Policy Seminar 1 6 March 2017

POLICY SEMINAR SERIES EDUCATION POLICY UNIT HKU — PRINCIPALS' INSTITUTE JOINT SEMINARS

FUNDAMENTALS OF POLICY STUDIES IN EDUCATION: A SEMINAR SERIES

Save the Dates!

ROUND 1

- 1. March 6, 2017 (Monday)
- 2. March 7, 2017 (Tuesday)
- 3. March 14, 2017 (Tuesday)
- 4. March 28, 2017 (Tuesday)

17:00 - 19:00 (or 16:30 - 18:30) Meng Wah Complex

Round 2 to start in May, 2017

Details to follow ...

All are welcome!

Enquiry contact: sulynn@hku.hk

1. OVERVIEW

By Kai-ming Cheng

2. THE ECONOMIC DISCOURSE

By Richard Y.C. Wong

3. THE MAKING OF SOCIAL POLICY IN HONG KONG

By Law Chi Kwong

4. CHANGE AND INNOVATIONS: LEADERSHIP AND LEARNING

By Nancy W.Y. Law

POLICY SEMINAR SERIES

EDUCATION POLICY UNIT HKU - PRINCIPALS' INSTITUTE JOINT SEMINARS

Date: March 7, 2017 (Tuesday)

Time: 17:00 - 19:00

Theatre 3, Meng Wah Complex,

The University of Hong Kong **Professor Yue Chim Richard Wong** Speaker:

Emeritus Professor Kai-ming Cheng Chair:

POLICY SEMINAR SERIES

EDUCATION POLICY UNIT HKU - PRINCIPALS' INSTITUTE JOINT SEMINARS

Date: March 6, 2017 (Monday)

17:00 - 19:00 Time:

Theatre 5, Meng Wah Complex, Venue:

The University of Hong Kong

Emeritus Professor Kai-ming Cheng Speaker:

Dr. Anissa Chan Chair:

Discussant: Dr. Kwok-wah Cheung

Abstract:

Education issues are often discussed in three domains: practice, policy and research. Policy studies in education refer to examination of education policies with research rigour. It is used here interchangeably with Policy Research. Policy studies work primarily on systemic issues at the macro-level, but increasingly also attend to practical issues with policy implications. This series, abbreviated as Policy Seminars, serves to introduce the basics of policy studies in education, as well as illuminate education issues from a policy perspective. In so doing, we are pleased to have invited speakers who are prominent in their respective fields of study, within and beyond the Faculty.

The introduction will start with a framework of the policy process



After an introduction to the economic framework for human capital investment to promote growth and equality, the following questions will be addressed: Why is STEM important today? Knowledge society and why study pressure is getting so intense? What are the significance and relevance of family to early childhood learning? Is Denmark different? What do we learn from experiments in education vouchers?



Cai-ming Che

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Director of E

at the Faculty

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r. Anissa Chan, Chairman, long Kong Principals' Institute incipal, St. Paul's

egistration link:

p://epu.edu.hku.hk/policy oduction-to-the-seminar-





Richard Wong is Professor of Eco omics and Philip Wong Kenned Wong Professor in Political nomy, and formerly the Deputy Vice-Chancellor at the

POLICY SEMINAR SERIES

EDUCATION POLICY UNIT HKU - PRINCIPALS' INSTITUTE JOINT SEMINARS

Date: March 14, 2017 (Tuesday)

Time: 16:30 - 18:30

Venue: **CYPP3, Chong Yuet Ming** Physics Building, HKU

Dr. C.K. Law

Chair: **Professor Gerard Postiglione**

Discussant: Emeritus Professor Kai-ming Cheng

Speaker:

In this seminar, the general social policy formulation processes of the HKSAR government are discussed. The backbone of these process is the constitutional structure and fiscal discipline of the HKSAR Government. One key process is the annual Resource Allocation Exercise (RAE) leading to the Policy Address and the annual Budget. The key milestones and dynamics of this RAE is described, and education initiatives of the current Administration in the past few years would be used as examples. Other key processes including the policy review and the Chief Executive election will also be discussed.



Dr. C.K. Law (J.P., S.B.S., G.B.S.), Associate Professor, Department of Social Work and Social Administration, serves in HKU since 1981. He has broad research interests including various areas of social policies (welfare, health, labour, using and education). He is regularly engaged by many government bureaux and departments as consultant and advisors. He serves as board members in a number of NGOs. He was a Legislative Council member (1995-97, 1998-2004). He is currently the Chairman of the Community Care Fund Task Force, member of the Commission on Poverty, Statistics Advisory Board and Commission on Strategic Development of the HKSAR

egistration link:

p://epu.edu.hku.hk/policy minar-series-the-making-of cial-policy-in-hong-kong/

POLICY SEMINAR SERIES

EDUCATION POLICY UNIT HKU - PRINCIPALS' INSTITUTE JOINT SEMINAF

March 28, 2017 (Tuesday)

17:00 - 19:00

MWT7, Meng Wah Complex, HKU

aker: Professor Nancy Law

Emeritus Professor Kai-ming Cheng

ussants: Dr. John K. Tan

the turn of the millennium, fast paced economic, political and ogical changes have created pressures on education systems nd the world, and in Hong Kong, to change. Major efforts to m the curriculum and pedagogy have been on-going in nearly all ties. With very similar rhetorical goals, there are diverse mentation strategies, for example standards and accountability ememation strategies, for example standards and accountaionly chool-based innovation and entrepreneurship. However, teacher ing is always high on the policy implementation agenda, but not ith respect to leadership or leadership development. This seminar forward a framework for the design and implementation of er learning that connects organically with leadership development altiple levels across networks of schools. Only when schools learn er in collaborative innovation networks, with concerted efforts of principals, middle management teams and classroom teachers, eacher learning and curriculum innovations become progressivel ped, sustained and scaled. This framework will be illustrate g local and international examples. It also illustrates how policy is at the micro and macro levels needs to be addressed as a ected whole.



lancy Law is a professor in the nformation and Technology dies Division of the Faculty f Education at HKU. She is the corresponding co-convener for the Science of Learning at the niversity, and founding conorary director for the Centr or Information Technology in ducation (CITE).

ernational comparative idies of technology-enabled learning innovations, models of ICT integration in schools and change leadership, computer ng and the use of earning and the use of expressive and exploratory computer-based learning environments.

Discussant:

Dr. John K. TAN is Vice Chair man of the Hong Kong Princi-pals' Institute and Principal of Pun U Association Wah Yan Primary School.

Registration link:

http://epu.edu.hku.hk/poli-seminar-series-change-and vations-leadership-and earning/

Enquiry:

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FUNDAMENTALS OF POLICY STUDIES IN EDUCATION: A SEMINAR SERIES

Save the Dates!

ROUND 2

1. May 2, 2017 (Tuesday)

2. May 9, 2017 (Tuesday)

3. May 22, 2017 (Monday)

4. May 31, 2017 (Wednesday)

17:00 - 19:00 **Meng Wah Complex**

All are welcome!

Enquiry contact: sulynn@hku.hk

1. THE CURRICULUM AND REFORMS

By Catherine K. K. Chan

2. DOMESTIC **DEMANDS AND GLOBAL ASPIRATIONS**

By Gerard Postiglione

INTERNATIONAL **ASSESSMENTS OF ACADEMIC ACHIEVEMENTS**

4. LANGUAGE POLICY

By Frederick Leung

By Angel Lin



FUNDAMENTALS OF POLICY STUDIES A SEMINAR SERIES CO-SPONSORED BY EDUCATION POLICY UNIT & HONG KONG PRINCIPALS' INSTITUTE

SEMINAR 1 AN INTRODUCTION ALL ABOUT POLICY STUDIES

Kai-ming Cheng Emeritus Professor, HKU

Chair: Dr Anissa Chan, Chairman HKPI Discussant: Dr Cheung Kwok Wah, HKOU

Agenda

- What is policy?
- How to study policy?
- What to study?
- How are policies made?
- From what angle?
- Why policy studies?

What is Policy?

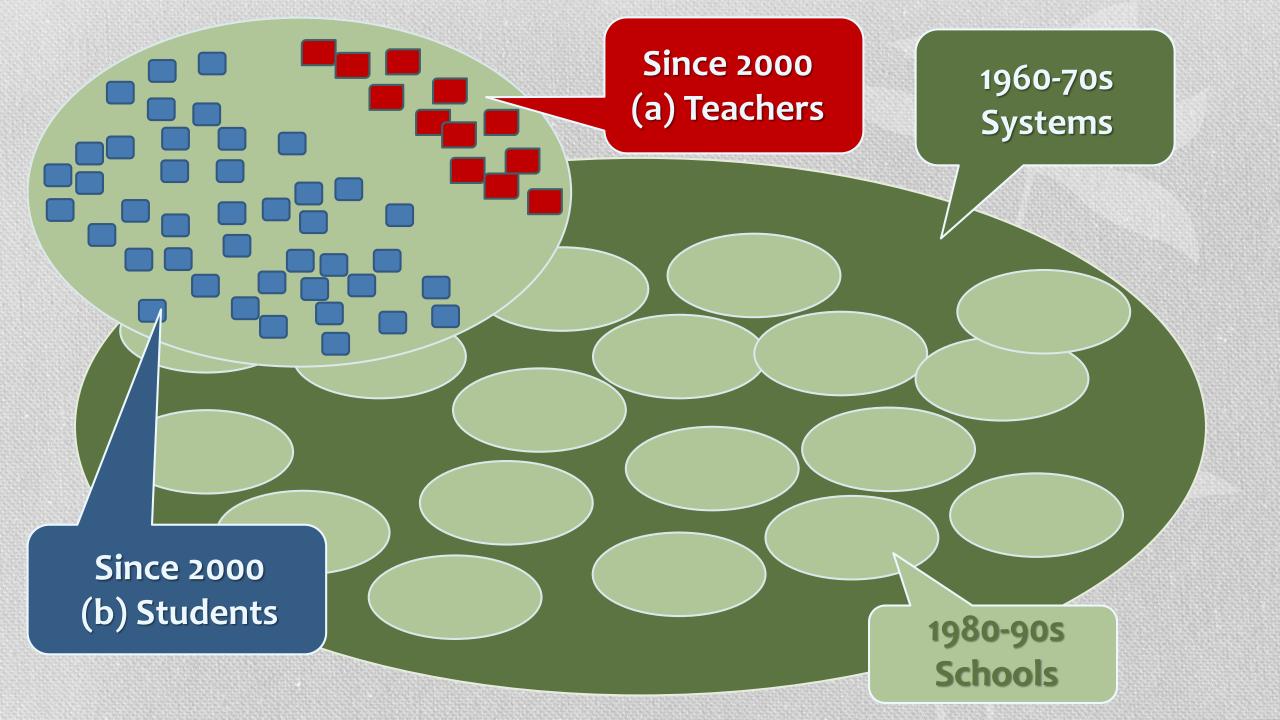
Levels of Attention

Levels of Policy Concern

1960-70s: Systems

1980-90s-: Schools

21 Century
Teachers? or Students?



New on the agenda

Systemic

- Equity
- Globalization/Localization

Across levels

- Diversity
- Technologies

How to study policies?

Methodology

Statistics: Big Data

- Macro landscape
- Trends
- Cross-data inference
- International comparisons
- Tracer studies
- Social network analysis

Surveys: statistics/subjective data

- Perception data
 - Perception matters in policy studies
- Triangulating the reality
 - Piecing together the jig-saw puzzle
- Implied causality
 - Perception related factors

Qualitative methods

- Case studies:
 - anthropological data, human stories, understanding the internal dynamics, ...
- Tracing the process:
 - how things change/evolve from A to B
- Testing new ideas:
 - looking into the future

•

Mixed methods

- Case studies: Understanding the issues
- Analysis: Identifying the questions/framework
- Survey: The Landscape
- Analysis: Making sense of the data
- Case studies: Interpretation of quantitative findings

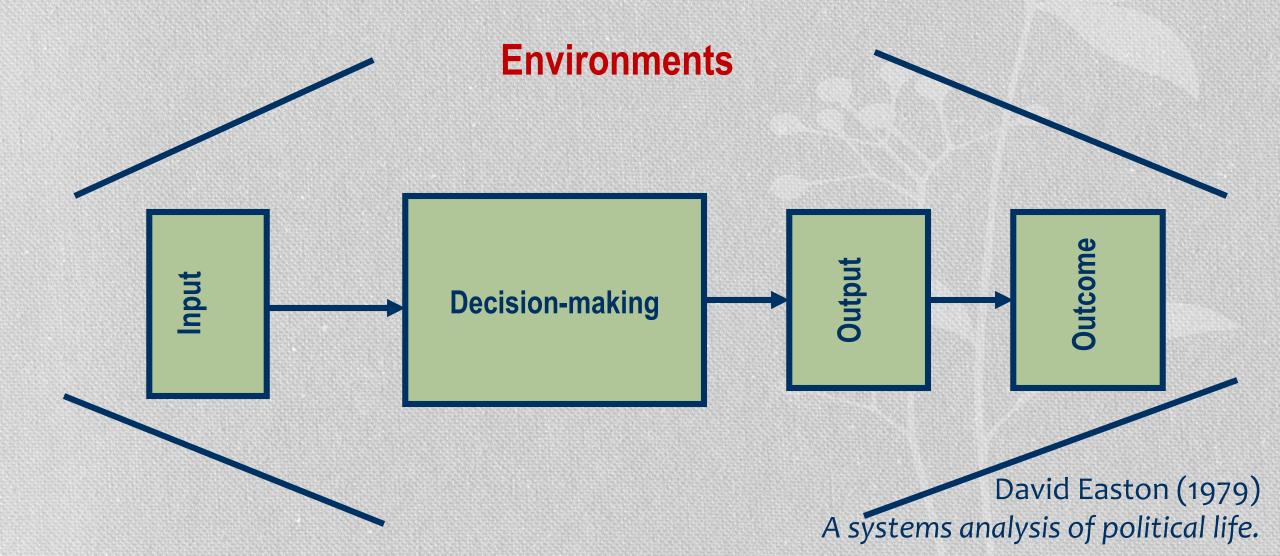
What to study?

The Policy Process

The normative approach ...

(How I explain the HK reform to international agencies ...)

The Policy Process

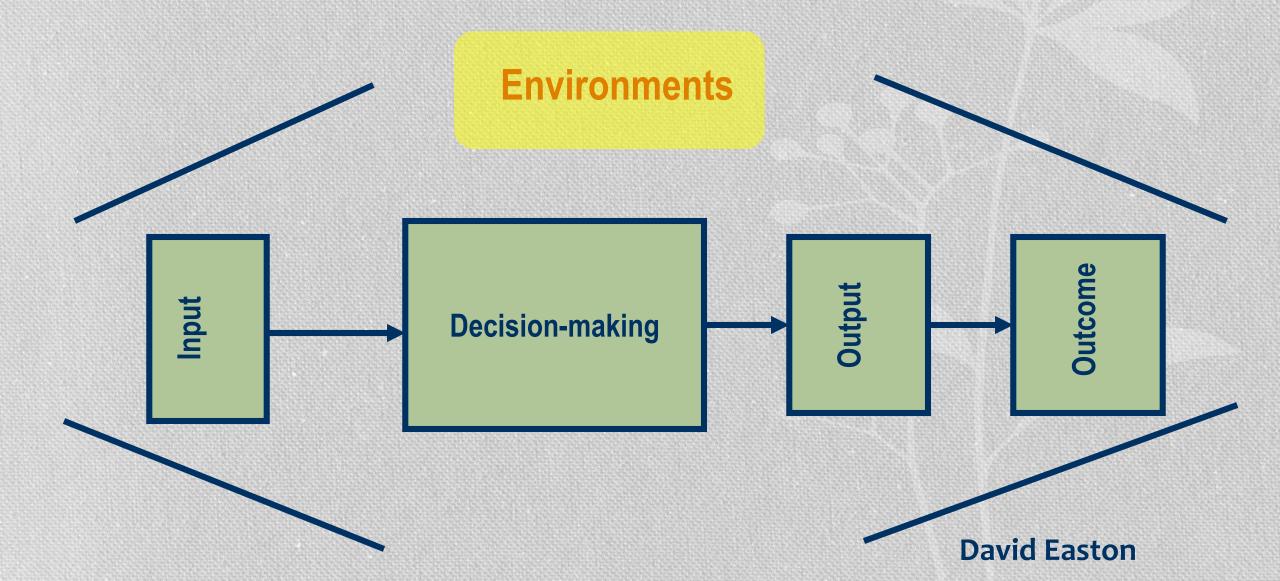


The primary questions:

- What is the reform about?
 - It is a comprehensive reform of the entire system
- At what levels? In what areas?

- Primary, secondary, tertiary
- Structure, curriculum and assessment
- When was it started and implemented?
 - Launched in 1999, "Aims of Education"
 - Last phase starting 2010

The Policy Process



Environments

The Big Picture

economic, social, political and cultural environments

The environments:

- What are the environments at large?
 - What is the population?

- 7.3 million, 98% Ethnic Chinese
 - Vernacular: Cantonese
- Fertility rate: 0.9; life expectancy: M82, F84
- How is the economy and economic structures?
- 88% service, o agriculture
- How is the manpower/employment structures?
- 82% in service sector;
- 60M in China serving HK manufacturing
- unemployment 5-8%; youth unemployment: high
 - newly unemployed & retraining

The environments:

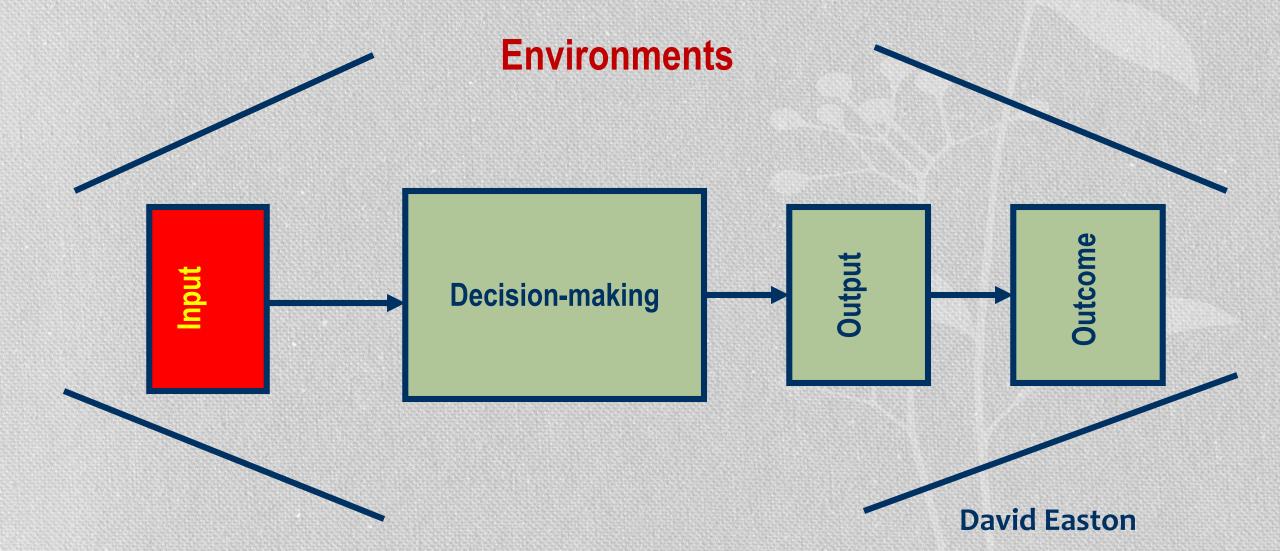
- What are the basics of the education system? (1999)
 - Levels, grades and structure

Enrolment ratios

- 100% up to 17; 40% grades 12-13; 10% vocational
- 18% first degrees; 12% non-degrees; 10% overseas
- Other elements relevant to the reform

- Aptitude tests end of primary;
- Certificate Exam end of grade 11; AL Exam end of grade 13

The Policy Process



Input causes and conditions of the policy

What is needed?
What is wanted?
What can we afford?

Y.T. Lee, former Director of Education, HK

Input

economic needs & social aspirations individuals & the nation objectives & anticipation

Why reform?

- Why is the reform?
 - What are the declared reasons for the reform?
 - Society has changed, so should Education
 - 291 reform items since 1986, little effect
 - Outcry from parents, teachers and society at large
 - Exodus to international schools
 - Graduates lose out in employment
 - 19% double disengaged; 14% score zero in public exam

Why reform?

- What are the pressing needs?
 - Economic needs?

• Social needs?

Political needs?

- The economy expects people with creativity
 - Expects lifelong learning capability
 - Expects flexible human relations
- Parents want pleasant and effective learning
 - Parents want more higher education
- Chief executive want to be remembered for Education
 - Education ever a hot issue on policy debates

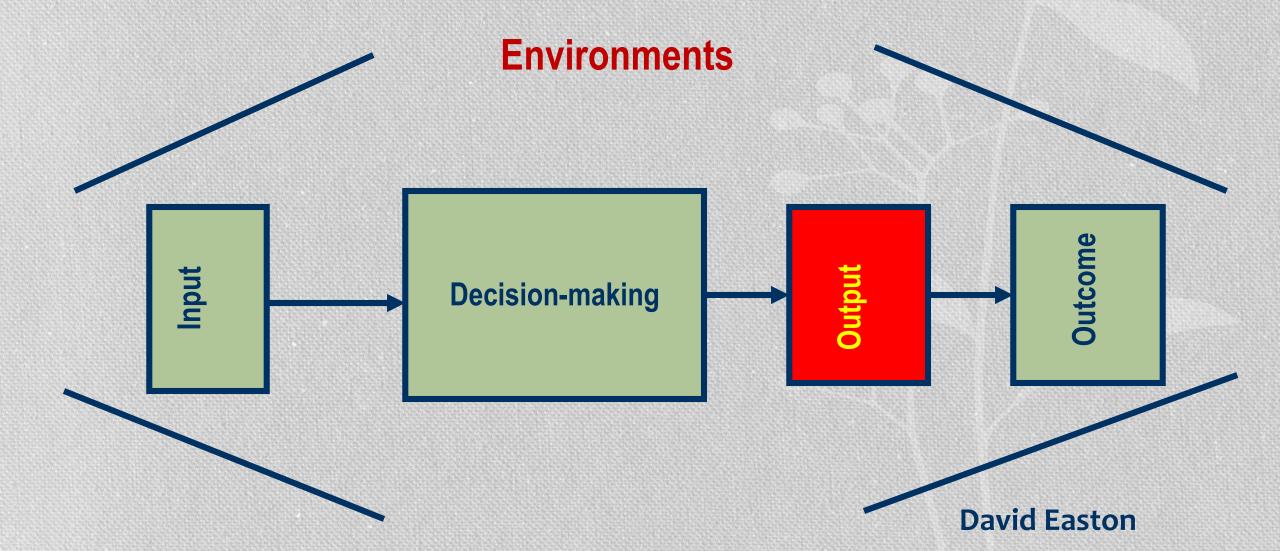
Why reform?

- What are the objectives of the reform?
 - What are to be achieved in the end?

- Happy to Learn 樂於學習
- Good at Communications **善**於溝通
 - Committed to society **勇**於承擔
 - Dare to innovate 敢於創新

- What are the anticipated impacts?
- Student survive and thrive in society
- Schools become more pleasant places
- Education outcomes to match societal expectations

The Policy Process



Output

Implementation

Design and Delivery

Questions about implementation:

- What are the reform programs?
 - Areas of reform

- Structure: transform to 6 + 3 + 3 + 4
- Removal of aptitude test end of primary: "through train"
 - Merger of two examinations end of secondary
 - From Subjects to Key Learning Areas
 - Exams: Liberal Studies and School-based assessment
 - Reform in university admissions
 - Tertiary enrolment from 30% to 60%

Amplitude of the reform

Questions about implementation:

- Is it well planned?
 - Are there well thought-out strategies?
 - The sequence, the emphases, the give-and-takes
- Well ...: advance in all fronts
- Continuation of on-going measures
- Other intervening reforms: medium of instructions; school-based management; school external evaluation
- Are there substantial and sustainable action plans?
 - Time-tables; centralized control; but little coordination
- Are there monitor systems in place?

Administrative control

Question about implementation:

• What are the implications?

- Resources
- Administrative personnel
 - Teacher preparation
 - Organizational changes
- Are all these elements ready or under planning?
 - If yes, are they synchronized with the reform?
 - If not, any signs that they are being taken care of?

Questions about implementation:

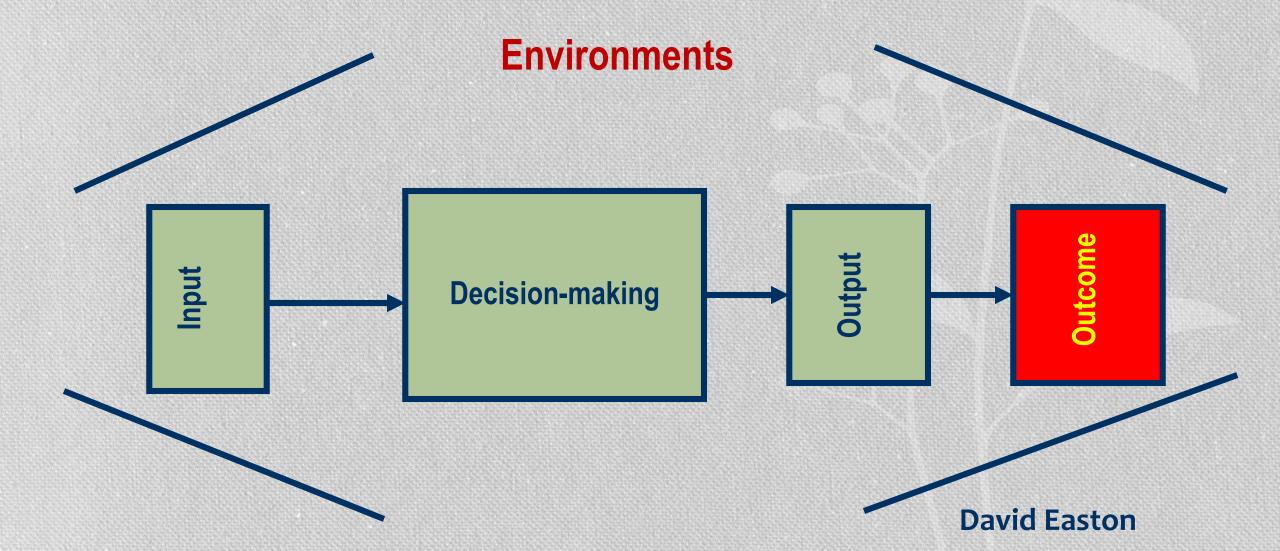
- Is the government capable of perception management?
 - The consultations processes
 - Building alliance
 - Teacher preparation
 - Media handling

- Are there detectable signs of long term effects?
 - Is there any visible change in education practices?
 - Is there any visible change in the education discourse?

Output/Implementation

delivery as designed and anticipated undelivered, relapse, expectced challenges, unexpected obstacles, distortion, mutation, unplanned interventions interference

The Policy Process



Outcome

impacts, implications long-term influences

Questions about outcomes:

• How is the support from the community?

Politicians

Parent and the business community

Principals and teachers' professional bodies

Teacher unions

The Media

What are the initial responses?

Is there a system to collect such responses?

Are such responses expected?

Outcomes

Intended!
Unintended
Unwanted!

The Critical Approach ...

Examples

Environments

The changing political environment? Whom does the reform intend to serve?

Input

What is the hidden agenda?
What is the conspiracy?
Who would benefit in the end?
What are the undeclared objectives?

Output/Implementation

What are promised but not delivered?
Who are the actors?
What are the political agendas of the actors?
What has caused the distortion?
What are the problems with the bureaucrcy?

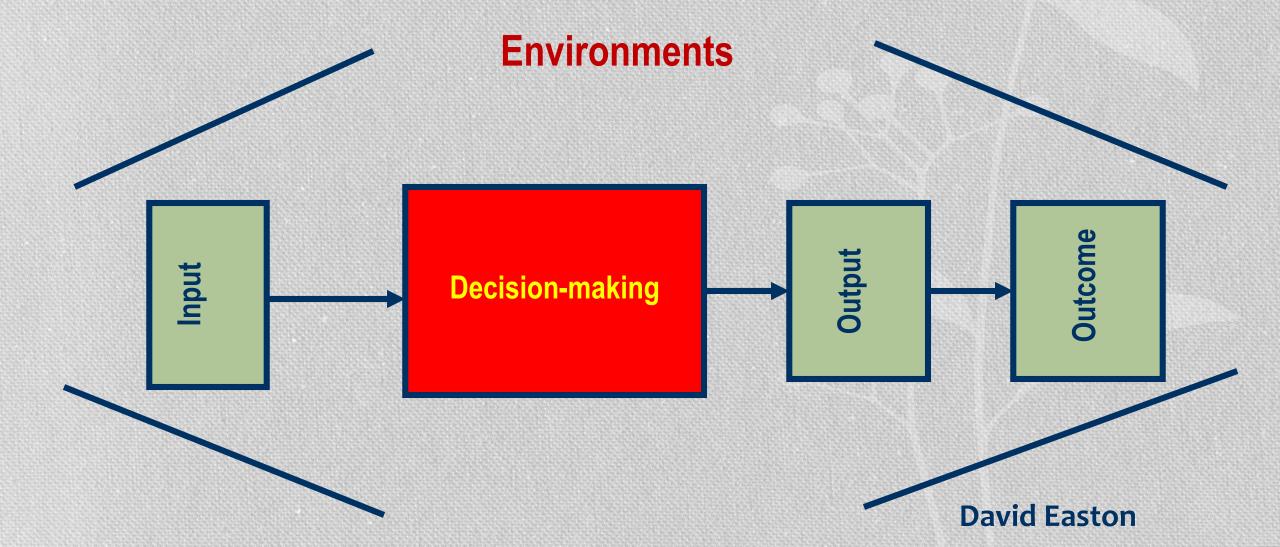
Outcome/Impact

What are the detriments of the reform?
What is lost because of the reform?
Who benefits in the end?
Who suffers?

How are policies made?

The Decision-making Process

The Policy Process



Decision Making

Analysis the rational base

Politics the human dynamics

Charles Lindblom (1980)

The policy-making process

The Decision-making Process

What are the decision-making machineries?

- The parliament?
- The ministry/department of education?
 - Education Commission?

- Who are the actors?
- Who are the champions, movers and shakers?
 - What are the ideological underpinnings?
 - What are the interests involved?
 - Where is the teachers' union?

The Decision-making Process

What are the controversies?

- What are the issues at stake?
- What are the controversies that surfaced?
 - How were the controversies resolved?
- What are the negotiation processes?
 - What is the arena for negotiation?
 - What are the critical incidents?
 - What are the critical debates?



Decision Making: models

The Rational Model means-end consistency

The Organizational Model means drives end, incrementalism, bureaucracy

The Political Model political resultant

Graham Alison (1971) Essence of decisions: Explaining the Cuban Missile Crisis From what angle?

Perspectives

Perspectives

Economic
Sociological
Political
Anthropological
Historical
Pedagogic

• • • • • •

Example 1: Language Policies (Teaching Chinese using Putonghua)

Pedagogic Economic Political Cultural

Example 2: Education as Socialization

Psychological behavioural control Sociological training Anthropological enculturation

Robert LeVine (1982)

Culture, Behavior and Personality

Example 3: Teacher Policies

teacher professionalism teacher accountability teacher interests teacher quality teacher development teachers' knowledge

K.M. Cheng (2017)

All about teacher professional development

教师专业精神 **Teacher Professionalism** 专业责任 经验、判断、爱心 专业自主 专业发展 操守、监督、团队 培训、研究、进修

教育问责 Educational Accountability

国家需求 法律条例 政策法规 规定、通告 教师合约 校规

行政问责

Administrative Accountability

学生的 全面发展 长远利益 有效学习 个别需求

专业问责

Professional Accountability

学生 家长 高等院校 未来雇主

市场问责

Consumer Accountability

教师利益 Teacher Interests

专业权利 **Professional Rights** 政治权力 经济权益 **Political Economic Power Benefits**

教师素质 Teacher Quality

工作表现 **Performance** 业务水平 Competence

专业资格 Qualification

教师能力发展 Teachers' development

学科知识 "Subject matter" 终身学习能力 Capacity of Lifelong Learning 知识分子基本素质 Basic intellectual attributes

学位 A Degree

- 学与教的科学与艺术 Science & art of learning and teaching
- 学生发展的基本知识 Knowledge of student development
- 改变现状的意愿与能力Capacity to change 专业资格 Professional Qualification

专业态度与价值Professional attitudes and values

- 人际交往沟通的能力 Capacity of social interactions 初职学习 Workplace Induction
- 持续学习、适应、创新 Continuous learning, adaptation and innovations

持续专业发展 Continuing Professional Development

教师知识 Teacher Knowledge 学科知识 Disciplinary Content Knowledge 教学法 学科学习知识 Pedagogy **Pedagogic** Content Knowledge

Why Policy Studies?

Research for or of Policies

Purpose and Nature

- Research of policies
 - Academic research
 - Plenty of time, short of funding, for limited readership
 - Media Commentaries
 - · Strong in opinions, weak in evidences, large readership
 - Scholarly insight
 - Critical analysis/review
 - Political appraisal (e.g. partisan)

Purpose and Nature

- Research for policies
 - · short duration, adequate funding, limited readership
 - Provide information base for policy formulation
 - Evaluate of responses or impact of policies
 - Assess societal reactions for policy adjustments
 - Provide rationalization of formulated policies

Functions of research

- Descriptive:
 - understanding and analyses of policies
- Evaluative:
 - evaluating and judging the pros and cons of policies
- Prescriptive:
 - providing rational basis for formulating policies

Pure academic studies (of policy)

- K.M. Cheng (1987) The concept of legitimacy in educational policymaking: alternative explanations of two policy episodes in Hong Kong. PhD thesis. ULIE
- Tomoko Ako (2003) *Strategic ambiguity of Chinese public space and private space.* PhD thesis. HKU
- Ding Xiaojiong (2006) *Policy metamorphosis in China: a study of Minban education in Shanghai.* PhD Thesis, HKU.
- Wang Yan (2009) Paradigm shift of education governance in China: two compulsory education legislation episodes.

Research with policy implications

- PISA
- TIMSS
- PERLS

Commissioned policy studies

- Preparation of students for tertiary education (UGC, 1996)
- Teachers work load (ACTEQ, 2005)
- Language landscape in Hong Kong (SCOLAR, 2013)

Purpose uncertain

- Education and National Identity (PRI)
- Happy Education in Hong Kong (Ideas Centre)

Attempted effort to shape the policy agenda

Education 2.1

Research utilization

- Diffusion: researcher policymaker mismatch
 - Carol Weiss (1982) "Policy research in the context of diffuse decision-making". In Kallen et al (eds) *Social science research and public policy-making: a reappraisal.*
 - Carol Weiss (1979) "The many meanings of research utilization" . Public Administrations Review.
- Informed policy-making: research could inform policy-making
 - Fernando Reimers and Noel McGinn (1997) Informed Dialogue.

Can policy research indeed inform policy-making?

Policy Study is an important area in Education.

Policy study may not directly affect policy-making, policy-makers belong to a different culture.

However, policy studies may inform the public, who would afterall help shape public policies in the new era!

Thank you!

kmcheng@hku.hk