

EDUCATION IN THE ASIA-PACIFIC REGION SERIES

# **New Paradigm for Re-engineering Education**

**Globalization, Localization  
and Individualization**

*by*

**Yin Cheong Cheng**



ASIA-PACIFIC EDUCATIONAL  
RESEARCH ASSOCIATION



**Springer**

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*Asia-Pacific Educational Research Association*

*The Hong Kong Institute of Education, China*



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# NEW PARADIGM FOR RE-ENGINEERING EDUCATION

# EDUCATION IN THE ASIA-PACIFIC REGION: ISSUES, CONCERNS AND PROSPECTS

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Volume 6

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## SERIES SCOPE

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The purpose of this Series is to meet the needs of those interested in an in-depth analysis of current developments in education and schooling in the vast and diverse Asia-Pacific Region. The Series will be invaluable for educational researchers, policy makers and practitioners, who want to better understand the major issues, concerns and prospects regarding educational developments in the Asia-Pacific region.

The Series complements the *Handbook of Educational Research in the Asia-Pacific Region*, with the elaboration of specific topics, themes and case studies in greater breadth and depth than is possible in the Handbook.

Topics to be covered in the Series include: secondary education reform; reorientation of primary education to achieve education for all; re-engineering education for change; the arts in education; evaluation and assessment; the moral curriculum and values education; technical and vocational education for the world of work; teachers and teaching in society; organisation and management of education; education in rural and remote areas; and, education of the disadvantaged.

Although specifically focusing on major educational innovations for development in the Asia-Pacific region, the Series is directed at an international audience.

The Series *Education in the Asia-Pacific Region: Issues, Concerns and Prospects*, and the *Handbook of Educational Research in the Asia-Pacific Region*, are both publications of the Asia-Pacific Educational Research Association.

Those interested in obtaining more information about the Monograph Series, or who wish to explore the possibility of contributing a manuscript, should (in the first instance) contact the publishers.

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## INTRODUCTION BY THE SERIES EDITORS

Many important developments have occurred within countries in the Asia-Pacific region, particularly over the past two decades, with regard to rapid rates of economic growth, and social, political and technological change. As a result, many commentators speculate that, despite some recent economic set-backs in some countries in Asia-Pacific, the region is poised to become the economic powerhouse of the 21<sup>st</sup> Century.

Although such rapid change and development have had a generally positive impact on raising living standards, they have also contributed to various development-related problems, such as environmental degradation and major inequalities in income distribution, both within and between countries.

Perhaps more than ever before, education and schooling are seen as essential contributors to economic development and a key influence in helping overcome development-related problems. However, to realize its full potential to positively influence economic, socio-cultural and political development, education systems cannot be static, but need to adjust and modify over time. In many cases, it is argued that systems need to be 're-engineered', anything less being just 'tinkering with existing systems' which is likely to yield few benefits.

The re-engineering concept is one which aims at taking education and educators out of the catch-up mode and placing them at the leading edge of the development process. It seeks to ensure that education adjusts (often radically) to meet the changing needs of both individuals and the societies they live in.

In this regard, the International Commission on Education for the Twenty-First Century (*Learning: The Treasure Within*, UNESCO, 1996), headed by Jacques Delors, has pointed out that new lifestyles and work patterns require shifts in the old educational paradigm where formal schooling was a preparation for life. The paradigm was useful in the past, when a life cycle was predictably one of study, then work, and then retirement. But that linear paradigm has given way to several consecutive and even simultaneous professional pursuits in one lifetime, plus the new knowledge often required that was not available in the school years, plus the increasing tendency to interrupt productive work with either extended leisure or extended study. The educational system must change to become one geared towards lifelong learning, where it offers education for any phase in one's life, more akin to an open supermarket rather than a closed assembly line.

There are at least three aspects of change that result in applying real pressure on educational systems to 're-engineer' or else face the dire consequences, these being: the growth of student numbers which requires a quantum leap in education capacity; the widespread, real revolution in informatics and communication technology, that should have profound effects on the way education and schooling should be re-conceptualised; and, accompanying this phenomenon, is the virtual explosion of available information to the average person so that the learner is no longer in a desert

looking for an oasis of information, but is instead in an ocean of information looking how to use it selectively and not drown in it.

In fact the bottom line is that in many cases re-engineering is no longer a choice: the dramatic transformation of society requires that the educational system adapt and change, or face obsolescence.

In his new book **New Paradigm for Re-engineering Education: Globalization, Localization and Individualization**, which is published here in the Springer Book Series on Education in the Asia-Pacific region, Professor Yin Cheong Cheng from The Hong Kong Institute of Education, argues that there is profound need for a paradigm shift in education and its reform to meet the challenges in the new millennium. These challenges include rapid globalization, the tremendous impact of information technology, international transformation towards a knowledge-driven economy, and strong demands for societal developments. The author argues, in resending his thesis for change and for the re-engineering of education, in terms of three main areas of paradigm change: a new paradigm for education reform; a new paradigm for educational leadership; and, re-engineering school management for effectiveness.

Although this book mainly looks at issues, concerns and prospects regarding the re-engineering of education in countries in the Asia-Pacific region, the success stories and lessons learnt also have considerable relevance for other parts of the world.

Rupert Maclean, Director of the UNESCO-UNEVOC International Centre, Bonn, Germany; and

Ryo Watanabe, Director, Department for International Research and Cooperation, National Institute for Educational Policy Research (NIER) of Japan, Tokyo.

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## PREFACE

Education determines the future developments of individuals and the society in the new millennium. As a scholar in education, I have been so excited to have opportunities to observe the key educational reforms in the past decade in different parts of the world and to undertake some research programmes on them. From these experiences, I have deeply understood that huge challenges and opportunities have arisen in education in the new era of globalization and transformation. Numerous educators, scholars and national leaders in the Asia-Pacific Region and its counterparts are making great efforts at different levels to improve practices and develop innovations in pursuit of quality education and effective schooling. They are leading and transforming their schools strategically with a hope to prepare their next generation successfully for the future in a fast changing environment. However, the local and international experiences in the past reforms have provided many painful failure lessons, showing that in meeting the serious challenges of globalization there is an urgent need for a new paradigm of reengineering education and a set of coherent implementation strategies for the success of educational change. Otherwise, all efforts of educational reforms will result in failures and frustrations.

In previous years, I had focused mainly on studying school-based management and educational effectiveness. I was very pleased to see that my book “*School Effectiveness and School-based Management: A Mechanism for Development*” published by Falmer Press (London) in 1996 has been highly commended by educators, scholars, change agents and policy makers in many countries and now it has been published into four languages and widely distributed in the international community. Since 1998, I had opportunities to conduct in-depth studies of the paradigm shift in world-wide educational reforms that were echoing to the emergence and impacts of globalization and information technology. In December 1999, the UNESCO Asia-Pacific Centre of Educational Innovation for Development (ACEID) invited me to give a keynote speech at the 5<sup>th</sup> International Conference on *Reforming Learning, Curriculum and Pedagogy: Innovative Visions for the New Century*. This was the first time I presented the new paradigm for reforming education in general and curriculum and pedagogy in particular with key concepts of globalization, localization, individualization, and contextualized multiple intelligences. This keynote speech had got very good and long lasting responses from education leaders and scholars and its publication as a journal article in the *International Journal of Educational Management* had won the Highly Commended Award of the Literati Club of UK in 2001. Since then, I was totally committed into the research and observation of educational reforms particularly in the Asia-Pacific Region.

In recent three years, I was so honored to be invited by various international organizations and countries to give over 30 keynote or plenary speeches on education reforms and changes at international or national conferences held in various parts of the world. With these opportunities, I had further observed and recognized the complex issues arising from educational reforms in many countries and I deeply

felt the importance and necessity of an innovative and comprehensive paradigm to reengineering education for the new century. Therefore, based on my recent research outcomes and international observations, this book was written with aims to bring out a new paradigm including various new concepts and theories for reengineering education. I hope that this book can provide educators, change agents, researchers, and policy-makers in the Region or other parts of the world with a comprehensive and new perspective to conduct educational reforms, enhance leadership and change school management in a context of globalization, localization and individualization.

The book has 21 chapters in three sections. Section I “*New Paradigm for Education Reform*” including eight chapters, provides a new paradigm for reengineering education from the traditional site-bounded model to a new triplization model that includes globalization, localization and individualization in education for developing students’ contextualized multiple intelligence (CMI) (ch.1). It also illustrates how world-wide education reforms experience three waves on pursuing internal, interface and future effectiveness of education at different levels (ch.2). In order to promote localization particularly in developing countries in the Asia-Pacific Region, this section elaborates how multiple theories can be used to foster local knowledge and human development in the process of globalizing education (ch.3). To enhance individualization in education, a new theory of self-learning in a networked human and information technology environment is proposed (ch.4). The section describes how education reform policies can be reformulated and reanalyzed with a comprehensive framework and an economic perspective in a context of the new paradigm (ch.5 & 6). At the end, the trends and challenges of education reforms in the Asia-Pacific Region are also reported and discussed (ch.7 & 8).

Section II “*New Paradigm for Educational Leadership*” with five chapters aims to elaborate how the nature, role and practice of school leadership in the Asia-Pacific Region and its counterparts can be transformed towards a new paradigm and respond to the three waves of education reforms (ch.9 & 10). This section further illustrates how principals’ leadership can be reconceptualized and redeveloped to lead strategic management and action learning for school development in a fast changing local and global environment (ch.11). As the key leader to reengineer education at the site level, the role and characteristics of school leadership as related to school performance and societal culture are also analyzed with empirical evidence (ch.12 & 13).

Section III “*Re-engineering School Management for Effectiveness*” with eight chapters aims to provide various practical frameworks for reengineering school management processes and implementing changes in school practices. The ways how to manage the conceptual issues and practical dilemmas in evaluation of school effectiveness and how to develop a comprehensive framework for monitoring education quality provided at multi-levels are illustrated and discussed (ch.14, 15 & 16). Given teachers as key actors of education, this section elaborates how to manage teacher effectiveness in multi-dimensions with multiple models and how to implement multi-level self-management with empirical evidence (ch.17 & 18). To promote localization in education, the ways how to reengineer total home-school partnership, promote parental involvement in school education, and manage school crisis with new frameworks and multi-perspectives are also presented at the end of this section (ch.19, 20 & 21).

The new paradigm and related key concepts and frameworks presented in this book would benefit a wide range of audiences such as educators, leaders, educational officers, school practitioners, change agents, and researchers who are concerned with educational reforms, curriculum changes, paradigm shifts in education, school improvement, school-based management and teacher development in the Asia-Pacific Region and other parts of the world.

I would like to take this opportunity to thank my research partners and previous research students who have made a lot of contribution to the development of my research work in the past years. In particular I am strongly indebted to Dr. Magdalena Mok, Dr. Kwok Hung Ng, Dr. Pong Yiu Yuen, Dr. Kwok Tung Tsui, Dr. Wing Ming Cheung, and Dr. Wai Ming Tam for their co-authored contribution to Chapters 4, 5, 11, and 17–21 respectively. The help of Ms Jasmine Sit and Ms Candy Chan in preparing the manuscript is also appreciated.

Also I would like to express my thanks to *Asia-Pacific Journal of Education*, *Asia-Pacific Educational Researcher*, *Cambridge Journal of Education*, *International Journal of Educational Management*, *Journal of Educational Research*, *School Effectiveness and School Improvement*, *School Leadership and Management*, and Kluwer Academic Publishers for their kind permission for me to adapt the materials of my/our articles that had been published in their journals or books.

My special thanks go to Dr. Rupert Maclean, the director of UNESCO-UNEVOC International Centre for Education and Mr. Michel Lokhorst, the senior publishing editor for their support to the publication of this book.

The warm invitations from international organizations and countries to me as a keynote speaker at their international conferences have been strongly encouraging and stimulating my research works in these years. I am very thankful to them, particularly APEC, UNESCO, UNICEF, ICER, ICSEI (Australia, Hong Kong and Canada), International Baccalaureate Organization (IBO), Ford Foundation, SEAMEO RIHED (with Chulalongkorn University), NIEPA and NCERT (India), ONEC/OEC (Thailand), ACEA (Australia), NIER (Japan), Ministry of Education of Israel, Ministry of Education of Malaysia (with University of Malaya), iAPED (Korea), Scandinavian-Pacific Conference (Sweden), ICTED (Philippine), International Society of Teacher Education, Singapore Educational Research Association, Japanese Society for the Studies on Teacher Education, Chinese Society of Higher Normal Education (Mainland China), Chinese Educational Research Association (Taiwan).

Finally, I would like to dedicate this book to all the school practitioners, educators, policy-makers and researchers who are making great efforts to pursue a better education for the future of their students and the global community.

**Yin Cheong Cheng**  
Hong Kong  
October 2004

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