

The following is a summary of the gist of Mr Schleicher's talk. Mr Schleicher has generously allow HKAHSS to upload the video recording of his talk onto the following website:

<http://hkec.hkahss.edu.hk/wp-content/uploads/2019/09/Andreas-longver.mp4>

"Educating for the future: key issues on curriculum design" by Andreas Schleicher

Education has become much more demanding in our age. We are creating a compass for students to navigate in the future. Our curriculum needs to help students understand the foundation of the subjects and answer big difficult questions: agency, purpose, meaning and identity.

Hong Kong is one of the most advanced systems in the world but for the last three years, trends of Hong Kong in science performance (PISA) shows the gap between what the society expects and what schools can provide are getting much bigger. Teaching fewer things in greater depth is the challenge.

Education has won the race with technology throughout history but there is no automaticity it will do so in the future. Challenges we face in the future include: High risk of social exclusion as few can manage complex digital information; Large scale occupational transitions; the disempowering power of digitalization as we become slaves of algorithms that make us lose the sense of reality.

Changing education can be like moving graveyards as the status quo has many protectors. The key is to enable all students to learn at high levels and enabling all to master complex ways of thinking. The new world needs diverse, globally competent people who can understand culture in different ways. Schools are the first place for us to understand diversity. We need to educate our students to become social and emotional beings who can collaborate.

The winning countries are those who can embed student agency in their curriculum. The OECD uses a Learning Compass as a metaphor that maps out an evolving learning framework that sets out an aspirational vision for the future of education. It emphasizes the need for students to learn to navigate by themselves (student agency) through unfamiliar contexts. The components of the compass include core foundations, knowledge, skills, attitudes and values, transformative competencies and a cycle of anticipation, action and reflection.

Transformative competencies enable students to develop and reflect on their own perspective in order to shape and contribute to a changing world. Creating new value, taking responsibility, and reconciling conflicts, tensions and dilemmas are essential for thriving in and helping shape the future. These are particularly relevant to the existing Hong Kong situation.