

Toward a New Paradigm for Tomorrow's Schools and a Strategy for the New Wave Movement

Sangjin Han*

Introduction

Education reform is in full swing at every corner of the world.¹⁾ The rationale for educational reform might be different from country to country, but this seems to be a common awareness among the countries that educational reform constitutes one of the most effective and fundamental strategies in preparing for the 21th century.

As we edge closer toward the 21th century, we are faced with not only an epochal change but a structural one as well. In the era of the information society, knowledge and information will be driving forces behind social development.

A nation's level of creativity in the fields of science and technology and knowledge and culture is the most potent determinant of the fate of a nation. A nation's power, wealth and living standards of its people are determined by the breadth and depth of its intellectual assets, which include technology, information, knowledge and culture.²⁾

A reservoir of the nation's intellectual assets relies on the learning capability and creativity of its people. Education plays the most vital role in developing a nation's intellectual power.

In order to achieve educational reform, we need to change classroom activities first. Without innovating teaching-learning methodologies, we are not able to attain the goal of educational reform in terms of intrinsic education.

In our daily lives most of us use the internet with the world-wide-web and feel vividly the effects of the cyber space, virtual world. The stage of our real world is changing rapidly into the virtual reality of our computers.

Thus it has become of paramount importance for learners to process this information into knowledge and wisdom, accurately and swiftly. The process of acquiring knowledge-'know who', 'know what', 'know how' must be motivated and encouraged in a teaching-learning life-world. The new millennium society demands school campuses to liberate learners' thinking and develop their

* Superintendent, Tongjak District Office of Education in Seoul

1) PCER, Education Reform for 21st Century(Seoul : PCER Report, 1997), p.7.

2) Ibid., p.13.

potential. And this activity should be the force that shapes the educational policy for tomorrow's schools.

Toward a New Paradigm for Tomorrow's Schools

Humanistic View of Understanding the Teaching-Learning Life-World

Everyone has experienced some kind of education. Everyone has views about education. All kinds of social institutions are involved with education and schools.

Education is a vast arena marked by sharp conflicts about what it should be and do who should control it, what should be taught, who should pay for it and what the product should be.³⁾ Conflicts over educational matters stem from great differences among individual interpretations of their educational experience.

Education and Action

Education always leads to action. Education always follows action. Indeed, education is an activity educational programs engage learners in studying many kinds of human actions. Some programs are designed to shape the future actions of learners. Educational activities are employed to help us learn about many things. We need to be introduced to the behavioral patterns, moral rules and ethical principles of the society into which we are born. In order to be human we need to learn language and to read and write in order to acquire basic knowledge useful for maintaining our lives. We need to develop certain skills and some of us need to gain highly specialized competencies in order to help maintain a viable society. How education relates to action depends not only on what is meant by "education" but also on what is meant by "action". However, to question the relation of our education to our own subsequent actions is to open the total universe of our lives.⁴⁾

Every person is an interpreter. To feel the need for action is to make an implicit interpretation of the need and of the satisfying action. To consider the possible outcomes of action is to interpret both from the perspective of ones own life-world. The life-world out of which we interpret what happens to us has been constituted from our interpretations of what has happened to us in the past. Thus action is nurtured by the meaning given to both situation and action. Meaning is the relevancy system which gives birth to action. Action marks all life.

3) J.Gordon Chamberlin, *The Educating Act* (New York : University Press of America, 1981). p.ix.

4) *Ibid.*, pp.157-181.

Education and Authority

Every person is subjected to many kinds of authority claims by parents, relatives, community, and the state. Educational activities incorporate a particular cluster of such claims-by sponsors, administrators, and books. The immediate objective of the educating act is usually viewed as the acquisition of certain behaving knowledge or skills. However, the fundamental import of those acts depends upon how learners interpret the relation to their whole lives of the skills being learned or how they interpret the significance for their live-world of knowledge being offered or how they interpret the validity of the behavior being taught-in short, how they interpret themselves and the world around them.⁵⁾

Every society attempts to transmit typified interpretations of meaning to its young, but(as Gilson noted) no master can take his own knowledge out of his own mind and put it in the heads of his pupils. Even more so, no one can transfer a teacher's interpretation of meaning-for-the-teacher of particular knowledge into a learner's interpretation of its meaning-for-the-learner.

Mode of Being Called Teaching

According to the formats, teaching is communication, modifying behavior, classroom management, serving as a resource person, guiding youth, influencing society's tomorrow, functioning as a change agent, processing information, establishing 'I - thou' relationships, et cetera.nk⁶⁾

Teaching is an achievement term inferred from learning. If learning has taken place, we may infer that teaching has been done, If no learning occurs, no teaching has been done.

In our classroom, there will be some things immediately graspable, some things which remain fundamentally mysterious. However mystery surprises us, delights us, astonishes us and leads us to exclaim that it exists.

When is the description of that mode of being called teaching ever complete? The answer is never, not because the number of "variables" is too great, the time too short or the "instruments" inadequate, but because mystery can never be fully disclosed.⁷⁾ An educator who is concerned about how learners interpret what they are studying, what it means for their lives and how they understand their world, will provide help in keeping with the learners appropriation processes. On this deeper level there is no way to enforce the acceptance of the helper's own views. If an educator wants to change the way a learner interprets events or understand a subject, the change will come about only though the structure of that learner's response process. This activity will not assure that a learner will adopt the teacher's view, but in this process the teacher will be performing the educator's distinctive function. However, a helper can be sure that making an

5) Ibid., pp.127-130.

6) David E. Denton, *Existentialism and Phenomenology in Education*(New York : Teachers College, Columbia University, 1974), p.99.

7) Ibid., p.113.

authority claim of a learner brings that learner's internal response system into operation.

Toward a New Paradigm for Tomorrow's Schools

Challenges for New Millennium Education and a New Paradigm for Successful Living

It is indeed, true that we are facing a critical crisis in education in terms of teacher's morale and the teaching profession, especially in primary and secondary schools. However, to cope with these challenges we need to interpret the meaning of Grenzsituation(Karl Jaspers)⁸⁾. And then from his perspective we will be able to get some ideas and establish a firm will about how to overcome this educational crisis. In the conflicts of institutional restructuring and downsizing, everyone of us needs to be creative in meeting the needs of the new millennium and in creating a new school culture. We live in an age of knowledge-based information and globalization. The information network is exercising a tremendous influence on every sector of society and education. Now it is time to transform a uniform, supplier-oriented education into a diversified, consumer-oriented education to achieve society's goal of open, life long learning. We have to formulate an education information network which will realize the ultimate goals of educational reform and generate a momentum to transform our education into one appropriate for the age of information and new millennium education. The Win/win strategy⁹⁾ is a frame of mind and heart that constantly seeks mutual benefit in all human relations. Win/win means that agreements or solutions are mutually beneficial, mutually satisfying. With a win/win solution all parties feel good about the decision and feel committed to the plan of action. Win/win sees life as a cooperative, not a competitive arena. Win/win is a belief in the third alternative. It's not your way or my way; its a better way, a high way. An emotional bank account¹⁰⁾ is a metaphor that describes the amount of trust that's been built up in a relationship. If we make deposits into an emotional bank account with others through courtesy, kindness, and honesty and by keeping our commitments to others, we build up a reserve. Our trust toward others becomes higher, and we can call upon that trust many times if we need to. We firmly believe that these two paradigms will be the key in creating a new paradigm for tomorrow's schools and to open the horizon for a new educational culture.

Strategy for Self-Expression Oriented Teaching-Learning

Learning can unlock the treasures that lies within us all.¹¹⁾ In the 21th century, knowledge and

8) Han, Sang Jin, *New Paradigm for Tomorrow's School* (Seoul : Yangsuwon, 1999), p.8.

9) Stephen R, Covey, *The 7 Habits of Highly Effective People*(New York : Simon & Schuster, 1989), p.207.

10) *Ibid.*, p.190.

11) *The Secretary of State for Education and Employment, Excellence in Schools*(London : The Stationery Office, 1997), p.9.

skill will be the keys to success. Our goal is a campus in which everyone is well-educated and able to build up one's own future world. Our campus for the new millennium is to be a space (Raum) for learners to make dreams and visions and to design their *Eigenwelt*. Moreover, school campuses should be a utopia of expressions which enable learners to freely express themselves by means of dancing, singing, playing, writing, reading, speaking, discussion, imagination, melody, sports, articles, experimentation, theatre, body, making visions, literature, etc.

Now is the time for us to reinterpret and reexamine our culture, tradition, morality, classics, history, humanity community, identity, romanticism, mode of thinking, and behavior patterns in light of our new Korean perspective. We must make sure that all teachers understand the best methods of teaching and how to use them. We have to place great emphasis on creativity, originality, and the new mode's of one's own thinking in our teaching-learning situations.¹²⁾

Meaning of Life and Existential Meeting

Man lives in three dimensions : the somatic, the mental, and the spiritual. A goal can be a goal of life, however, if only it has a meaning. The will-to-meaning¹³⁾ is the most human phenomenon of all since an animal never worries about the meaning of its existence. Logo therapy seeks to bring to our awareness its spiritual realities. Being responsible is one of the essential grounds of human existences. To be human is to be conscious and responsible. The uniqueness of every human being and singularity of all life are vital components of the meaning of existence. Being human is being responsible because it is being free. Awareness of values can only enrich a person, and the inner enrichment constitutes the meaning of life. Martin Buber says "alle wirkliche Lebens ist Begegnung" while Victor E. Frankl asserts human existence is *Geistsein*. Freud sees life as 'will to pleasure' and Adler 'will to power', but Frankl does see life as the 'will to meaning'. The core of teaching-learning lies in meeting, 'I-Thou' in an existential meeting. *Begegnung*(Buber), and Logo therapy(Frankl))will be the key paradigms to establish an existential dialogue, discourse and communication in our teaching-learning life-world.

Vitality of School Life-World and Perspective of Policy-Making Act

The 21st century is a society of software, soft-power, humanware, internet and the cyber world. The society of gold collar has already come, requiring creativity, imagination, insight, intuition, inquiry sensitivity, emotional and academic intelligence. There must be a great awareness across society or the importance of education. Education is to be at the heart of our government. Educational policies must be designed to revitalize our teaching-learning life world. Thomas Kuhn introduced the term 'paradigm shift' in his book, the structure of scientific revolutions. Kuhn shows

12) Han, Sang Jin, op. cit., pp.22-24.

13) Victor E, Frankl, *The Doctor and The Soul* (New York : Alfred A, Knopf, inc., 1955). p. x

every significant breakthrough is first a break with tradition with old ways of thinking, with old paradigms. Our teachers must play a key role and be accountable for good education. To attain this goal our policy making act is to place a great emphasis on vitality, vividity, dynamics, motivation, morale and hope in the teaching-learning life world. In this context openness, responsibilities and benevolence are to be preferred as the paradigm of policy formulation to meet our current educational crisis.¹⁴⁾

Strategy for the New Wave Movement¹⁵⁾

Vision and Direction of the New Wave Movement

The coming 21st century will be a society of highly advanced knowledge and information characterized by openness and diversity. This society has such a short duration of knowledge and information that it would be more desirable to create and utilize new knowledge and information rather than to memorize and acquire mere knowledge. To cope with the future society, it is urgently needed to develop a whole new education for the cultivation of "self-initiated learning ability," with which students independently recognize problems in a new light and find creative solutions for them by their own moral standards.

In 1997, the Seoul Metropolitan Office of Education initiated the creation of a policy regarding New Education, and achieved remarkable results in experience-centered humanity education and performance assessment through its New Wave Movement in elementary education, most of which have expanded throughout Korea.

In 1998, New Wave Movement extended into the middle schools, normalizing middle school education through reformative methods, such as experience-centered humanity education, improvement of teaching-evaluation methods for the expansion of students' creativity, systematic career guidance, etc.

In 1999, in order to effectively realize the "Creation of a New School Culture," the respective New Wave Movements in elementary, middle and high schools were merged into the New Wave Movement in Seoul Education to build schools into pleasant places which students are eager to go to and stay in.

Creation of a New School Culture seeks to cultivate self-reliant, creative, moral human beings who will lead the 21st century into one of knowledge, thereby creating an information-oriented society.

14) Han, Sang Jin, *Phenomenological Interpretation to Educational Policy-Making Act*(doctoral thesis, unpublished, 1985), pp.73-87.

15) Soeul Metropolitan Office of Education, *The New Wave (Sae Mool Gyl) Movement in Seoul Education*, 1998, pp.1-96.

All education potentials shall be concentrated on substantiating the development of creativity and humanity cultivation for the 21st century.

Reforms shall be initiated from actual schools by rallying diverse opinions of school community members to induce their voluntary participation and cooperation.

Each school, considering its given conditions and characteristics, shall contrive and execute its own unique plan of education to actualize the tasks of the New Wave Movement in Seoul Education to support the Ministry of Education's "Education Vision 2002: Creation of a New School Culture."

District Offices of Education, with the strongest emphasis on supporting unit schools, shall set up and carry out their own plans of education to materialize the New Wave Movement.

Elementary and middle schools shall continuously carry out the tasks for the New Wave Movement which were established 1997 and 1998.

In 1999, concrete programs shall be contrived and put through to work out tangible and desirable changes in the education of pupils from grade one to grade ten.

High school movements for each graders shall be forwarded gradually year by year: in 1999 for the 10th graders, in 2000 for the 10th and 11th graders, and in 2001 for all high school students.

In order to effectively perform the individual tasks, leading/base schools shall be appointed and operated for the exemplary realization of the task policies.

In the evaluation of District Offices of Education and unit schools, and the self-assessment of each school, accountability and efficiency shall be enhanced.

Strategy for Implementation of Reform Plans

Substantiation of experience-centered humanity cultivation

The new society in the 21st century will require democratic world citizenship with respect for human beings and communal consciousness.

Unfortunately, however, there has been harsh criticisms that Korean education in the past failed to bring up human beings equipped with an upright sense of value and sound moral principles as a result of too much emphasis on the cramming system in education which is designed to push students into higher level schools.

The Seoul Metropolitan Office of Education, therefore, has set about the experience-centered humanity education to foster democratic world citizenship with the spirit of self-reliance and progressiveness not to speak of the wisdom to live harmoniously with others.

- a) Realization of education beyond the school walls
- b) Performance of learning from various experiences
- c) Reinforcement of training activities

- d) Reinforcement of voluntary public service
- e) Vitalization of student autonomy
- f) Substantiation of student-centered club activities

Reform of teaching methods to develop creativity

The knowledge-information society, which we are confronted with, emphasizes producing and utilizing new knowledge and information and requires the development of creativity through fostering self-reliant study habits.

As a result, the Seoul Metropolitan Office of Education has embarked on cultivating creative human beings needed by the society of knowledge and information through developing students' creativity and potentiality by the epoch-making reform of teaching methods in the elementary and secondary schools.

- a) Operation of student-centered curriculum
- b) Change of teaching methods into developing self-reliant study habits
- c) Special instruction for slow learners(elementary and middle schools)
- d) Reinforcement of reading habits
- e) Operation of research-teacher system to improve teaching methods of individual schools (Elementary schools)

Improvement of evaluation methods to enhance thinking and problem-solving abilities

With the expansion of college entrance without exams, such as by the new policy of a school principal's recommendation beginning in 2002, along with the middle school entrance by lottery and high school entrance by middle school records, foundations have been laid to reform evaluation methods in elementary and secondary schools.

As a result, the Seoul Metropolitan Office of Education has embarked on developing thinking and problem-solving abilities through the whole understanding and evaluation of students with the application of diverse types of evaluation instruments.

- a) Assurance of diversity and clarity of evaluation process
- b) Expansion of performance assessment
- c) Development and application of evaluation methods to enhance thinking and problem-solving abilities
- d) Development and application of evaluation methods for non-curricular subjects

Realization of education information

In order to lead the knowledge-information society in the 21st century, the need for education information is more emphasized than ever.

To achieve educational information, the Seoul Metropolitan Office of Education is trying to cultivate adaptability and competitiveness of students who will lead the knowledge-information society through establishing an education information system and reinforcing the education of how to utilize high-tech information media by distributing high-tech educational information materials and expanding educational information networks.

- a) Encouragement of individual student's computer operation skills
- b) Enhancement of teaching-learning abilities to use information-media
- c) Establishment of information media application systems
- d) Automation of teachers' rooms and computerization of school affairs

Systematization of career guidance

When a person can give full play to his/her natural talent and aptitude, he/she finds his/her life worth living and can enjoy it all his/her life. Elementary and middle schools, therefore, shall strengthen career education so that students can design their future lives and decide their careers according to their talents and aptitudes through thorough understanding and searches into different work and job opportunities.

In this regard, the Seoul Metropolitan Office of Education has renovated career education methods in elementary and secondary schools, and is trying to implement systematic career guidance as a part of life-long education enabling students to pursue happiness and worthy lives.

- a) Implementation of diverse on-site career learning
- b) Career guidance appropriate to students' talents and aptitudes
- c) Conversion of vocational schools to special high schools
- d) Expansion of consigned career skill education
- e) Establishment of career information utilization system
- f) Establishment of career education support system

Improvement of conditions for reforming teaching methods

Under the poor education environments, such as large school sizes, overcrowded classes, lack of high-tech teaching aids, and passive participation in school education from school community members, it is hard to expect education to develop students' creativities and potentials.

As a consequence, the Seoul Metropolitan Office of Education is trying to improve the educational environment by reducing school and class sizes year by year and to reform school education by fostering a cooperative atmosphere of active participation in school education from school community members in the democratic order.

- a) Operation of curriculum-centered teacher organization
- b) Extension of personnel favors to classroom teachers and department head teachers

- c) Operation of successive reappointment of the same classroom teachers in elementary schools
- d) Encouragement of discussion practices at school
- e) Reduction of school and class sizes
- f) Provision of minimum space for school life to improve teaching quality

Enhancement of teachers' professionalism and accountability

The Seoul Metropolitan Office of Education is trying to pursue continuous reform of systems needed for uplifting teachers' accountability, along with cultivating the atmosphere for teachers to be absorbed in teaching-learning activities, by enhancing their professionalism with pride and sense of duty through their own efforts to overcome the depressed atmosphere of the educational world

- a) Enhancement of teachers' accountability
- b) Betterment and flexible management of personnel policies for teachers
- c) Enlargement of in-service training opportunities and improvement of training methods
- d) Reinforcement of teaching activities

Promotion of autonomy in school management

The Seoul Metropolitan Office of Education has activated the autonomy of unit schools, and the establishment of a school management system of attracting voluntary participation and cooperation from teachers, parents, and neighboring society personages.

- a) Harmonious school management with the school principal working in its center
- b) Effective operation of the school board
- c) Waging the movement for making the neighboring society a learning site
- d) Expansion of an invitation system for excellent school principals and teachers

Operation of Leading/Base Schools by Tasks

The Success of the New Wave Movement in Seoul Education depends on the thorough sense of education and duty of school community members, such as the school principal, the vice-principal, teachers, parents, etc.

In order to effectively carry out the New Wave Movement in Seoul Education, therefore, the Seoul Metropolitan Office of Education has set out to expand the movement through a variety of training activities for the reform of teachers and parents and development and distribution of materials for teaching and learning and also through professional training of subject teachers by appointing leading/base schools in the areas of humanity education, teaching-learning method improvement, information of education, career guidance, consciousness reform, etc.

Conclusion

Our New Society needs a new paradigm, especially a new education paradigm. A paradigm shift can only be constructed through continuous educational endeavors. Change, real change, comes from the inside out. It doesn't come from hacking at the leaves of attitude and behavior. It comes from striking at the root, the fabric of our thought, our fundamental, essential paradigms. These paradigms create the lens through which we see the world.

The new millennium needs a good educational system and good teachers. For this purpose our government should value both education and teachers highly. The vision of our new education paradigm is to establish edutopia, a utopia of education and edutainment, education+entertainment in our teaching-learning life world.

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