

## Abstract

# Educational Innovation Outlook and Tasks(I)- Primary and Secondary Education

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This research has started from a critical awareness, 'How Korean education prepare for the future society and the future we desire?' This research mainly focuses on the areas in primary and secondary education within a big research called 'Educational Innovation Outlook and Challenges' to be implemented for two year. In year one, in 2016, we set a future vision for the primary and secondary education of Korea and explored areas to be innovated for realizing the vision. In year two, in 2017, we will propose innovative tasks in the areas of primary and secondary education to be implemented from 2018 to 2030. We used the following methodology in this research: literature review, Experts' Group operation, participation of Presidential Council for Future and Vision, TNA analysis for media data, and big data analysis for media data and research papers etc. Summarized research results by each chapter are presented as below:

Chapter 2 presents outlook for the future society from now to 2030 based on each area of STEEP (Society, Technology, Economy, Environment, Politics) analysis. In line with

this, this chapter discusses changes in the future school education discovered by previous research and reviews the future education visions and the related policies in major countries. Based on the analysis result, we drew the following implications. First, given that ‘change in population composition’ characterized by low birth rate and population aging, working age population will be sharply decreased, and thus we should regard each student as a precious asset and help them to make the best use of their potentials. In addition to this, social polarization between the rich and the poor will be deepen. Therefore, equal access to the education for the disadvantaged students should be ensured and an education welfare system should be reinforced to support these students. In order to avoid career break for women with higher education, a function for child care should be extended in primary and secondary schools in the future. Due to students from multi-cultural families, North Korean students, and increased population migration crossing the border, students will be diversified. Therefore, in spite of deepened global inequality, Korea education should ensure the education welfare system for the marginalized students including students from multi-cultural families to be sustainable, and public consensus for the need of the education welfare system should be formed accordingly. Second, we discussed a transition to the intelligence society led by technology innovation and changes in future school education. The primary and secondary education in the future should be restructured to a personalized learning system based on learners which enables them to critically select and understand the information they need and to identify personal interest on their own initiative in a deluge of information in a way that they feel happy about their learning. However, this inflow of new technology ensures to realize the ideals of school education which was not achievable in the past due to various restrictions. Third, as world is connected interdependently, the issues regarding climate change, energy depletion, natural disasters should be addressed at a global level not just by an individual country. Therefore, the primary and secondly school should highlight the education on environment and sustainable development and ensure students to recognize the environmental issues such as climate change as a global issue rather than an individual or national issue. Environment education based on a critical viewpoint should be highlighted. We should be able to examine fundamental causes of environmental problems. In line with this, considering our country’s own historical and political situations, we need to discuss schools’ change and response

to the reunification in the future, and also highlight education on preparation for reunification.

As mentioned above, discussions regarding prediction for future society and changes in school education have interlinked with discussions regarding changes in society such as population composition change, technology structure change and globalization. There are a variety of views on predicting future society and changes in education, but uncertainty of the future, impossibility of prediction and a rapid society change are common views. Therefore, the future education should be more flexible, sensible to the change, and lead and encourage changes for the better.

Chapter 3 confirms long-pending issues raised by three governments and newly raised innovation challenges as society changes through analysis of tasks related to education innovation led by each government. Furthermore, we drew major pending issues and the related policies in consideration of fundamental problems of Korean education which need to be solved when responding to new society in the future and setting a guideline for a new education vision, and we analyzed the outcome, restrictions and tasks to be improved for the pending issues and the related policies.

The educational innovation tasks of the three governments had been implemented to solve education problems in the past and to prepare for the future. As a result of analysis, long-pending unsolved issues include education expenses, teacher professionalism, curriculum, competitiveness, vocational education, globalization etc. Also, the issues which need to be solved for the future education are as the followings: First, the education which does not respond to the society change and the need of learners; second, an unhappy education for all members of school; third, uniformity and rigidity of the education system; fourth, ambiguity of the government and local government's roles and responsibilities for public education. The following analysis was drawn from the results above: First, the current public education system needs to be more flexibly redesigned. This school education system needs to focus on essence of education and fundamental education which maximize individual's potentials and informs students of happiness for learning. Furthermore, it needs to focus on nurturing learners' ability to contribute to sustainable development; second, trust for school education needs to be restored by resolving the long-pending

issues such as private education expenses, college admission system, equal access to education(education gaps); third, human resources(teaching staff), material resources(facilities and conditions), financial support system need to be re-examined; fourth, a governance system regarding the organization and operation of the public education require further examination and clarification. Recently, as indicated by conflicts regarding Nuri Curriculum and Free Lunch, allocation of roles and responsibilities between nation and local education authorities has become a problem. Apart from separation of administrative works by local authorities and the government, tensions and conflicts have been raised due to ambiguity of roles and range of cooperation between local community, local council, and local education authority within a local area. The nature and scope of public education should be dealt as a core issue in setting a guideline and visions for future education.

Based on the result above, Chapter 4 explored future visions for primary and secondary education of Korea and its area to be innovated. To this end, along with outlook analysis for the future change, we should reflect the essence of education that needs to be sustainable even though environment such as politics, economy, society and culture changes. However, answering to ‘what is the essence of education?’ is not easy. The essence of education in this research is to pursue both intrinsic value and extrinsic value or instrumental value of education. This implies that the current education cannot pursue only intrinsic value or extrinsic value of education. However, when we explored areas to be innovated in primary and secondary education to make a future society that we desire, we tried to not only realize the extrinsic value of education but also design educational visions of Korea education regardless of any changes in society. Therefore, this research presents a future vision of primary and secondary education of Korea as ‘Education which contributes to individual’s potential development and sustainable development’. In line with this, we set three innovative objectives of education of Korea. First, education that learners can enjoy learning. Second, education that responds to changes in society. Third, education for society integration.

In order for learners to feel happy about their learning, there are several areas required to be innovated: ‘personalized learning contents, methods and evaluation’ and ‘safe school

with healthy mind and healthy body'. The first one, 'personalized learning contents, methods and evaluation' means education that meets interest, motivation, aptitude and career path of learners. The second one, 'safe school with healthy mind and healthy body' refers to school education that pursues physical and mental health so that students can enjoy learning and pursue knowledge in their school life.

In order to achieve education that responds to changes in society, the following areas, 'resilient education system', 'teachers' role redefinition as facilitator for changes' and 'core competency based curriculum' should be innovated. The first one, 'resilient education system' refers to a variable education system to respond to education field oriented future society. Particularly, 'cooperative governance' and 'flexible school system' are included as main contents. The second one, 'teachers' role redefinition as facilitator for changes' is to set a direction for expertise development by redefining the roles of a teacher and a principal in future schools. The main contents are 'teachers' expertise improvement as competence developers of learners' and 'sustainable leadership of principal'. The third one, 'core competency based curriculum' is derived from the need that requires a change from the existing segmented subject oriented education to the competency based education that future society needs specifically. This research mainly proposed an implementation guideline focused on global citizenship education and personality education etc.

In order for learners with various social and economic backgrounds and ethnical backgrounds to live together, the following areas should be innovated: 'extending education welfare for educationally alienated groups' and 'establishing a transferring system for education welfare'. The first one, 'extending education welfare for vulnerable groups' aims to establish a system that provides an equal education opportunity and ensures a quality education for low-income families, students from North Korea, and multi-cultural families and so on. The second one, 'establishing a transferring system for education welfare' aims to clarify the roles and responsibilities of local governments and a central government for education welfare by inspecting the education welfare related transferring system such as Free Lunch, Child Care Center, and After School Program.

This research explored areas to be innovated in primary and secondary education and how the innovations should be implemented in preparation of future society from now to 2030. The second research which will be conducted in 2017 will present tasks to be

consistently implemented till 2030, tasks to be implemented from 2018 to 2022, and tasks to be implemented from 2023 to 2030 according to the result from the research conducted in year one, and will also present a roadmap to guide a right way to complete the tasks.

**Key words:** Future society, low birth rate and aging, intelligence society, polarization, inequality, educationally alienated group, education welfare, happiness of learning, personalized education based on learners, Educational Innovation, future vision of education.