₁-₇</td>
</tr>
<tr>
<td><em>Connection Activities / Learning Activity</em></td>
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<tr>
<td>For each unit of study, participants will be prompted to complete a few Connection Activities. These are Discussion Board conversations intended to be brief in nature to provide an opportunity to self-assess understanding of the course materials and to receive feedback from peers and instructors prior to completing the summative assessments. Other formative assessments are optional.</td>
<td></td>
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</tr>
<tr>
<td><em>PowerPoint or video presentation.</em></td>
<td>30%</td>
<td>CILO₁-₇</td>
</tr>
<tr>
<td>Students prepare a presentation based on their chosen elective Summative Assessment (see below). This provides the opportunity for peer and instructor formative feedback.</td>
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<tr>
<td><em>Elective Summative Assessments</em></td>
<td>50%</td>
<td>CILO₁-₃</td>
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<tr>
<td>Participants choose one of:</td>
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<tr>
<td>A. <em>Paper on theory:</em> Discuss the extent to which any of the concepts listed below help to explain (impact) the issues you face or the programs you offer in your school or school system:</td>
<td></td>
<td></td>
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<tr>
<td>• Neo-progressivism</td>
<td></td>
<td></td>
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<tr>
<td>• Marketization</td>
<td></td>
<td></td>
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<tr>
<td>• Globalisation and Policy Borrowing</td>
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</tr>
</tbody>
</table>
B. **Analyze reform enactment/sense-making.** Select one reform being implemented in your school or school system, and describe it in terms of reform features, actors, and contextual features. Show how the models of enactment or sense-making explain how this reform works and brings in challenges in context.

C. **Analyze a reform disconnection** based on a reform that you are engaged with. Select one to three of the six disconnections described. Be sure they are relevant to your work. Outline the disconnection points (you may wish to use the questions posed in lesson 4) and illustrate them with a real example from your school. What can you as a leader do to address the disconnections, even when their causes may be well beyond your control?

D. **Map the major reforms** in which your school is engaged. Indicate factors that influence origins, adoption, adaptation, acceptance or resistance, and effectiveness of the reform. Write up a two-page (approximately 800 words) paper that explains your map.

E. **Assess the impact of culture** on a reform in your context. To what extent does culture account for the variations (or hybridity) that you see in the enactment of that reform. What cultural perspectives are at play? What leadership or enactment challenges emerge? How might you navigate those challenges? If you are working on the IB certificates, you may wish to consider the extent to which IB’s concept of international-mindedness (and the other perspectives on culture) is helpful in understanding or facilitating the reform. Or, perhaps you wish to assess intercultural-mindedness as a reform in itself, which could be the case when curriculum reforms aim to infuse this concept explicitly in the curriculum.

F. **Analyze a reform in a national educational system.** Alternatively, conduct a mini-case study related to IB
programme implementation or authorization. Analyze the reform by using any theoretical construct from this course.

5. Required Text(s)
Nil

6. Recommended Readings

A. Reforms in the Asia Pacific and Where They Come From

**Neo-progressivism and Lifelong Learning**

*Key reading:*

*Recommended readings:*

**Policy Borrowing**

*Key readings:*
**Recommended readings:**


**Recommended readings (relevant to the international school sector):**


International Assessments

Key readings:


Recommended readings:


B. Reform Enactment and Implementation

Reform Disconnection: Leadership Challenges

Key reading:

Recommended readings:


**Leading Reform and Innovation**

**Key reading:**


**Recommended readings:**


**Enactment and Sense-making**

**Key readings:**


**Recommended readings**


C. Reform and Culture

Careful with Culture

Key reading:


Recommended readings:


**Interculturalism and International Mindedness**

*Key reading:*


**Recommended readings:**


**D. International Baccalaureate**

*Leadership in International IB Schools*

**Key reading:**


**Recommended readings:**


**IB Continuum, Growth, Learner Profile, and Enactment in Different Contexts.**

**Key reading:**


**Recommended readings:**


**Other IB resources**

Please see documents in portfolio for IB continuum documents, PYP Documents, MYP Documents & DP Documents.


**7. Related Web Resources**

The Hong Kong SAR Government Education Bureau (with links to government policy and reforms in education)


The Education for All initiative, coordinated by UNESCO

[www.unesco.org/education/efa/](http://www.unesco.org/education/efa/)
The Millennium Development Goals, coordinated by the United Nations
www.un.org/millenniumgoals/

8. Related Journals

Discourse: Studies in the Cultural Politics of Education
International Journal of Leadership in Education
Journal of Research in International Education

9. Academic Honesty
The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.edu.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Others
Nil