Abstract

High School Innovation Strategies for a Tailored Career Demand Education

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This paper consists of six parts: introduction(chapter1), theoretical background and foundational research on school management system(chapter2,3,4), analytical research on school innovation strategy(chapter 5), and educational policy suggestions (chapter 6). Key points are such as following.

The purpose of the project is to improve curriculum implementation and supporting system of high schools, which is to eventually help providing individual career guidance for every student. It includes a variety of methods such as literature review, survey, big data analysis, and interview of focus group of experts.

The second chapter derives conceptual framework of the project through literature review, the present policy analysis, and related issues in the 2015 curriculum.

The third chapter addresses with survey and big data analysis focusing on the relation of high school students' career planning, related concerns, and school curriculum implementation. The result of the survey suggests that general high schools need to actively provide their students with opportunities for career search. Also it implies that it is important to continue school curriculum and career guidance in terms of effective

conversion of teaching strategies, learning places, and time management. The big data analysis is conducted on the third year students of middle school and the first year students of high school, which shows that both group say their greatest concern is to improve their academic achievement and have better chance in future career. The participating students say that they are relied on private tutoring in these matters. Compare to high schools with special purposes, general high schools are turned out to have more students who want to transfer to vocational high schools and vice versa.

The fourth chapter draws implications from case studies on needs-based curriculum in national and international circumstances. Among Korean high schools, the study investigates D high school which maintains small size classes and M girls' high school which entrusts education to local educational institutes. The study looks for international cases in Finland and the United States. The former has high schools which accommodates both national curriculum and students' need based curriculum. The latter provides cyber high schools in Illinois and 3D cyber high schools, which implies great possibility of online education.

Based on the result of those investigations, the fifth chapter suggests innovational strategies in four different ways.

Innovation Strategy1: "Individualization" of school based curriculum implementation

This strategy contains two tactics: individualization to meet student's need based curriculum implementation, and expansion of common curriculum implementation among schools. The first tactic can be conducted in providing compulsory courses for career guidance, modules of electives, school-developed courses, and conversing semester, as well as helping students to make three-year-study plan and individual time schedule. In order to contrive better condition for these, it needs to introduction of achievement evaluation system, revision of university entrance system, enhancement of academic advice, efficient use of school space for students' choice, appointment of teachers who can deal with educational cooperative program in general high schools. The second one is to reduce rigidly academic-oriented management in high schools and to present common courses for general high schools and specially-purposed high schools.

Innovation Strategy2: Community-connected curriculum implementation

It takes in entrusted programs and utilization of educational resource outside of schools. The first tactic needs to develop various learning places within local community, to make educational community based on cooperation between school and local society, to organize educational resources outside of schools and to bring together non-school activities. In order to enhance availability of the related supplies, it needs to promote flexible management of school curriculum, to establish an council inside of offices of education or self-governing bodies to review academic qualification, to arrange manuals for using learning place and manpower, to systemize procedures to approve learning places and activities, and to found exclusive staff to take care of connecting school and community.

Innovation Strategy3: Individualization of online courses implementation

This consists of two parts: to promote and to reinforce elective online courses ('credit type') and to provide better conditions for online courses ('learning support type').

The first part intends to present and to approve online courses, which includes specific tactics such as helping online curriculum through supporting schools, promoting scarce courses through online, and approving online courses. The second part is to make better use of digital educational materials, to enhance flipped learning through online educational contents, to arrange learning management system and educational contents organizing system, and to develop and organize online educational contents for career guidance as well as learning management system and learning material management system.

Innovation Strategy4: Organization of supporting curriculum implementation through providing analysis service on learning

This is to organize and manage service system on curriculum information, which encompasses making e-portfolio, and learning analysis system. This is supposed to be based on studies concerning analyses of learning, well-planned guidelines for management, teaching competence and administrative and financial supports.

The fourth chapter makes policy suggestions concerning high school innovation such as following.

Improvement of related educational administration.

Firstly, it addresses with non-grade system, career related courses, and conversing semester for career search, all of which are for flexible management of school curriculum implementation.

Secondly, it proposes that teachers need to be encouraged to have double majors. Also it suggests that to provide future teachers have opportunities to learn how to lead students as learning coordinators.

Lastly, it suggests revision of university entrance system to fulfil individualized curriculum.

Reorganization of educational environment

Flipped learning would be a solution to meet the career-related education in schools, which demands to establish an integrating environment of online learning materials and analyses service on learning.

Establishment of cooperative system and redefinition of roles

In order to meet the need-based curriculum management, it needs to redefine new roles for high schools, universities, and ministry of education. As for ministry of education, the present study proposes to bring together related administrative actions to manage and support need-based school curriculum as well as to establish an organization of teachers to help school curriculum management ('a consulting team for individualization of school curriculum').

For the universities, it needs to have expertise in high school curriculum and its evaluation. Also it would be helpful for them to provide high school educational information in accordance with majors and academic disciplines.

Also high schools are encouraged to connect, enhance, and utilize online high school and middle school programs of Korea Education Development Institute and their own online classes. It mentions that EBS programs should address a wide range of

career-related programs to help high school students.

This study suggests that Korea Institute of Curriculum and Evaluation should conduct an integrative analysis on high school curriculum, Korea Education and Research Information Service should develop a learning analysis system including a cloud-based e-portfolio system, and offices of education and high schools should do complementary service to protect individual information. Finally, it recommends that KEDI should consider establishing 'a center for individual need-based curriculum implementation' to provide integrative review and support on related issues. These should be followed by revision of laws and adjustment of educational budget.