

Report on Seminar for Educational Administrators from Developing Countries –
2018
China



Basic introduction

Participants:

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Duration of Seminar: 20 Days (8th June, 2018, to 28th June 2018)

Host Country and City: Shanghai, China

Host institute: East China Normal University, Shanghai, China

The East China Normal University (ECNU) was founded in October 1951. Over sixty years of development has shaped ECNU into one of the key institutions of higher learning under the direct auspices of the Ministry of Education, influential both at home and abroad. It is a member university of project211 and project985 in 2017, the university was listed as tier A member university for the development of world first-class universities of China and hence started the new journey ever since.

Since China opened up to the world in 1978, ECNU has developed at a breathtaking pace into a comprehensive research university. At present, the university has three faculties, 27 full-time schools, two colleges, 8 advanced research institutes, a college of further education, and a national training center for secondary principals offering 83 undergraduate programs in humanities, education, science, engineering, economics, management, philosophy, psychology, law, history and art. Besides that, the university also offers 27 doctoral programs of the state disciplines, 36 master's programs of the state's primary disciplines.

Among the total staff of 4,105, there are 2,269 full-time faculty members, including 12 national academicians and 1,815 professors and associate professors. Currently there are 15,809

undergraduate students, 18,571 graduate students, and 6,000 international students on campus per year.

About Seminar: There are 54 participants in 18 countries among Asia, Africa, Caribbean and Europe. We arrived on 7th June 2018 to the Shanghai, China.

The Opening Ceremony: We had a grand opening ceremony on 8th June 2018 at Meeting Room, Fifth floor, Artels, Shanghai, China. Assoc. Prof. PENG Li-Ping, Director, International Center for teacher Education, East China Normal University was the Chair Person of this event.

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Lecture 01: China's Education Development through Economics and Social Development, by Prof. Liu Chang

Lecture 02: Educational Policy and Education Reform: An Introduction to Education Reforms in China.

Lecture 03: TALIS Result, Teachers Policy and CPD System in Shanghai by Assoc. Prof. Peng Lipeng

Lecture 04: Quality Education No: 2, Secondary School Attached to ECNU, Prof.: Chen Shengqing.

Lecture: 05: An Introduction to Confucius and Chinese Culture Assoc. Prof. Peng Lipeng

Lecture 06: Chinese Principal Standards and Training Assoc. Prof. Zhang Junhua

Lecture 07: Evolution of Educational Policies in Rural Areas, China. Prof. Wang Li

Lecture 08: Elementary Education Reform Practice of Huangpu Districts: Party Secretary Cao Genlin.

Lecture 09: Educational Reforms in Australia by Prof. Glenn Withers

Lecture 10: Priorities of Global Education by Prof. Glenn Withers

Lecture 11: Educational Supervision and Quality Improvement by prof. Ko-Chih Tung

Lecture 12: Education Agenda 2030 for Sustainable Development by prof. Ko-Chih Tung

Lecture 13: Learning Achievement Assessment and Quality Assurance by prof. Ko-Chih Tung.

Lecture 14: The Application of Information Technology in Basic Education in China, Prof. Gu Xiaoqing,

Lecture 15: Internet plus and Technical-vocational Education and Economics Development in China, Prof. Shi Weiping.

Lecture 16: The Management of Higher Educational Institutions in China, prof. Jiang Bo.

Lecture 17: Trends of Educational Reform in OECD, Prof. Robert Coelen.

Lecture 18: Education and Innovation, Prof. Robert Coelen.

Lecture 19: Schooling and its supplements: Global perspectives and their implications for policy, Prof. Mark Bray.

Discussions:

- 1. Discussion 1: System and Experience of District-level Teacher Training in Shanghai**
- 2. Discussion 2: Primary School Affiliated to Jinshan Teacher Training College**

Cultural Experience

Cultural Experience 01 and 02: the Bund and Yuyan Garden:

Cultural Experience 03: Chinese Calligraphy:

Cultural Experience 04: Ancient Chinese Garden and Architectural Culture: Summer Place, Beijing

Cultural Experience 05: Chinese History and Tea Culture: China national Tea museum Hangzhou

Cultural Experience 06: Chinese Martial Art, Taijiquan

Field Trip:

Field Trip: 01, and 02 Shanghai Museum:

Field Trip 03: Zizhu Elementary School Attached to ECNU

Field trip 04: Ancient Chinese History, Great Wall, Beijing

Field trip 05: Ancient Chinese History: Palace Museum, Beijing

Field Trip 06: Chinese Education History and Ancient Examination system

Field trip 07: Shanghai Luwan Middle School

Field trip 08: Hangzhou Modern Educational History

Lecture 01: China's Education Development through Economics and Social Development, by Prof. Liu Chang

China's Economics and Social Development: China's extended boom began at remarkably low levels of income and consumption. Its growth spurt is remarkable for its geographic spread as well as its speed and longevity. Fated Capitalism in Republican China, 1912-1949-Command Economy under Mao Zedong, 1949-1976 Building a socialist economy; Land reform and collectivization of agriculture, Nationalization of industry, banking, and commerce. It is noted that in China's Reform Since 1978 on Economic Reforms, Opening China to the World, Moderate Political Reforms. There are many Future Challenges such as Economic Problems, Social and Political Problems, Population, Resources, and Environmental Crisis and Changing Governing Philosophy of the CCP.

Lecture 02: Educational Policy and Education Reform: An Introduction to Education Reforms in China.

The School System in China, students usually enroll in pre-school at age two or three, and leave pre-school at the age of six. Pre-school education is not compulsory, and many pre-schools are privately owned. In China, students must complete nine years of compulsory education. Most students spend six years in primary school, though a few school systems use a five year cycle for primary school. Primary education starts at age six for most children. This is followed by three to four years of junior secondary education. The gross enrolment ratio for primary education in 2014 was 103% compared with 104% in 2006, while for secondary education gross enrolment ratio was 94% compared with 64% in 2006 (UNESCO-UIS, 2016)

After finishing compulsory education, students can choose whether to continue with senior secondary education. Senior secondary education takes three years. There are five types of senior secondary schools in China: general senior secondary, technical or specialized secondary, adult secondary, vocational secondary and crafts schools. The last four are referred to as secondary vocational schools. Students undergo a public examination called Zhongkao before entering senior secondary schools, and admission depends on one's score on this examination. The government uses examination results from Zhongkao to assign students to different senior secondary schools.

Lecture 03: TALIS Result, Teachers Policy and CPD System in Shanghai by Assoc. Prof. Peng Lipeng

Teaching and Learning International Survey (TALIS) is in nature a cross action questionnaire survey to find work conditions, professional development and teaching practice of teachers in different countries by OECD after programme for International Student Assessment (PISA).

In recent years in Shanghai, a sound system of continuing professional development (CPD) for teachers established. Under the national law and regulation the Ministry of Education has released a series of CPD standards for teachers since 2012. Shanghai Municipal Education Commission has accordingly established a series of its own localized documents forming the foundation of the guidance, assessment and supervision system of city-wide CPD for teachers. Annual CPD plan and training programs have been developed and carried out by the educational bureaus in 16 districts, and CPD actions are embedded in communities of practice, either within schools or across schools.

Lecture 04: Quality Education No: 2, Secondary School Attached to ECNU:

The school was founded in 1958 and located within ECNU campus. There was a need for the university to establish the educational experiment base so as to get their students trained and prepared for their future teaching profession. This school is under direct auspices of the country's Ministry of Education other than Shanghai Foreign Language School, a school specialized in foreign language. This high school is also known as one of the best four high schools in Shanghai. It's a boarding school and at present, has a total of more than 1400 students and a total staff of 140. In 1999, its International Division was established and approved by the Shanghai Municipal Government for enrolling foreign students, aged 12 to 18, for junior and senior high school education.

Lecture: 05: An Introduction to Confucius and Chinese Culture

Confucianism is a system of thought based on the teachings of Confucius, who lived from 551 to 479 B.C.E. Confucius is the most revered person in Chinese history and is accorded such titles as Sage of All Time/Generations and the First Teacher.

He has proved to be the greatest influence over the Chinese character. Besides being a great educationist, thinker and unsuccessful politician, he was first of all an intellect with a noble morality. He pursued truth, kindness and perfection throughout his life and his success and failure were largely due to his character, which had an everlasting impact on Chinese intellect. The first of these broke with tradition as only the aristocracy had the privilege of education. He also proposed a complete set of principles concerning study. He said, "Studying without thinking leads to confusion; thinking without studying leads to laziness. Influenced by Confucianism, in Chinese culture, an intellectual is not limited in study alone. Confucianism was further developed by Mencius (372B.C.-289B.C.) and Xun Zi. It was in the reign of Emperor Wu during the Han Dynasty that it was promoted to being the state ideology. In the coming Wei and Jin Dynasties, Confucianism coexisted with Buddhism and Taoism. Up to the Sui and Tang Dynasties, the struggle for dominance between the three became heated. The Song Dynasty witnessed a vital period of its development.

Lecture 06: Chinese Principal Standards and Training

China has been focused on the importance of making sure the most capable instructional experts are leading schools. The Ministry of Education articulated National School Principal Qualifications and Job Requirements that guide the selection, annual assessment, and training of primary and secondary principal.

The Ministry of Education has moved to professionalize the job and introduces processes for promotion, compensation, and appraisal as a means of driving school improvement. Recently the MOE launched the national Professional Standards for Compulsory Education principal benchmarked against examples from around the world. In 2014 the MOE implemented the National Training Program and Secondary School Principal.

Lecture 07: Evolution of Educational Policies in Rural Areas, China.

In the past three decades China has made impressive gains in sending rural children to school. This has helped fuel its rise as a low-end manufacturing power. But the easy gains have been achieved. If the country is to create the "knowledge economy" it says it wants, the government

will have to change the way rural teenagers are educated and schools in the countryside are funded. Completion of junior middle-school has been compulsory since 1986. (Middle-school in China refers to the six years of education before university.) In big cities it is already the norm to finish the remaining three years, known as senior middle-school. In the countryside growing numbers are entering senior middle-school too, but it is far less common. In 1990 just 7% of rural students did so.

Lecture 08: Elementary Education Reform Practice of Huangpu Districts:

Huangpu District education is well-established with a profound foundation. Huangpu District was approved as an experimental area for comprehensive education reform. According to the basic and current conditions of local education development, Huangpu education follows the regular pattern of education and teaching and students' growth, Huangpu is building school districts and groups for compulsory education in an orderly manner. In terms of primary education, basing on schools' characteristics and the principle of resource complementarity, Huangpu has established the five major education coordination areas initiated by five primary schools and finally covered all 29 primary schools in the area, achieving an early success in realizing co-construction and sharing of resource, mutual promotion of school running qualities, and overall improvement of education quality in the district.

Lecture 11, 12 and 13 Educational Supervision and Quality Improvement, Learning Achievement Assessment and Quality Assurance, Education Agenda 2030 for Sustainable Development by prof. Ko-Chih Tung

Education Agenda 2030 for Sustainable Development Goals is to ensure equitable & inclusive quality education and lifelong learning for all. Inspection & supervision of implementation to ensure delivery of quality education as envisioned in the curriculum and required by Quality Assurance Framework. Assessment & evaluation of learning achievement to ensure attainment of learning outcome as envisioned in the curriculum and required by Quality Assurance Framework.

The term 'supervision services' covers all those services whose main function is to inspect, control, evaluate; and/or advise, assist and support school heads and teachers. External supervision is the work of inspectors, supervisors, advisers, counsellors, co-ordinators, facilitators, etc, and located outside the school, at local, regional or central levels.

Learning outcomes are statements of what students will learn in a class or in a class session. The statements are focused on student learning (What will students learn today?) rather than instructor teaching (What am I going to teach today?).

Lecture 14: The Application of Information Technology in Basic Education in China.

Over the last two decades, the rapid growth of ICT has become one of the most important topics discussed by the scholars in education. This is due to the capability of ICT in providing a dynamic and proactive teaching and learning environment. In line with the current digital era, teachers are required to integrate ICT in their daily teaching and replace their traditional methods with modern tools and facilities. The main focus of this lecture is on effectiveness of ICT integration in education.

Lecture 15: Internet plus and Technical-vocational Education and Economics Development in China.

After finishing compulsory education, students can choose whether to continue with senior secondary education. Senior secondary education takes three years. There are five types of senior secondary schools in China: general senior secondary, technical or specialised secondary, adult secondary, vocational secondary and crafts schools. The last four are referred to as secondary vocational schools. Students undergo a public examination called Zhongkao before entering senior secondary schools, and admission depends on one's score on this examination.

01. Cultural Experience

Cultural Experience 01 and 02: the Bund and Yuyan Garden: The Bund has been an important financial area since long ago. The Bund extending from East Yan'an Road to East Beijing Road now boasts many magnificent constructions in various classical western styles. Consequently it has become a financial center of the city and is referred as the 'Oriental Wall Street'.

Cultural Experience 03: Chinese Calligraphy: The history of Chinese calligraphy is as long as that of China itself. Calligraphy is one of the highest forms of Chinese art. In studying Chinese calligraphy one must learn something of the origins of Chinese language and of how they were originally written. However, except for those brought up in the artistic traditions of the country, its aesthetic significance seems to be very difficult to grasp. Chinese calligraphy serves the purpose of conveying thought but also shows the 'abstract' beauty of the line. Rhythm, line, and structure are more perfectly embodied in calligraphy than in painting or sculpture.

Cultural Experience 04: Ancient Chinese Garden and Architectural Culture: Summer Place

The vast imperial playground of the summer place was where the Qing court would escape during the oppressive summer months. It is now a splendid public park where local residence and foreign visitors can stroll, relax and bask Chinese ancient cultural legacy. Expensive green spaces and ornate structures are set around summer palace and beautiful Kunming Lake. The area has served as a royal summer home since the Jin Dynasty.

Cultural Experience 05: Chinese History and Tea Culture: China national Tea museum Hangzhou

China is the birthplace of tea with the longest history of tea culture. Today tea culture is a bright pearl in traditional Oriental culture. The China National Tea Museum was opened in Hangzhou, Zhejiang Province in 1991. It is located in Longjing (Dragon Well) Village, west of charming West Lake, and covers an area of 22,000 square meters.

Field Trip:

Field Trip: 01, and 02 Shanghai Museum: Established in 1952 the Shanghai Museum is a world-famous museum of ancient Chinese art. Its present building completed in 1996, is shaped with a square base and a round top attached with arches like a bronze Ding, indicating the ancient Chinese philosophy of the universe that the earth is square while the sky is round.

Field Trip 03: Zizhu Elementary School Attached to ECNU

I have been very impressed with the elementary education in Shanghai. It is much more intense and accelerated than what we are used to in the Sri Lanka, but I am continually amazed with what the kids are able to learn. By the end of first grade, the kids have built proficiency in single digit addition and subtraction. They have excellent systems for introducing and continually reinforcing these concepts so the kids understand the math inside and out.

Field trip 04: Ancient Chinese History, Great Wall, Beijing

The Great Wall of China is a true wonder of the world an absolute must see for any visitor. The combined sections snake a staggering 15,000 kilometers along the northern frontier of the ancient Chinese Kingdom, from the shores of the Bo Hai Sea to the deserts of Xinjiang. The Great Wall a symbol of China's ancient civilization, is one of the world's most famous ancient constructions. Construction of the Great Wall first began in the seventh century BC, during an era known as the Spring and Autumn Warring States period (770-476 BC). In 221 BC, after defeating the other Qin Dynasty.

Field trip 05: Ancient Chinese History: Palace Museum:

There are few sight in the world that will take your breath away like vast complex of temples and imperial building that comprise the Forbidden City. Located in the very Centre of Beijing, this is China's largest and best preserved set of ancient buildings. In 1406, during the reign of the third Ming emperor, Yongle, large scale construction of the Forbidden City began.

Field trip 07: Shanghai Luwan Middle School

Luwan Middle School lies in the town centre of Shangahi with a long history of more than 60 years. It owns superior condition and high quality education resources. The concept of Luwan Middle School is nature talent of integrity with science and humanities. The school's goal is to promotethe development of students and to be the first-class public school in Luwan District is the schools's driving force.

Field trip 08: Hangzhou Modern Eductional History

China National Silk Museum, located near the west Lake in Hangzhou, was the opened to the public in Feb 1992 and free of charge since 2004. After 26 years of development it has now become one of the first state-level museum in China. Where you'll find 9,000 square meters of displays, divited into several galleries in a typical southern Chinese garden of 40,000 square meters.





