

Association for Childhood Education International  
– Hong Kong and Macao

# **Education Policy, Reform, and School Innovations in the Asia-Pacific Region**

Edited by

Ramsey Ding-Yee Koo  
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# Foreword

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**Robert C. Morris**  
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In an era of what has witnessed rapid globalization and lifelong education there still exists those who would turn the educational clock back to an over-simplified program of the three R's, a few literary classics, strictly chronological history, and mathematics and science geared to countering foreign trade competition. It is good to have a volume such as this devoted to education's crucial interdisciplinary problems. The field of international education studies linked to global cultures of the Asian-Pacific region provides a vital link to human understanding and survival.

In international education studies for today's educators two necessities converge: the need to develop language communication, and the need to develop understanding of common educational practices and priorities. International education studies embrace several types of programs: studies of world languages and communication systems, innovations and technological break-through that affect educational practices, and the role of educational progress and reform.

This volume represents one of the first serious attempts to foster better understanding of international education issues and practices in the Asian-Pacific region. A variety of approaches currently being used, as well as those being reformed are discussed in this publication. The reader will find descriptions of quite different programs from those found in the United States, but programs and approaches that have great merit for the communities they serve. If all the authors of this text were brought together I would suspect that they would defend their varying perceptions of the preferable roles of local and state authorities, as well as school personnel and even professors, and would debate each other warmly. Such varying perceptions are to be expected in an emergent field in which educators of good will are trying to find their way to sound international education programs. The readers of this volume will also find accounts of experiences in teaching in the Asian-Pacific region. They too see many things differently.

In this volume, the readers will also find factual information which should be helpful to those developing programs of international education studies in their own bailiwicks. Described are understandings and interpretations of current practices and relevant approaches. Likewise many resources for preparing educators for similar situations, as well as extensive listings of selected readings are available.

I applaud this volume's editors, Ramsey Ding-Yee Koo, Ben Cheong Choi, Maria Rita D. Lucas, and Tak Cheung Chan for their diligence and persistence in identifying recent and meaningful approaches that are "dramatically" changing (reforming) the educational landscape of the Asian-Pacific region. You should find their samplings in the field of international education studies as reported in this volume a stimulus to your own independent thinking about what are essential ingredients for sound educational practices. That authors of good will differ as well as agree on approaches is all to the good. In international education studies there are many good roads that lead to Rome.

## Notes on Contributors

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### **Gennievie R. ADA**

Gennievie R. ADA is a graduate of Bachelor of Arts in Psychology, Bachelor of Science in Business Management, and Master of Arts in Childhood Education. She worked as a full time preschool teacher and a part-time college professor at Miriam College, Philippines. Her research, *Preschoolers' Verbal Interaction and Letter Identification Skill: Television Cartoon Characters as Visual Aids*, was awarded during the President's Awards for Research in Miriam College in 2006. She presented the study at the Philippine Association for Graduate Education seminar held in Our Lady of Fatima University, Valenzuela City. She is currently completing a writing workbook for Filipino preschool children.

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Sarah AI-Juraid is a special education teacher at a pre-K through 3rd grade elementary school in Madisonville, LA with the St. Tammany Parish School Board, U.S.A. Sarah teaches reading to 1st through 3rd grade students in a resource setting. She is also a parent advocate and the mother of 3 children, one of whom is autistic.

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Karen T. Backor is an education instructor at Schreiner University in Kerrville, Texas, U.S.A. She is interested in the role of ritual in promoting a sense of classroom community and character development. She has conducted a project dealing with classroom ritual as part of a doctoral collaborative research.

### **Danilo M. BAYLEN**

Danilo M. Baylen is Associate Professor of Media and Instructional Technology at University of West Georgia, U.S.A. His current research interests include technology integration across the P-12 curriculum, online learning and teaching strategies, and instructional design and development initiatives. He is actively involved with the Association for Childhood Education International, Association for Educational Communications and Technology, National Writing Project, and the annual Technology, Colleges and Community (TCC) worldwide online conference.

### **Titus BROWN**

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### **Shing Kun CHAN**

Shing Kun Chan is Assistant Professor of Department of Educational Psychology, Counseling and Learning Needs at Hong Kong Institute of Education, Hong Kong. His recent publications are two book chapters: "From routine practice to innovation: An example of a creative thinking curriculum in a Hong Kong primary school" (2007) in *Fostering Creativity and Effectiveness of Teaching* and "The attributional analysis of creative teaching" (2007) in *Adolescent Development and Creativity*. His research focuses on creativity in education, child development and learning.

## **Tak Cheung CHAN**

Tak Cheung Chan, Professor of Educational Leadership, Kennesaw State University, U.S.A., is a former school teacher and administrator in Hong Kong. For fifteen years, he held responsible administrative positions at the district level of Greenville County School District, South Carolina, Cobb County School District and Gwinnett County School District, Georgia, U.S.A. He also served as a faculty for seven years at the educational leadership departments of Valdosta State University and Georgia Southern University, USA. His academic interests include educational planning, school facilities planning, school business management, and international education.

## **Christine CHEN**

Christine Chen is the Founder President of the Association for Child Care Educators (ACCE) and the Founder and President of the Association for Early Childhood Educators-Singapore (AECES). She has been advocating for professional development and learning for educators for 20 years. Dr. Chen served as a member of the Child Care Personnel Accreditation Committee with the then Ministry of Community Development to look into accreditation matters as well as development for the whole profession. She is also a member of the Early Childhood Education Advisory Committee, Ngee Ann Polytechnic, Singapore. Her interest lies in coaching and mentoring teachers and their leaders in promoting reflective practice and change.

## **Ben Cheong CHOI**

Ben C. Choi is Assistant Professor of the Department of Early Childhood Education and Deputy Head of the Centre for Early Childhood Research and Development, Hong Kong Institute of Education. Dr. Choi formerly served as Lecturer at the Faculty of Education, Macao University, Department of Educational Planning & Administration, Hong Kong Institute of Education and Senior Officer at the Education and Youth Affairs Bureau, Macao. His research interest is on teacher education and education administration and policy. Recent studies include education and support programmes for newly arrived and/or cross-border students from the Mainland, sense of self-efficacy of kindergarten principals and national identity of pre-primary pupils. Dr. Choi has been a consultant to the Education and Youth Affairs Bureau, Macao on education and youth affairs projects since 2003.

## **Kathleen FITE**

Kathleen Fite is professor of education at Texas State University, U.S.A. She is interested in the role of ritual in promoting a sense of classroom community and character development.

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Karen K. Foster teaches literacy related courses at the University of Central Missouri, U.S.A. She is currently Association for Childhood Education International Executive Board as the Member-at-Large #1 (2007-2010). Research interests include documenting speech patterns of pre-service teachers, improving the reflective portfolio process, and enhancing self-awareness through electronic video critiques.

## **Xiaodan HUANG**

Xiaodan Huang is Professor of Education at the Department of Teacher Education of Shawnee State University, Ohio, U.S.A. Her research interests range from teacher education policy to multicultural education. For the past eight years, she has been involved in the English language immersion project in China, visiting the immersion schools, observing teaching, and developing curriculum for the project.



## **Yukiko INOUE**

Yukiko Inoue is Professor of Educational Psychology and Research in the School of Education, University of Guam. Inoue is also Head of the Educational Research and Technology Department. Her research interests include interdisciplinary studies on student learning and development, educational technology for diverse learners, improving university teaching and learning, and social contexts and learning in higher education. Inoue is the co-author of *Teaching with Educational Technology: The Case of the Asia-Pacific Region*, and the editor of *Technology and Diversity in Higher Education: New Challenges, and Online Learning for Lifelong Learning*. She is also a poet and the author of *Roses, You Must Be*, and *The Window That Reveals Tomorrow*.

## **Marilyn N. Malloy JACKON**

Marilyn N. Malloy Jackson is Associate Professor of Early Childhood Education at the University of Guam where she is responsible for teaching practice, pre-service, in-service courses, and research activity at the undergraduate and graduate levels. She is Advisor and Program Coordinator, and former Director of the Early Childhood Infant/Toddler and Preschool Demonstration Laboratory Centers. Her research interests are in emergent reading and literacy development. She is engaged in publishing Children's Literature, and writing local Culturally Responsive Books for young children. Since 1970, Dr. Jackson has trained and prepared hundreds of teachers and child care providers in Guam and the Pacific Region. She is the founder of *the Guam Child Care and Development Association*. Her interest in professional development for educators and her long time passion for young children's learning earned her the University of Guam 1998 and 2004 Faculty Award for Excellence in Service.

## **Binbin JIANG**

Binbin Jiang is Associate Professor in the Department of Educational Leadership of the Bagwell college of Education at Kennesaw State University, U.S.A. She has over 20 years of experience in teaching and educational administration. Her research and publications are in the areas of teaching English as a second/foreign language, multicultural education, international education, professional development in cross-cultural contexts, and action research.

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Putai Jin works at School of Education, the University of New South Wales, Sydney 2052, Australia. He has published his research in the areas of quantitative methods, motivation, psychophysiology, language learning, and personality in *Psychological Bulletin*, *Journal of Educational Psychology*, *Organizational Behavior and Human Decision Processes*, *American Behavioral Scientist*, *Journal of Psychosomatic Research*, *Contemporary Educational Psychology*, *Journal of Research and Development in Education*, *Journal for the Education of the Gifted*, and *Journal of Sport Behavior*. He is the author of "Human Factors" and contributes chapters to a number of books.

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Ramsey D. Y. KOO is the Founding and Past-President of the Association for Childhood Education International-Hong Kong and Macau (ACEI-HKM). He was a Senior Lecturer in the Department of Educational Policy and Administration (1997-2005) at the Hong Kong Institute of Education, Director of Educational Research Center at the University of Macau (1992-1995), and Director of Mathematics and Science Program (1980-1986) at Lincoln University in San Francisco, California, USA. He is co-editor of six books about education development and curriculum reform in Hong Kong, Macau, and mainland China, visiting professor at the Georgia Southern University in 2003, and currently serves as Co-Chair of the ACEI-HKM Publication Committee, a reviewer of the Journal of Basic Education, and volunteer worker for the San Francisco School Volunteers Program at the John Muir Elementary School. His research interests include education policy and curriculum innovation, teacher professionalization, school and community partnership, rural education, multiculturalism, language issues, educational philosophy (existentialism, Confucianism & Buddhism), cross-national and comparative methods, mathematics and astronomy education.

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Percy L. Y. Kwok is International Consultant in IT Education and Private Tutoring. His past professional tasks include interim evaluation of IT education policy for the Hong Kong Special Administrative Region government, web administration of several international associations in Comparative and International Education and sustainable establishment of an inter-school, cross-country web-based learning platform at primary and secondary levels in Hong Kong, China, Singapore, United Kingdom and the United States of America. In 2004-2007, Dr Kwok was Principal of an innovative IT continuing education center called Pui Ching Education Centre for training some high school leavers to become IT assistants in Hong Kong schools. His main research focuses on student co-construction of new knowledge through electronic portfolio and related electronic leadership contexts in cross-regional perspectives (one recent publication in *Encyclopedia of Multimedia Technology and Networking*, Second Edition), demand-supply mechanism of private tutoring in basic education and lifelong learning policy in Asia-Pacific rim.

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Richard Laidlaw works in Stockland, Sydney, Australia. He received his Bachelor of Education and Master of Education (Research and Adult Learning Majors) at University of Technology, Sydney, and then completed his Doctor of Education degree in 2004 at the University of New South Wales, Sydney, Australia. He was also awarded a Churchill Fellowship. He worked as Manager VIC & TAS, Australian Student Traineeship Foundation (Government Agency in Education Management Industry) and Senior Manager, Learning & Development in Ernst & Young (Partnership). Currently, Dr. Richard Laidlaw is General Manager HR "C Retail in Stockland. His research interests include School to Work initiatives and effective learning processes.

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Robert C. Morris, Professor of Educational Leadership at the University of West Georgia, is a former middle and secondary school teacher. He has held professorships at the University of South Carolina, Northern Illinois University and Auburn University. He has been a Dean of Education at the University of Indianapolis and a Department Chair at Georgia Southern University. His primary teaching responsibilities include: Human Resources Management and School & Community Relations. His main research interests are focused on curriculum development and innovative instructional programs. He has most recently been investigating youth at-risk, discipline issues, and school violence.

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Leslie A. Oja is a health educator and executive director of her consulting firm with a specialization in the social, emotional, and physical challenges of children. Her current research on the global effects of stress, trauma, and violence on learning and health especially with challenged children was brought to the attention of Save the Children-UK where she is a committee member advancing this issue. She is also recognized by the Inter-Agency Network For Education in Emergencies (INEE) and the Women's Commission for Refugee Women & Children. She has published in major journals on topics related to education and healthcare.

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Vidya Thirumurthy is Assistant Professor of Early Childhood and Elementary Education at Pacific Lutheran University, Tacoma, WA, U.S.A. She holds the elected office of Secretary and Treasurer of the Association for Childhood Education International (ACEI) for 2008-2011. Her primary research areas include cross-cultural comparisons of early childhood and elementary education, and socio-cultural contexts for teaching and learning. She has authored and co-authored numerous articles in professional journals. She currently serves on the publication committee of ACEI.

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