Registration No.

Seoul Education 2023-84

Protect students' right to learn and ensure basic academic performance Innovate educational spaces to foster future citizens

Promote school self-governance and curricula that cultivates agency and autonomy Seoul
Medium-Term
Education
Development Plan

Spur the digital transformation for future education in the age of Al

Facilitate the ecological transition of Seoul's education system for sustainable life Provide global sitizenship education for co-existence starting with Seoul students



Jointly Shaped by the Seoul Education Community

2023-2026
Seoul Medium-term
Education
Development Plan







Foreword

Jointly Shaped by the Seoul Education Community

2023-2026 Seoul Medium-term Education Development Plan

'Seouly' represents all students who attend, and will attend, schools in Seoul.



The Seoul Metropolitan Office of Education (SMOE) has prepared the 2023–2026 Seoul Medium–Term Education Development Plan which lays down the plan to address the 'grand transition' in education over the next four years. The Plan represents a comprehensive medium– and long–term approach to achieve 'innovative future education for coexistence that cultivates diversity,' a vision pursued by the SMOE. The SMOE is committed to promoting dignity (citizenship), inclusion (diversity), and coexistence (sustainability) as its core values, under the operating principles of agency, autonomy, and openness.

One of the defining features of the 2023-2026 Seoul Medium-Term Education Development Plan is its 'flexible augmentation.' In this report, the 'grand transition' in education refers to changes in the content and methods of education that go hand-in-hand with changes in the society. The Plan is designed to be flexibly augmented in close response to changes in the social and educational environments. We will complete the Plan over time by filling and trimming gaps and excesses that we may find.

We developed the Plan for a hypothetical student named 'Seouly', a student who is attending or will attend schools in Seoul. The Plan lays down six integrated tasks aimed at providing 'Seouly' with diverse and engaging learning experiences and opportunities. First, we will protect students' right to learn and ensure that they develop basic academic performance by building a multi-layered learning safety net in and out of schools and helping students grow as happy learners with the power to learn.

Second, we will promote school self-governance and curricula that cultivates agency and autonomy for wider and deeper education.

Third, we will facilitate the ecological transition of Seoul's education system for sustainable life and co-existence between humans and nature, by achieving a total transition encompassing all aspects ranging from individual thoughts and behaviors to organizational cultures and education systems.

Fourth, we will provide global citizenship education for co-existence, starting with Seoul students to foster citizenship that pursues the value of peace beyond personal and national boundaries and respects diversity while maintaining responsibility.

Fifth, we will spur the digital transformation of the education system to improve teaching and learning in the age of Al.

Sixth, we will innovate educational spaces to foster students and schools that lead changes in education and the learning environment for a better future.

The SMOE will work with other players in the field of education to build a global-level education system that encourages and supports 'Seoulies' as they embark on new challenges, regardless of the environment and issues they face.

Seoul's education community will spare no effort in helping students learn the value of co-existence, grow together, and turn their dreams into reality in all their unique colors and flavors. We believe these efforts will open up more opportunities for our 'Seoulies.' We look forward to your interest and support.

Thank you.

March 2023 3300 Superintendent, SMOE CHO, Hee-year

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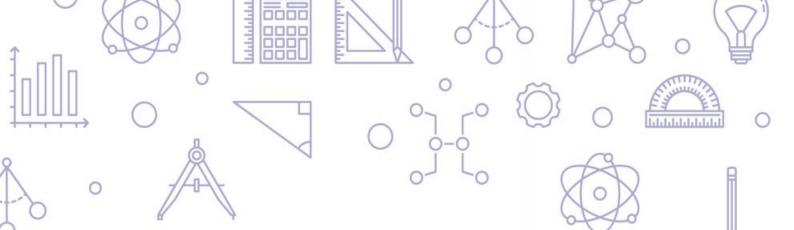








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2023-2026 Seoul Medium-term Education Development Plan

The World in 2030 and the Futures of Education

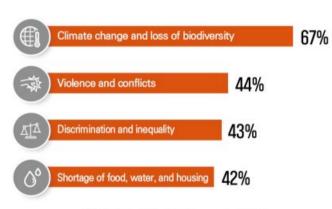
- Guiding Principles for Education to Prepare for 2030
- Guiding Principles for Education for a Better Life
- Three Trends of Future Education



The World in 2030 and the Futures of Education

■ Guiding Principles for Education to Prepare for 2030

In a survey conducted in 2020, the United Nations Educational, Scientific and Cultural Organization (UNESCO) produced a list of the most urgent challenges that the respondents expected the world to face in 2030, including climate change and loss of biodiversity (67%), violence and conflicts (44%), discrimination and inequality (43%), and shortage of food, water, and housing (42%). UNESCO proposed international cooperation in education and science, restoration of the human–nature relationship, and respect for diversity as means to address these challenges.



[UINESCO, Global Challenges in 2030]

UNESCO also warned that humanity put a great burden on nature as we worked toward growth and development, high living standards co-exist with serious inequalities, and the fundamental structures of civil society and democracy are being shaken. The organization also pointed out that it has yet to deliver on the promise of contributing to creating a peaceful, fair, and sustainable future through education. Guided by this self-reflective assessment, UNESCO declared that education is facing a turning point that requires reimagining why, how, what, where, and when we learn, emphasizing the need to prepare for the future by setting a new direction of education.

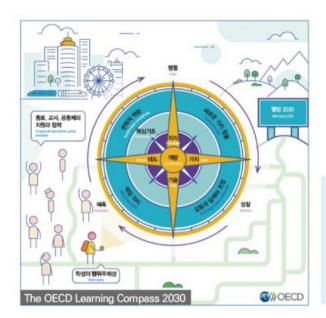
UNESCO proposed new guiding principles for education as follows.¹⁾

- Pedagogy should be organized around the principles of cooperation, collaboration, and solidarity.
- Curricula should emphasize ecological, intercultural, and interdisciplinary learning that supports students to access and produce knowledge while also developing their capacity to critique and apply it.
- Teaching should be further professionalized as a collaborative endeavour where teachers are recognized for their work as knowledge producers and key figures in educational and social transformation.
- Schools should be protected educational sites because of the inclusion, equity, and individual and collective well-being they support and also reimagined to better promote the transformation of the world towards more just, equitable, and sustainable futures.
- We should enjoy and expand the educational opportunities that take place throughout life and in different cultural and social spaces.

¹⁾ UNESCO(2021), Reimagining Our Futures Together: A New Social Contract for Education, Short Summary.

■ Guiding Principles for Education for a Better Life

In a report published in 2018, the Organization for Economic Cooperation and Development (OECD) stated the role of education as follows: "helping every learner develop as a whole person, fulfill his or her potential and help shape a shared future built on the well-being of individuals, communities and the planet.²⁾



Student agency means having a sense of responsibility to participate in the world and, in so doing, to influence people, events, and circumstances for the better. Student agency is based on co-agency, which involves support from, and cooperation with, peers, teachers, and communities.

One of the noteworthy points of this report is the "Learning Compass." This framework describes education as students' journey toward "Well-being 2030" through co-agency with peers, teachers, and communities. It proposes well-being as the goal of education, a position that stands on the awareness that the well-being of individuals, communities, and the planet are interconnected. In its Education 2030 report, the OECD proposed three competencies required of students. These "transformative" competencies allow students to create new values, overcome obstacles, and take responsibility as agents of their own lives.

Transformative Competencies

- Creating new value
- Reconciling tensions and dilemmas
- Taking responsibilities

²⁾ OECD(2018), The Future of Education and Skills Education 2030.

■ Three Trends of Future Education

Countries around the globe are trying to find the role of schools and education aligned with the 'age of posts': post-modern, post-human, and post-knowledge. In the age of industrialization, which required people to comply with standardized systems and specifications, schools taught the knowledge that society needed in the same order and at the same pace for all students. Students were trained to follow rules, and schools were managed by bureaucratic organizations established for the purpose of ensuring efficient and standardized functions in accordance with the logic of input and output.

However, in the 'age of posts' where everything is fluid, the goal of school education cannot be achieved by knowledge acquisition alone. Students should have the ability to look for, assess, and combine new information, as well as the ability to work, and share knowledge with, other people.

Many countries are planning and practicing future education tailored to their situation. While each country has its own specificities, the future of education shares three broad guiding principles: from standardization to individualization, from knowledge acquisition to transformative competencies, and from bureaucratic organizations to learning organizations.

01

Transition 1 From Standardization to Individualization

Discussions on the future of education across the world have spread the concept of 'excellency for all,' which stresses helping students build 'My Curriculum' beyond standardization. 02

Transition 2 From Knowledge Acquisition to Transformative Competencies

The exponential growth of knowledge and information has put greater importance on the ability to critically analyze what we learn, adjust conflicts and dilemmas faced by the community, and create new values for the future society, rather than the fragmental acquisition of knowledge.

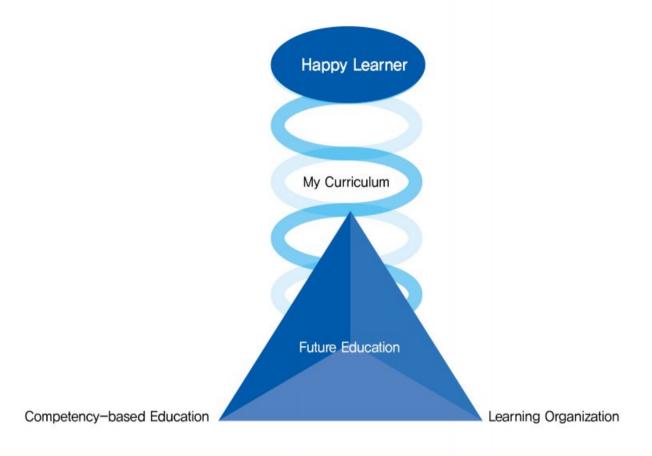
03

Transition 3 From Bureaucratic Organizations to Learning Organizations

In the future, digital connections will change schools into participation-oriented organizations with decentralized powers and responsibilities. Educational institutions are transforming themselves into learning organizations that operate on autonomy and expertise, rather than strict compliance with guidelines and manuals.

In the 'age of posts,' education goes beyond simple rearrangement and storage of new knowledge and technology; it focuses on the relationship between knowledge, technology, and people. Technology promotes students' engagement in learning, making it more rewarding and equal. The adequate combination of knowledge and technology allows students to ask bigger questions and embark on deeper explorations.

Granted, technology is not the absolute determinant of how students actively engage in learning activities and shape their lives in positive ways. Greater significance needs to be attributed to students' values and attitudes as they live with technologies, and new learning experiences that focus on imagination and creativity. As such, the key goals of future education are geared towards preparing students to overcome uncertainties in the future by thinking critically and acting autonomously through the appropriate use of intelligent technologies.



Paradigm Shift in Future Education

- Happy Learners: It is now important that students not only improve their academic performance, but also enjoy school life, build friendships with their peers, and find happiness in their lives. Above all, self-directed learning, curiosity, and motivation serve as key elements for sustaining passion for learning throughout their lives.
- My Curriculum: While it is still important to provide students with high-quality standard curricula without discrimination based on the principle of holistic development, it is equally important that students build their own curricula (My Curriculum) at their own pace and from their own interests.
- Competency-Based Education: Competency-based education departs from knowledge, identity, and learning methods unique to certain subjects, and brings about new approaches in teaching, learning, and evaluation that combine and explore various knowledge related to a single issue, phenomenon, or topic.
- Learning Organizations: Educational institutions need to change as well, to transform themselves into learning organizations that improve and expand their capacity to create the future as a part of the learning system that utilizes collective intelligence. Using digital technologies, Seoul's education system need to be re-designed to center on learning and learners.





Jointly Shaped by the Seoul Education Community

2023-2026 Seoul Medium-term Education Development Plan

Values and Principles of Seoul's Future Education

- Korean Education and Seoul Education
- Values and Principles of Seoul's Future Education



Values and Principles of Seoul's Future Education

■ Korean Education and Seoul Education

1 Making Education More Public: Education That Treats Each Child as the 'One and Only Person'

The May 31 Education Reform led by the Kim Young-sam government proposed Korea's first comprehensive blueprint for education on the national level. The reform is credited with the break down of the country's centralized, closed, rigid, and authoritarian education system, laying the foundation for democratic control of schools and the publicness of education.

However, the collapse of the middle class and the rising of economic polarization after the currency crisis in 1997 and the resulting polarization in the economy made educational inequality and the inheritance of poverty serious social issues. To address these trends, the Korean government has been expanding education welfare policies to make education as equitable as it once was. Likewise, the Seoul Metropolitan Office of Education (SMOE) has been implementing policies aimed at 'differentiation through equity' such as Classroom of Hope, Equal Budget, and Educational Guardian, under the motto of 'children may be born in different families, but they should enjoy the same education.'

In January 2022, celebrating the 100th anniversary of the promulgation of Children's Day in Korea, the SMOE declared that it would strive to promote the rights of children and adolescents and propagate the culture of respect toward them, and work toward 'education for the one and only person,' which cherishes each and every differently situated student and opens up the way for learning and holistic growth.

② Expanding Educational Self-Governance from Direct Superintendent Election to 'Citizens in School Uniforms'

Since the Local Education Autonomy Act was enacted in 1991, Korea has witnessed the steadfast widening and deepening of self-governance in education. The Korean government adopted a direct election system for local superintendents in 2007, and all voters across Korea were able to choose their own superintendents in the fifth National Simultaneous Local Election on June 2, 2010. This change was followed by various trends toward educational self-governance driven by liberalization and decentralization. First, student self-governance was enhanced with the enactment of the Students Human Rights Ordinance and the Ordinance on Civic Education, as well as the establishment of Student Participation Groups and Student Participation Committees. Second, school self-governance was consolidated by adopting an open selection process for school principals, promoting active debates at teachers' meetings, and building professional learning communities. Third, local residents' participation in educational self-governance is ensured by designating Innovative Education Districts, adopting the Participatory Budgeting System, and promoting consensus forming on Seoul education.

In 2015, the SMOE declared that students are not the objects of discipline and control, but 'citizens in school uniforms' with the 'right to self-determination.' This declaration marked the beginning of the Office's efforts to protect adolescents' right to political participation by lowering the voting age. Then, in 2019, Korea's voting age was lowered from 19 to 18, which means that school students can now choose their own president, National Assembly members, mayors, and superintendents.

③ Grand Transition in Education: from an Industrial Civilization to an Eco-Civilization

At the 48th session of the Intergovernmental Panel on Climate Change (IPCC) held in Incheon, in 2018, the panel members adopted the IPCC Special Report on Global Warming of 1.5°C. In the report, the IPCC concluded that restricting global warming to 1.5°C requires reducing CO2 emissions to 45% below the 2010 levels by 2030, and achieving carbon neutrality by 2050. Shocked by the projections, a group of young Koreans refused to attend classes in protest, demanding the educational authorities protect their right to learn about the environment and choose vegetarian meals at school.

In 2019, the SMOE and the Seoul Metropolitan Government jointly announced the Seoul Declaration on Transition to Eco-Civilization. They formulated the Medium- and Long-Term Development Plan for Ecological Transition Education (2020~2024). City and provincial superintendents across Korea announced the Emergency Declaration for Grand Transition in Education in 2020, and the Framework Act on Education was revised in 2021, which created the legal basis for the people's access to education on the ecological transition to address climate change and other issues.

Korea also declared the 2050 Carbon Neutrality target, thereby joining other leading countries around the globe. Achieving the target requires grand transformations across all aspects of society, which include education. We need to be able to foster 'ecological citizens,' who strive for an 'eco-civilization' that improves people's level of self-realization and quality of living while minimizing the production and disposal of resources consumed by citizens and society. To achieve that goal, we need to change the role of schools as a center of the eco-civilization and bring about an ecological transition of the education system. In particular, we need to establish new educational objectives based on sustainability. Seoul has played, and will continue to play, a central role in the grand transition of education.

■ Values and Principles of Seoul's Future Education

① Core Values: Dignity (Citizenship), Inclusion (Diversity), Co-existence (Sustainability)

The present must be prepared for the future in advance. Seoul education has its eyes set on the future, while paying attention to the lives of today's students. The SMOE has been speculating on the future of Seoul education, asking how students in Seoul will exist and live in our society after graduation.

Seoul set the direction for its future education as follows: going beyond the modern concept of the individual to help students develop sensibilities as citizens co-existing with non-human beings, creating their own curricula(My Curriculum) of their own interests and at their own paces, take the initiative in the learning process, and shape their own visions even in uncertain times.

Seoul also defined the core values and operating principles of education, which stand on two pillars—ecological transition and digital transition of education—while focusing on helping students understand how to exist in this world and implement the knowledge in their own lives in concrete forms.

Seoul strives to shape the future of its education as follows: education that teaches students to engage in solving everyday issues, take actions, and treat all persons with dignity and respect; education that promotes diversity so that our beliefs and values do not lead to discrimination against minorities; and education that espouses the interconnectedness of humans and all beings in the Earth's ecosystem, and fosters the ability to co-exist in peace.

Dignity (citizenship)

Dignity (citizenship) stresses that Seoul students need to gain awareness of human dignity, engage in inquiries into natural and social phenomena as agents of their lives, and participate and take action to solve daily life issues.

Inclusion (diversity)

Inclusion (diversity) stresses the awareness and actions to refrain from justifying discrimination against minorities based on one's beliefs and logic, and accept and work with each other, based on the recognition that human dignity is equal to everyone.

Co-existence (sustainability)

Co-existence (sustainability) expands the value of dignity to all non-human life, stressing the need to understand that all of us are mutually dependent as members of the Earth system, and co-exist and be considerate toward others.

2 Operating Principles: Agency / Autonomy / Openness

In Seoul Education, learners create their own curricula of their own interests and at their own paces, and shape an open and self-directed learning environment.

Agency

As an operating principle of Seoul Future Education, agency fosters students' ability to practice what they know in collaboration with their peers, by making plans, taking actions, and reviewing them on their own.

Autonomy

As an operating principle of Seoul Future Education connected to school self-governance, autonomy stresses the need for democratic participation of all school members in curricular development, school management, and budgeting.

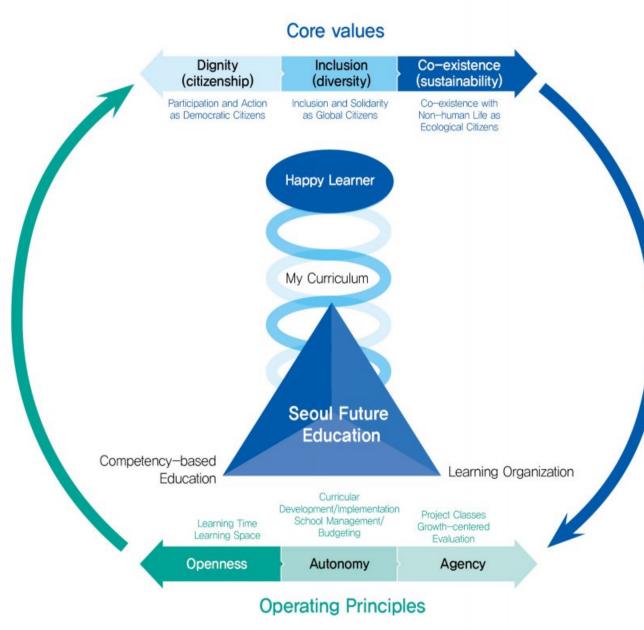
Openness

As an operating principle of Seoul Future Education, openness stresses that schools should be open to all students, and the time and space of learning should be flexibly connected and expanded for students' development and growth.

Its core values and operating principles support the student qualities and educational goals that we strive to cultivate and achieve through Seoul Education, and propose the direction and orientation of education to build the competency of individuals and society as a whole.

The core values and the operating principles complement, and are closely connected with, each other. In order to cultivate hope through education in the future, it is crucial to link Seoul Education's core values (dignity, inclusion, and co-existence) to issues that define our times, and ensure inter-connection among those values.

Achieving the core values requires transforming the operating principle of Seoul Education accordingly. That is why we chose agency, autonomy, and openness as the operating principles for Seoul Education.







Jointly Shaped by the Seoul Education Community

2023-2026 Seoul Medium-term Education Development Plan

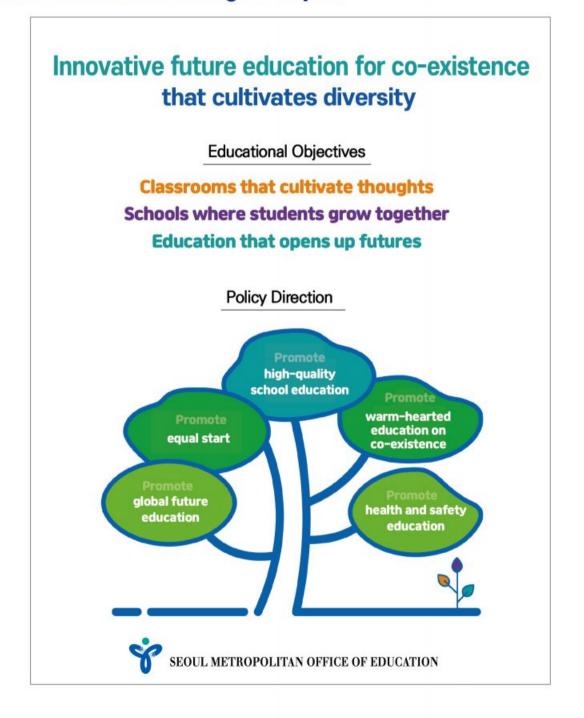
Seoul Education: Guiding Principles

- Seoul Education: Guiding Principles
- Vision, Objectives, and Policy Directions



Seoul Education: Guiding Principles

Seoul Education: Guiding Principles



■ Vision

Innovative future education for co-existence that cultivates diversity

"Innovative future education for co-existence" means education that builds students' ability to be the agents of their own lives, cultivating the values of diversity, citizenship, and sustainability. Students should learn the value of co-existence, grow together, and turn their dreams into reality in all their unique colors and flavors within the purview of Seoul education. That is why we need "innovative future education for co-existence that cultivates diversity."

Objectives

Classrooms that cultivate thoughts, schools where students grow together, and education that opens up futures

"Classrooms that cultivate thoughts" describes an ideal classroom where learning is aligned with life based on learners' agency and student-centered education is practiced.

"Schools where students grow together" means an education community and educational ecosystem around schools where students learn and grow together.

"Education that opens up futures" refers to education that opens up all possibilities for students to realize their creativity and potential and develop the competencies that will prepare them better for the future.

■ Policy Direction







Jointly Shaped by the Seoul Education Community

2023-2026 Seoul Medium-term Education Development Plan

2023-2026 Seoul Medium-Term Education Development Plan

- Task 1 Protect students' right to learn and ensure basic academic performance
- Task 2 Promote school self-governance and curricula that cultivate agency and autonomy
- Task 3 Facilitate the ecological transition of Seoul's education system for sustainable life
- Task 4 Provide global citizenship education for coexistence starting with Seoul students
- Task 5 Spur the digital transformation for future education in the age of Al
- Task 6 Innovate educational spaces to foster future citizen



2023-2026 Seoul Medium-Term Education Development Plan

Features

Enacted on the basis of the Enforcement Rules of the Ordinance on the Establishment of Administrative Organizations of the Seoul Metropolitan Office of Education, the 2023–2026 Seoul Medium–Term Education Development Plan lays down concrete strategies to implement the four visions for the future and the ten promises specified in the Seoul Medium–Term Education Development Plan Committee Final Report: Seoul Future Education 2030 released on April 16, 2022.

The main features of the 2023–2026 Seoul Medium–Term Education Development Plan can be summarized as follows. First, rather than a top–down directive from the SMOE to each school, the Plan is intended as an agreement shaped by all stakeholders of Seoul Education, ranging from schools to the SMOE, based on the principles of agency, autonomy, and openness. Second, the Plan supplements the Key Tasks of Seoul Education and the Seoul Metropolitan City Superintendent Election Pledge Action Plan, and seeks to clarify the integrated core medium–term tasks for Seoul Education. Third, in order to consolidate the implementation of Seoul Education policies, the integrated tasks were selected by different departments within the SMOE as early as the planning phase, and further developed by the collective intelligence of the relevant teams.

As such, the 2023–2026 Seoul Medium-term Education Development Plan is not a finished document. It is a common ideal and ongoing plan created by the Seoul Education Community and it will constantly evolve as in every step forward Seoul education policy takes, we will look back on where we have been and look ahead to determine where we are headed. The following section lists the six integrated tasks selected by the Office of Planning and Coordination, the Education Policy Bureau, the Lifelong and Vocational Education Bureau, and the Education Administration Bureau, as well as their respective subtasks.

■ Area

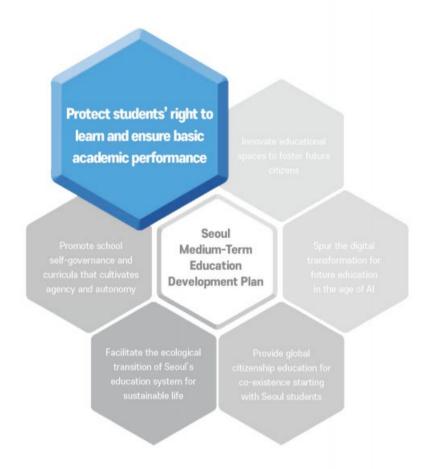
- Build and use a multi-layered learning safety net
- Provide support for psychological/emotional well-being and social skills
- Build an integrated support system tailored to students' needs
- Train experts on basic academic skills
- School self-governance that formulates 'principles of communication and conduct' based on communality
- Autonomous school management system
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- Ecological transition of educational administration and organizational cultures
- A collaborative network for ecological transition
- Competency-building for the ecological transition of the Seoul education community



- Directions of space innovation
- Connecting learning and spaces
- Combination of curricula and space innovation
- Futures of schools, schools of futures
- Digital transformation of teaching and learning
- Digital transformation of educational environment
- Digital transformation of educational administration
- Digital literacy for all citizens
- A community of peace built on empathy and respect
- A place of learning that animates diversity
- A life that communicates with the world
- Student-led solidarity and actions

Task 1

Protect students' right to learn and ensure basic academic performance

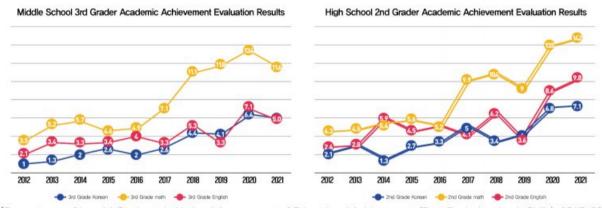


Competent department	Education Policy Bureau	Elementary Education Division Secondary Education Division	
Partner department		Policy and Safety Planning Division Cooperation and Engagement Division Democratic Citizenship and Student Life Guidance Division Lifelong Education Division	

Why do basic academic skills matter?

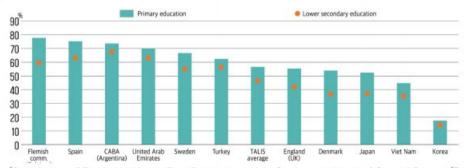
■ Status

During the COVID-19 pandemic, deteriorating academic performance and 'learning loss' emerged as serious social issues. The percentage of students with poor basic academic performance greatly increased in 2020, as countries fought the spread of COVID-19 by shutting down schools and reducing face-to-face classes. The trends were accompanied by growing concern about deterioration in students' social skills and emotional stability. We cannot address these issues with basic academic performance with ad-hoc measures. Today, we need to view the issue of basic academic skills from the perspective of individuals' right to learn, rather than national education characterizing the age of 'catch-up industrialization.' The process of learning, practicing, and understanding is what makes us humans. Basic academic skills provide our students with a foundation for living as humans.



[Percentages of Level 1 Students in National Assessment of Educational Achievement (Poor Basic Academic Skills), 2017~2021]1)

The results of the National Assessment of Educational Achievement between 2017 and 2021 indicate a steady rise in the percentage of students with poor performance. However, despite these results, according to the OECD (2019), supporting students with special needs was lower on Korean teachers' list of priorities than their colleagues in other countries.



[Percentage of Teachers Whose First Priority Is to Help Students in Need of Special Support]2)

^{1) 2022} Elementary/Special School Principal Qualification Training (City/Provincial Policies) Policy Forum – Understanding of Basic Academic Skills and Students Requiring Learning Support (Lee Dae-sik, Professor, Gyeongin National University of Education)

²⁾ OECD (2019), TAUS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners, as cited in OECD(2021), Teaching in Focus #40

Outlook

During the 2019 Korea–OECD International Education Conference, the participants agreed on 'education that ensures basic learning capabilities as a human right' as the guiding principle of the 2030 Future Education framework. The citizens of Seoul also chose improving psychological/emotional well–being and social skills, and reducing gaps in academic performance as areas that the SMOE should focus on, as reflected in the 2022 Seoul Education White Paper. Students should be able to develop learning competencies and access opportunities for high–quality education so that they can live on as lifelong learners amid the rapid changes of the future society. The public education sector should fulfill its responsibility to equip students with the basic skills required to live as a member of a community, including literacy, numeracy, self–management skills, and social skills.

(unit:%)

Category	Improving psychological/ emotional well-being and restoring social skills	Reducing gaps in academic performance	Improving health	Others
All	50.4	42.9	5.0	1.7
Students	48.3	37.9	10.3	3.4
Parents	41.2	51.0	5.9	2.0
Teachers	82.4	17.6	0.0	0.0
General public	50.0	50.0	0.0	0.0

[2022 Seoul Education White Paper: Areas the SMOE Should Focus on to Restore Schools to Normalcy]

■ Directions and Necessities

Students vary in their interests, concerns, learning needs, learning pace, and readiness. When we respect students' diversity in the course of planning and implementing the curricula, students will accept the curricula as 'My curriculum.' Educational activities at schools represent unique learning experiences for different students, and students are the agents of change and growth. The Seoul education community should share the awareness that learning is an instinct and a right, and strive to protect students' right to learn basic academic skills. To this end, students should strive to succeed as happy learners, and recognize and respect the diversity of everyone, including themselves, as unique beings.

Teachers should understand and guide students with different forms and paces of learning depending on their innate abilities, upbringing, and experiences, and help students receive support catered to their special needs.

Parents should support their children to fulfill their potential and prepare themselves for the future, working with teachers to understand their child's individuality and identify and support their strengths.

Schools and the SMOE should work with the education community and local communities, in a responsible manner, to ensure basic academic performance.

Protect students' right to learn and ensure basic academic performance

Build a multi-layered learning safety net to support students as happy learners with the power to learn.

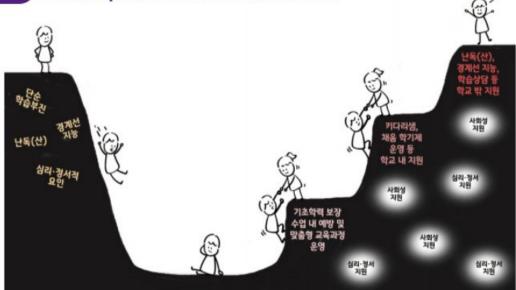
Sub-task 1

Perform multi-layered diagnoses to ensure basic academic performance and build a multi-layered learning safety net

Sub-task 2 Provide support for psychological/emotional well-being and social skills

Sub-task 3 Build an integrated support system tailored to students' needs

Sub-task 4 Train experts on basic academic skills



Future Scenarios

- We will develop curricula (classes) and a multi-layered learning safety net in and outside of schools to ensure students' basic academic performance.
- 1. We will strive to support students' psychological/emotional well-being and social skills to ensure their holistic growth.
- 1. Schools and the SMOE will build an integrated support system to ensure students' basic academic performance.
- 1. We will design and implement phased and systematic competency-building programs for teachers to help them teach basic academic skills.

Here is how we will protect students' right to learn and ensure basic academic performance!

Sub-task 1

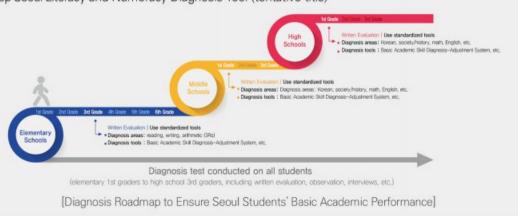
Perform multi-layered diagnoses to ensure basic academic performance and build a multi-layered learning safety net in curricula(class) and in and out of school

- 1-1-1) We will implement multi-layered diagnosis for all students.
 - Diagnose the basic academic skills of all students
 - Diversify diagnosis methods to include written tests, observation, interview, and psychological/emotional evaluation
 - For students requiring special diagnoses, partner up with specialized institutions outside of schools



Closer Look

- Implement integrated and multi-layered diagnostic activities for basic academic skills (Elementary Education Division and Secondary Education Division)
 - Integrate written tests, observations by teachers, and interviews with students and parents
 - Assess cognitive, psychological, emotional, behavioral, environmental, and other disruptive factors through multi-angled diagnosis
 - Provide professional support to identify dyslexia, dyscalculia, and borderline intelligence issues
- ☑ Diagnose students' basic academic skills, including basic knowledge and functions (Elementary Education Division and Secondary Education Division)
 - Assess students' progress (elementary school 1st graders to high school 3rd graders) on the minimum achievements standards for school curricula
 - Diagnose academic skills of elementary school 3rd graders, middle school 1st graders, and high school 1st graders using the Seoul Basic Academic Skill Diagnosis-Adjustment System and other standardized tools
- ☑ Diversify diagnosis tools for multi-layered diagnosis (Elementary Education Division and Secondary Education Division)
 - Increase support and diagnosis for literacy and numeracy, which constitute students' future core competencies
 - Develop Seoul Literacy and Numeracy Diagnosis Tool (tentative title)



We will develop a multi-layered learning safety net to ensure students' basic academic performance.

- Provide enhanced support for basic academic skills during class, including the cooperation instruction program and curricula designed to ensure basic academic performance
- Provide tight-knit support at schools, including the Teacher Long Legs program, the learning support tutor program, and the 'fill-up' semesters for elementary school 6th graders and middle school 3rd graders
- Provide professional support outside of schools to students with special needs, including difficulty with reading or calculation, or borderline intellectual functioning



☑ [Curriculum (Class)] Increase Support to Ensure Basic Academic Performance (Elementary Education Division and Secondary Education Division)

- Provide cooperation instructors for regular classes of all elementary school 1st graders and 2nd graders, and 3rd to 6th graders who are interested
- Provide students in need of learning support with classes and after-school supplement classes taught by learning support tutors
- Ensure meaningful basic education with Seoul Ganada3), Seoul Gugudan4), and Seoul ABC5)

[School] Increase Support to Ensure Basic Academic Performance (Elementary Education Division and Secondary Education Division)

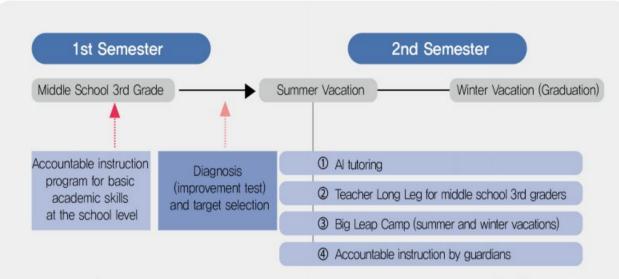
- Appoint teachers interested in basic academic skill activities as 'Teachers Long Legs' to teach small groups of students
- 'Fill-up' semesters to ensure the basic academic performance of elementary school 6th graders and middle school 3rd graders in need of learning support during the transition period



³⁾ Seoul Ganada (Korean alphabet): support for basic literacy skills

⁴⁾ Seoul Gugudan (multiplication table): support for basic numeracy skills

⁵⁾ Seoul ABC: support for basic English education



[Fill-up Semesters for 3rd Grade Middle School Students for Basic Academic Skills (Plan)]

☑ [Extra-School] Enhance integrated support through Seoul (local) learning support centers (Elementary Education Division)

- Provide individual/group learning counseling at schools
- Refer students with dyslexia (dyscalculia) or borderline intelligence to intervention by professional support organizations
- · Provide integrated diagnosis and run specialized local programs

Facilitate educational volunteer activities to enhance 'Literacy Support for Slow Learners' (Lifelong Education Division)

- Provide individually tailored learning support to 'slow learners' among elementary school 1st to 3rd graders
- Train retired teachers into dyslexia experts to help 'students experiencing difficulty with reading and writing'

Here is how we will protect students' right to learn and ensure basic academic performance!

Sub-task 2

Provide support for psychological/emotional well-being and social skills

- 1-2-1) We will lay the foundation for supporting psychological/emotional well-being and social skills.
 - Foster a relationship-centric and mutually supportive school culture and learning environment where students can stay safe, healthy, and find mental security
 - Provide enhanced support for guardian training for more desirable interactions at home



Closer Look

- ☑ Implement programs to improve psychological/emotional well-being and restore social skills
 - Help students develop motivation for learning and adapt to school life through peer activity programs (Elementary Education Division)
 - Run peer activity programs at special schools to improve the social skills of students with disabilities (Special Education Division)
 - Organize sports events for each school and school year to help students grow social skills and run physical peer activity programs (Physical Education Health Culture Art Division)

1-2-2

We will develop and deploy programs for psychological/emotional well-being and social skills.

- Develop and deploy a simple checklist for observing students' behaviors and assessing their self-perception and the level of relationship skills
- Develop and deploy various classroom/school programs based on social and emotional learning (SEL) to promote students' social and emotional competencies and provide continuous support for emotional stability



(Https://casel.org/core-competencies/(accessed on January 28, 2020))

⁶⁾ Source: Kress&Elias(2006). Social-emotional Learning Skills, p. 594

1-2-3 We will provide personalized counseling to help students grow.

- Provide support for counseling at the classroom and school levels, and provide phased counseling personalized for each student by partnering up with the Wee centers and other external counseling service providers
- Provide support for enhanced cooperation and competency building with homes and local communities while improving in-school systems for personalized support, so that we can focus on changes in individual students



Closer Look

Develop an integrated platform for Seoul Wee Project (Democratic Citizenship and Student Life Guidance Division)

- Launch a user-friendly counseling reservation system open to all anytime, anywhere (link with social media services)
- Promote wider use of Wee classes and contactless counseling (metaverse, online Wee classes, etc.) at Wee Centers
- Promote the use of blended counseling to provide counseling tailored to crisis levels and implement meaningful follow-up management

Category	Crisis Level	Support
1	Not experiencing a crisis; has simple questions regarding counseling	Contactless consulting
2	Experiencing a crisis; likelihood of improvement through counseling	Contactless/face-to-face counseling
3	Experiencing a crisis; requires emergency intervention due to safety reasons	Face-to-face counseling for emergency intervention

 Launch a pilot counseling project powered by metaverse (virtual space) technologies during a winter vacation season to improve the accessibility of counseling services

Promote the use of Wee Project for comprehensive support for restoration and adaptation by students in crisis

- Continue to expand support for the development and operation of Wee classes to promote counseling at schools
- Increase close-up support for nearby schools and students in crisis at local Wee centers
- Provide multi-angled support to build the counseling competency of counselors (counseling teachers)



Here is how we will protect students' right to learn and ensure basic academic performance!

Sub-task 3

Build an integrated support system tailored to students' needs

- Schools will provide students with comprehensive support to deal with complex factors, including basic academic skills, psychology, emotions, etc.
 - Set up and operate the Support Council for Students in Need of Learning Support to discuss matters regarding the support for basic academic skills, identify students in need of learning support, and determine how to aid them
 - Link the establishment and operation of the Support Council for Students in Need of Learning Support to other inschool programs, including education welfare programs and the identification of students in crisis, for personalized support for students affected by multiple factors

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Closer Look

- Improve the quality of accountable instruction for basic learning skills at the school level (Elementary Education Division and Secondary Education Division)
 - Set up Support Councils for Students in Need of Learning Support at schools, and appoint teachers in charge of learning support
 - Establish and evaluate diagnosis/support plans to ensure basic academic performance



[Support Council for Students in Need of Learning Support: Organizational Structure (Plan)⁷⁾

1-3-2 The SMOE will build a student-centric system for personalized support for all students' growth.

- Set up and operate the Council for Comprehensive Support for Student Growth (tentative title) to provide personalized support to students affected by multiple factors causing difficulties in learning and other aspects
- Identify various information regarding students in multi-factor crises and hold official discussions among the relevant personnel on a regular basis through the Council for Comprehensive Support for Student Growth (tentative title)

⁷⁾ Source: MOE, 1st Comprehensive Plan for Basic Academic Skills (2023~2027)

Here is how we will protect students' right to learn and ensure basic academic performance!

Sub-task 4

Train experts on basic academic skills

- 1-4-1) We will improve teachers' understanding of learners and their competency in universal learning design.
 - Train all teachers into expert helpers who understand the characteristics of students in need of learning support and utilize basic diagnostic tools
 - Help teachers become experts in teaching basic literacy and numeracy skills for school years and classes they teach



Closer Look

- Research methods for tailored learning design and evaluation to help all students learn and grow (Secondary Education Division)
 - Launch training programs for different subjects to build teachers' competency in universal learning design based on the research results
- ✓ Provide in-service training for basic academic skills (Elementary Education Division)
 - Require teachers to complete in-service training programs for basic academic skills to help them understand and teach students in need of learning support
- 1-4-2 Improve the expertise of learning support teachers.
 - Improve the expertise of learning support teachers through the Support Council for Students in Need of Learning Support and in-school learning support activities
 - Distribute materials to help learning support teachers and have support and systems in place to prevent excessive workload



- ☑ Develop and provide advanced training programs for learning support teachers (Elementary Education Division and Secondary Education Division)
 - Maintain the Support Council and appoint learning support teachers to improve the expertise in learning support activities
- ✓ Provide support for teachers' learning communities (Elementary Education Division)
 - Help teachers voluntarily form inter/intra-school learning communities for basic academic skills and share examples.

1-4-3 We will train basic academic skill experts.

- Train basic academic skill experts, including basic literacy experts and basic numeracy experts
- Launch medium- and long-term training programs to train basic academic skill experts



- Launch literacy expert training programs for elementary and secondary school students (Elementary Education Division and Secondary Education Division)
 - Implement practice-centered expert training programs(30 hours) to build teachers' competency in general and subject-specific basic literacy
- Propose the creation of graduate programs focusing on basic academic skills (Elementary Education Division and Secondary Education Division)
 - Propose the creation of graduate programs focusing on basic academic skills at Universities/Colleges of Education and provide educational assistance

Let's protect the right to learn and ensure basic academic performance together!

Annual Goals

Category	Project	2023	2024	2025	2026	
Sub-task Sub-task	Basic academic skill diagnosis activities	100%	100%	100%	100%	
	Basic academic skill cooperation instructors	950 schools	1,000 schools	1,000 schools	1,000 schools	
	Basic academic skills learning support tutors	400 schools	400 schools	400 schools	400 schools	
	Seoul Ganada, Seoul Gugudan, and Seoul ABC	All elementary	All elementary	All elementary	All elementary	
	'Fill-up' semesters for elementary school 6th graders and middle school 3rd graders	All elementary/ middle	All elementary/ middle	All elementary/ middle	All elementary/ middle	
	Learning counseling at schools	5,000 students	5,000 students	5,000 students	5,000 students	
	Support for students with dyslexia (dyscalculia) or borderline intelligence	1,000 students	1,300 students	1,500 students	1,500 students	
	Integrated platform for Seoul Wee Project	Development	Pilot	Launch	Launch	
2	Wee Class development	75%	77%	79%	81%	
Sub-task	School-level support councils	All elementary/ middle/high	All elementary/ middle/high	All elementary/ middle/high	All elementary/ middle/high	
	(Tentative) Council for Comprehensive Support for Student Growth	3 district offices	4 district offices	5 district offices	-	
Sub-task	Basic academic skill teacher training programs	10%	10%	10%	10%	
	Competency building for learning support teachers	22 times	22 times	22 times	22 times	
	Basic literacy/numeracy experts training	50 teachers	50 teachers	50 teachers	50 teachers	
	Basic academic skill graduate programs	In preparation	20 teachers	20 teachers	20 teachers	

Task 2

Promote school self-governance and curricula that cultivates agency and autonomy

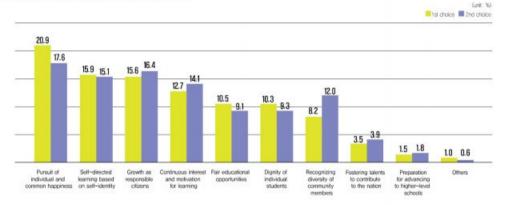


Competent department	Education Policy Bureau	Educational Innovation Division
Partner department		Cooperation and Engagement Division Early Childhood Education Division Elementary Education Division Secondary Education Division
		Democratic Citizenship and Student Life Guidance Division Special Education Division Career and Vocational Education Division

Why does school self-governance and curricula matter?

■ Status

Over the last decade, the SMOE made efforts to innovate public education focused on going beyond 'competition and convenience' to promote 'cooperation and inclusion' through curricula and in classrooms. This 'classroom revolution' was followed by 'differentiation through equity' policies aimed at overcoming inequality and educational gaps and promoting diversity. The principle of 'differentiation through equity' found its concrete forms in school-driven curricula development, classroom practices focused on cooperation and participation, and process-based evaluation, as well as other efforts to return to the roots of school and education. The outcomes of these SMOE efforts have had a positive effect on developing curricula focused on autonomy and choice, as well as the revision of the National Curriculum from 2015 to 2022.



In the National Survey for the 2022 Revised National Curriculum, Koreans chose 'pursuit of individual and common happiness' (20.9%), 'self-directed learning based on self-identity' (15.9%), and 'growth as responsible citizens' (15.6%) as the most important values to guide education in Korea.¹⁾ 'Dignity of individual students' and 'recognition of the diversity of community members' were placed high on the list. These values are aligned with the orientation and guiding principles of our curricula driven by the value of school self-governance and dignity/inclusion/co-existence.

Outlook

In Futures of Education, the United Nations Educational, Scientific and Cultural Organization (UNESCO) summarizes the disruptions in our time as 'a planet in peril, democratic backsliding, the uncertain future of work, etc.' and proposes cooperation and education of solidarity to address them. In the document, UNESCO proposes a number of "curricular priorities for educational futures": curricula for a damaged planet; integrating knowing and feeling; broadening literacies and creating plurilingual futures; enriching numeracy; drawing on the humanities; scientific inquiry and understanding; skills for a digital world; building imagination, judgment and possibility through arts education; educating for human rights, active citizenship, and democratic participation.

¹⁾ MOE (2021), Press Release, "MOE Announces National Survey for Revised National Curriculum Results and Launches Social Consensus Building Process"

We can consider these priorities as elements to be incorporated into local and school curricula, while advancing the lives of students in the future through learning, actions, and self-reflection of school members.

As such, autonomous curriculum development based on school selfgovernance amounts to forming a 'new social contract for education' and 'shaping our future together.'

Schools should be safe places for students, and we should strive to recognize diversity, work together in solidarity, and turn schools into laboratories for transition and creation. Teachers should help students access and produce knowledge and develop the ability to criticize and apply knowledge. Through these supports, education communities can jointly establish 'principles of dialogue and action' for future education. School self-governance as a value and a guiding principle can be a crucial asset for our transition to new education, as it involves jointly forming principles through dialogues and learning and putting them into practice.



Directions and Necessities

Given the future outlooks proposed in OECD Education 2030 Project and UNESCO Education 2030 Agenda, schools should be able to answer the following questions regarding curricular autonomy and school self–governance. When students become adults,

- What knowledge, skills, values, and attitudes do we want them to live by?
- How should schools help students develop the knowledge, skills, values, and attitudes?

Knowledge and skills can be developed through ecological, multicultural, and interdisciplinary approaches reflected in curricula and educational activities at schools. In order to help students internalize the values and attitudes required for the future society, the school culture should be open and inclusive. To achieve these goals, schools should reshape their curricula by hearing diverse voices from students, parents, and teachers. What matters in the process is student self-governance, parent self-governance, teacher self-governance, and learning at different levels. The promotion of school self-governance, professional learning communities, and autonomous operation of school curricula are closely related to one another. Therefore, in order to achieve deeper learning, we need to maintain a humanistic view of education, look for ways to ensure sustainability, and implement curricular priorities for the future of education based on curricular autonomy and school self-governance.

Promote school self-governance and curricula that cultivates agency and autonomy

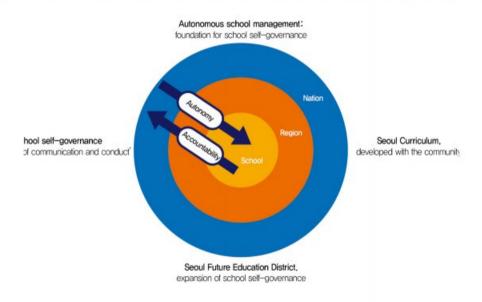
Ensure curricular autonomy based on school self-governance for wider and deeper education

Sub-task 1 School self-governance that formulates 'principles of communication and conduct' based on communality

Sub-task 2 An autonomous school management system that lays the foundation for school self-governance

Sub-task 3 Schools where curricular autonomy fosters school self-governance

Sub-task 4 Seoul Future Education District: expanding school self-governance





- We will ensure the agency of school members in the shaping of future education principles.
- We will consolidate the foundation of school self-governance through autonomous school management centered on curricula.
- We will shape Seoul's curricula through the participation of, and cooperation with, the Seoul education community.
- 1. We will help schools and neighborhoods work together to expand the time and space to promote education for life.

Here is how we will promote school self-governance and curricula that cultivates agency and autonomy!

Sub-task 1

School self-governance that formulates 'principles of communication and conduct' based on communality



We will shape a school culture fostering dignity, inclusion, and co-existence by pluralizing school democracy.

 Establish principles for dialogue and action to foster dignity, inclusion, and co-existence at schools, based on school democracy as an experience for conflict resolution

Consolidate democratic school management	Promote and spread a democratic and horizontal atmosphere through faculty meetings with discussion		
Foster a democratic school culture that respects the agency of students	Shape schools into spaces for spontaneous civic education, thereby creating a school culture where students' agency is respected		
Teach democracy	Help students practice mutual respect and democracy in their daily lives by teaching knowledge and value of democracy, and learn about democracy through participation and action		
Expand democracy	Help students understand how their areas and the world are connected and how their issues are not separate from global issues, and broaden the understanding of global citizenship and democracy based on inclusion and co-existence, where the issues of others are our issues		

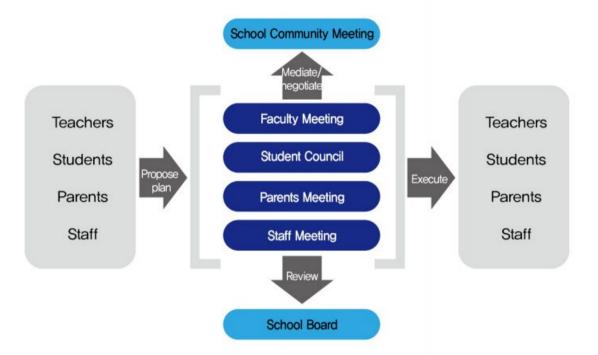


- Faculty meetings with discussion (Educational Innovation Division)
 - Consolidate democratic and cooperative school culture through faculty meetings with discussion
- ✓ Promote reading, discussion, and writing classes (Secondary Education Division)
 - Seoul Reading and Discussion-based Project Classes linked with the subject curricula
 - Seoul In-depth Issue Reading and Discussion Program, where high school students work with doctoral candidates
 - Morning Book Walk Project, a self-directed daily reading program
- Democratic citizenship education centered on student engagement (Democratic Citizenship and Student Life Guidance Division)
 - · Expand project learning on social issues linked with curricula
 - Increase education on political participation and rights in keeping with the lowering of the voting age

2-1-2

We promote school self-governance based on the autonomy and accountability of education communities.

Increase the autonomy of education communities by improving school self-governance, including the student council-teacher council-parent council meetings, and student participation in school board meetings



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Closer Look

Support the participation of education communities in school education

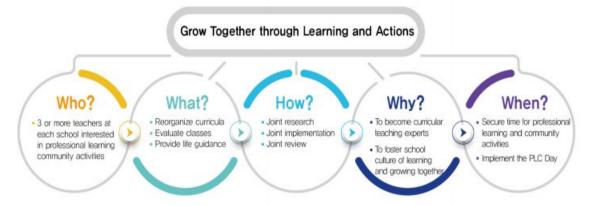
- Plan and implement school education through faculty meetings with discussion (Educational Innovation Division)
- Have curricular operation and school budgeting and spending reviewed by the school board (Cooperation and Engagement Division)
- Allow the student council to organize and administer its own budget (Democratic Citizenship and Student Life Guidance Division)

Here is how we will promote school self-governance and curricula that cultivates agency and autonomy!

Sub-task 2

An autonomous school management system that lays the foundation for school self-governance²⁾

- 2-2-1 We will expand the autonomy of organizing and implementing curricula.
 - Expand the professional autonomy of curricula, classes, and evaluation by revitalizing professional learning communities as 'organizations that learn and take action'



Improve the quality of school curricula by enhancing teachers' curricular³⁾ expertise



- Expand professional learning communities and support their operation (Educational Innovation Division and Seoul Education Research & Information Institute (SERII))
 - Expand professional learning communities at schools and support their operation: including the use of training systems for customized support for the in-service training of professional learning communities
 - Expand inter-school professional learning communities and support their operation: Build research networks among teachers at different schools to expand the culture of class sharing and disseminate best practices
- ✓ Increase teachers' right to develop curricula for high-quality kindergarten curricula (Early Childhood Education Division)
 - Maintain professional learning communities to improve teachers' ability to execute curricula and spread the culture of researching curricula
 - Provide training and research support to improve teachers' curricular literacy

²⁾ Autonomous school management system: A 'school management system where schools decide' their own issues and the educational demands that the schools want and the education communities expect, based on the 'autonomy of the schools and education communities.'

³⁾ Teacher curricula: Curricula created by students and teachers together based on national, local, and school curricula and teachers' philosophy

☑ Provide support for the operation of teachers' curricula (Elementary Education Division)

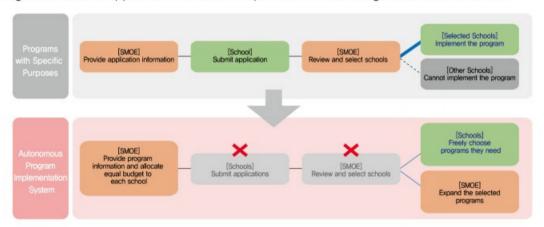
- · Support teachers' practices through teachers' curricula workshops and self-directed training programs
- Provide consulting for the operation of teachers' curricula using the curriculum and class support teams at district education offices

✓ Increase tailored training programs to build teachers' curricular design competency

- (Early Childhood) Provide teacher training and support for research activities to build curricular execution competency
- (Elementary) Implement intensive preparation periods at the start of new school years, and maintain curricular support teams at main/district education offices
- (Middle School) Set up and maintain consulting teams for 'free semesters' and on-site support teams for the high school credit system
- (Special Education) Maintain a class innovation network for special education teachers

2-2-2) We will expand schools' autonomy in project selection and financial management.

 Increase the predictability of budgeting and the autonomy of schools in financial management by gradually increasing the share of support for basic school operations in the budget allocated to schools



- Streamline educational programs for specific purposes, and identify program budget that can be converted to school management budget (Budget Division)
 - Streamline educational programs for specific purposes that undermine the financial autonomy of schools
 - Continue to identify the budget for programs for specific purposes that can be converted to school management budget
- Deploy a culture of school innovation through autonomy, selection, and concentration through the 'autonomous program implementation system' (Educational Innovation Division)
 - Allow schools to autonomously plan and implement school programs through democratic decision—making processes
 - Provide support in three areas (autonomous curricular implementation, education communities, and optional areas)
 - Share schools' experience in autonomous program implementation, and provide training materials regarding the purpose and implementation of programs

2-2-3 We will improve the autonomy and accountability of education communities.

 Consolidate the autonomous school management system at the school level through the planning, implementation, evaluation, and feedback for school education activities

Closer Look

Implement and improve 'faculty meetings with discussion' at each school (Educational Innovation Division)

- Lay the foundation for school self-governance by consolidating a system to ensure the application of meeting results to actual practices (preparation-meeting-result application)
- · Encourage schools to enact and update regulations on faculty meetings with discussion
- Provide facilitation⁴⁾ and in-service training to promote discussion at schools

☑ Improve the operation of school (kindergarten) boards (Cooperation and Engagement Division)

- Enhance the democratic selection and expertise of school board members
- · Provide in-service training for school board members and personnel

☑ Improve the operation of parents' associations (Cooperation and Engagement Division)

- Provide subsidies for the operation of parents' associations at schools and the construction of parents association offices
- Implement competency building and in-service training programs for parents' association officials, and provide consulting for the management of parents' associations

✓ Improve school evaluation (SERII)

- Implement school evaluation based on autonomy and accountability and provide tailored support for school organization diagnosis
- Consolidate the virtuous cycle of 'planning-implementation-evaluation-feedback' for school education activities

⁴⁾ Facilitation: activities to help the members of a group actively engage in discussions using effective methods and procedures and achieve goals by promoting interactions

2-2-4 We will innovate educational administration centered on educational activities.

 Continue to streamline educational and general administration tasks so that schools can focus on educational activities



 Reorganize the tasks at the SMOE to focus on policies, and enhance the school support functions of district education offices, including the expansion of integrated school support centers



- Reduce administration workload at schools to set schools' focus on educational activities (Educational Innovation Division)
 - Maintain 'model schools' for efficient school administration⁵⁾
 - Continue to reduce the total amount of policy programs by streamlining programs for specific purposes
 - Enhance 'tailored integrated school support' through the operation of integrated school support centers, including support for school violence, protection of teachers' rights and students' human rights, and continued support for life guidance education

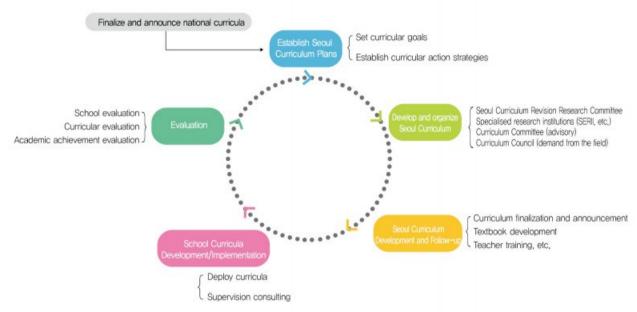
⁵⁾ Model schools for efficient school administration: Schools that shape the school administration innovation models based on self-governance, to reduce workload and improve efficiency to set schools' focus on educational activities

Here is how we will promote school self-governance and curricula that cultivates agency and autonomy!

Sub-task 3

Schools where curricular autonomy fosters school self-governance

We will shape 'Seoul Curricula' through the participation of, and cooperation with, the Seoul education community.





Closer Look

☑ Design 'Seoul Curriculum' based on the 2022 Revised National Curricula (Secondary Education Division)

- Maintain an autonomization and decentralization team for Seoul Innovative Future Curriculum (November 2021 to July 2022): Suggest plans for the operation of autonomous school curricula and local curricula vis-avis the 2022 Revised National Curriculum
- Maintain a team for the revision of the Seoul Curriculum (December 2022 to March 2023): Propose the
 nature and characteristics of the Seoul Curriculum and professional qualities for Seoul teachers, based on the
 characteristics of Seoul and the tasks and orientation of Seoul Education
- Build and operate an on-site network for revising Seoul Curriculum and guidelines (January 2023~): Support
 the autonomization of school curricula, provide suggestions for developing field-ready guidelines for
 curricular development and implementation, and conduct on-site reviews of curricular development and
 implementation guidelines

⁶⁾ Seoul curricula: Country developed by (What does this mean??) the SMOE based on the National Curriculum by incorporating the unique nature of education in Seoul and students' educational needs



We will develop 'My Curriculum,'7) a curriculum customized to individual students' interests and aptitudes.

- Design and implement curricula that are personalized and customized based on learners' life contexts, utilizing free time at schools, free semesters (school years), and the high school credit system
- Achieve in-depth learning through 'learning-centered classes' and 'evaluation for growth' based on the coagency of teachers and students
- Achieve 'curricula for life' by ensuring systematic implementation of career education through career-linked education during students' transition to new schools and classes
- Enhance career education tailored to students that support learners' lives and holistic growth
- Provide higher-quality vocational education through 'Seoul Meister High Schools' including curricula tailored to industrial demands and class innovation



Closer Look

"Play and Learn Kindergartens": curricula for early childhood centered on playing (Early Childhood Education Division)

- Implement Kindergarten Curricula Support Program to expand the play experience of young children
- Link kindergarten curricula with childcare programs for children aged 0 to 2, and elementary school curricula

Implement elementary school curricula to ensure children's growth as happy learners (Elementary Education Division)

- Implement curricula where learners actively engage in classes and achieve growth as agents of learning and evaluation
- Implement curricula that build students' competency in addressing changes in the future society and enhance their agency in learning and life in general

Implement middle school curricula to develop students' autonomous competency (Secondary Education Division)

- Implement middle school curricula based on autonomy and diversity through the free semester system
- Implement curricula that expand digital diversity and democracy with Divot*

Divot: a compound word of digital and 볏[vot](companion in Korean) which is a program that facilitates the use of digital devices in learning by providing students with tablet computers for free

 Issue an open call for research teams for process-based evaluation, and operate Student Evaluation Meseto Academy⁽⁸⁾

Implement the high school credit system to keep a balance between autonomy and choice (Secondary Education Division)

- Implement optional curricula tailored to students
- Help schools share their curricula with unique features by implementing inter-school joint curricula

⁷⁾ My Curriculum: While it is still important to provide students with high-quality standard curricula without discrimination based on the principle of holistic development, it is equally important that students can build their own curricula (My Curriculum) at their own pace and from their own interests.

⁸⁾ Student Evaluation Meseto Academy: An in-service training program on student evaluation offered by the SMOE on the third Saturday of each month to build teachers' competency in student evaluation

✓ Innovate class/evaluation to develop students' thinking skills (Elementary Education Division and Secondary Education Division)

• Implement the Thought-Growing Classroom program⁹⁾ to innovate writing-centered class/evaluation

Adoption (2023) 33 elementary school research teams | Note that the school search teams | Note that t

 Implement the Thought-Writing Classroom School program¹⁰⁾ for the innovation of inquiry-based writing class/evaluation



- Lead the adoption and implementation of career-linked education during the transition to new schools and classes (Career and Vocational Education Division)
 - Implement career-linked education based on adaptation to life at higher-level schools
 - Develop and share the career-linked education model based on the 2022 Revised National Curriculum
- ☑ Enhance career education tailored to students (Career and Vocational Education Division)
 - Set up career/vocation experience centers in each self-governing district and provide career experience linked with vocational high schools
 - Provide career mentoring tailored to students
- ☑ Run 'Seoul Meister High Schools'¹¹⁾ (Career and Vocational Education Division)
 ☐
 - Build a sustainable lifelong vocational education framework through tailored vocational education focused on students' career choices and growth
- ☑ Train semiconductor professionals at vocational high schools in Seoul (Career and Vocational Education Division)
 - Reorganize the subjects taught at 'Semiconductor Core Schools' and implement joint curricula among the schools
 - Enhance education tailored to industries utilizing extra-school curricula linked with semiconductor training institutions, industries, and universities
- ☑ Implement tailored special education curricula focused on basic education (Special Education Division)
 - Implement special education curricula to realize students' potential and respect diversity
 - Implement curricula to prepare for the future and restore relationships

Thought-Growing Classroom: a program to innovate class evaluation at elementary schools by linking curricula, classes/evaluation to help students develop critical and creative thinking

¹⁰⁾ Thought-Writing Classroom School: a school that applies the 'Inquiry-based Writing Class/Evaluation' model (a writing-centered class model focused on inquiry-based learning and writing activities) to at least one subject per semester

¹¹⁾ Seoul Meister High Schools: a school designed by combining the industrial demand-tailored high school model (which is a leading model of vocational education in secondary schools) and specialized high school model to address digital transformation and changes in the future society.

2-3-3 We will support research on forward-looking curricula.

- Reinforce the R&D framework to enable forward-looking curricula, classes, and evaluation



Closer Look

Promote research by teachers (SERII)

- Organize On-site Educational Practices Research Conferences and implement the Superintendent-Designated Research Teacher program.
- Support the Subject Education Research Society, a voluntary teachers' research organization
- Build area-specific professional networks and support competency building for the Consulting Scholarship Support Groups

✓ Increase subsidies for out of pocket training expenses to improve teachers' professional qualities in phases (Elementary Education Division and Secondary Education Division)

- Incrementally increase the subsidies for teachers' out of pocket training expenses from the current KRW 150,000 to KRW 250,000 by 2026
- Encourage voluntary training activities by increasing the subsidies for teachers' out of pocket training expenses

☑ Build class innovation competency and spread the culture of class sharing (Elementary Education) Division and Secondary Education Division)

- Develop training programs and materials to innovate class teaching by linking curricula with classes and evaluation
- Promote class sharing and open classes through professional learning communities

☑ Enhance teachers' student evaluation competency to help students grow and develop (Elementary) Education Division and Secondary Education Division)

- Train and increase core teachers who practice evaluation linked with curricula and classes
- Reinforce subject councils of schools supervised by district education offices, to improve expertise in student evaluation at the school level

Here is how we will promote school self-governance and curricula that cultivates agency and autonomy!

Sub-task 4

Seoul Future Education District: expanding school self-governance

2-4-1) The Seoul Future Education District will be there for children's future.

- Enhance the cooperation system among schools and local communities
- Build a platform for the future education of children and adolescents through cooperation between the SMOE and self-governing districts
- Implement public-private-academic governance centered on communication, through shared vision and philosophy on future education
- Shape local education ecosystems centered around education communities, in keeping with the unique features and characteristics of each district



Closer Look

Implement the Seoul Future Education District project (Cooperation and Engagement Division)

- Implement the Seoul Future Education District and School Choice projects to diversify school choices
- Work with local communities to implement ecological transition education and future education for coexistence with nature and sustainable life
- Build an integrated support governance framework, including the educational guardian system for the happy growth of all children.

2-4-2 We develop 'local curricula' 12) that help people practice what they know in their life.

- Support various educational activities that bring knowledge and life together, including localized Society textbooks and educational activities linked with local communities
- Reorganize curricula as early as the education planning stage, to implement curricula linked with local communities in which children live
- Implement diverse and unique curricula linked with local communities in accordance with circumstances at each school and students' needs on Neighborhood Learning Day 13)



Closer Look

Enhance the school-local community cooperation framework (Cooperation and Engagement Division)

- Build and systematize curricula linked with local communities
- Implement diverse and unique curricula linked with local communities, and the piloted Neighborhood Learning Day program offering optional classes (activities) tailored to circumstances at each school and students' needs, in connection with the 2022 Revised National Curriculum.

¹²⁾ Local curricula: Curricula developed by the regional education offices (municipal and provincial) based on the National Curriculum by incorporating the unique nature of education in Seoul and students' educational needs

¹³⁾ Neighborhood Learning Day: A program where schools and local communities work together for cooperative educational activities. Schools select from educational activities proposed by local educational organizations, and teachers and neighborhood instructors jointly teach cooperative classes

Let's work together to promote school self-governance and curricula that cultivates agency and autonomy!

Annual Goals

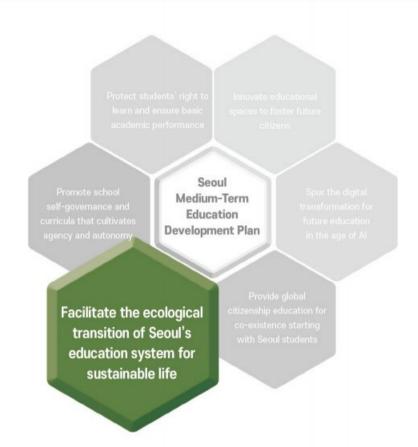
Category	Project	2023	2024	2025	2026
Sub-task 2	Expand professional learning communities at schools	1,300 programs	1,400 programs	1,500 programs	1,550 programs
	Expand professional learning communities between schools	500 communities	505 communities	510 communities	515 communities
	Expand the autonomous program implementation system	Convert to integrated school operation expenses (2 areas)	Convert to integrated school operation expenses (2 areas)	Convert to integrated school operation expenses (3 areas)	Convert to integrated school operation expenses (All areas)
	Reduce educational programs for specific purposes	Ensure school autonomy in selecting education programs for specific purposes (1 area)	Ensure school autonomy in selecting education programs for specific purposes (2 areas)	Ensure school autonomy in selecting education programs for specific purposes (All areas)	Ensure school autonomy in selecting education programs for specific purposes (All areas)
	Improve teachers' awareness through faculty meetings with discussions	_	77%	79%	82%
	Expand the digitalization of simple and repetitive administrative tasks	1 area	1 area	1 area	-
	Expand the reallocation of common administrative tasks that schools find difficult to the education office	Satisfaction rate with task reallocation: 50%	60%	70%	-
Sub-task	Thought–Growing Classroom	Adoption 33 research teams	Development 80 research teams, implemented at 16 schools	Advancement 150 research teams, implemented at 40 schools	Dissemination All interested schools
	Thought-Writing Classroom Schools	Adoption 60 research teams	Development Implemented at 66 schools	Development Implemented at 66 schools	Advancement All interested schools
	Career-Linked Education Leader Schools	20 elementary schools 20 middle schools 20 high schools	50 elementary schools 100 middle schools 50 high schools	All schools	-
3	Career Education Tailored to Students	Career mentoring: 35 schools	Career mentoring: 35 schools	Career mentoring: 40 schools	Career mentoring: 40 schools
	'Seoul Meister High Schools'	10 specialized schools	20 specialized schools	64 specialized schools (planned)	64 specialized schools (planned)
	Semiconductor Core Schools	2	4	6 (planned)	6 (planned)
	Superintendent-Designated Research Teachers	30 elementary/ middle/high school teachers	32 elementary/ middle/high school teachers	34 elementary/ middle/high school teachers	36 elementary/ middle/high school teachers
	Increased Subsidies for Teachers' Out of Pocket Training Expenses	KRW 150,000 per person	KRW 200,000 per person	KRW 200,000 per person	KRW 250,000 per person
Sub-task	Seoul Future Education District	Lay foundation	Run pilot projects	Expand pilot projects	General implementation

'Seouly' represents all students who attend, and will attend, schools in Seoul.



Task 3

Facilitate the ecological transition of Seoul's education system for sustainable life



Competent department	Education Policy Bureau	Educational Innovation Division
Partner department		General Affairs Division Cooperation and Engagement Division Elementary Education Division Secondary Education Division Physical Education Health Culture Art Division Education Finance Division Facilities Safety Division Seoul School Health Promotion Center

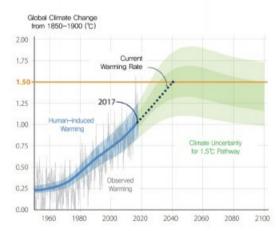
Why does the ecological transition of the Seoul Education System matter?

Status

Global warming has caused extreme weather events around the world, including heat waves, heavy snow, typhoons, and wild fires. Korea has also been increasingly affected by climate change, driven by the high percentage of fossil fuels and the manufacturing industry. As a result, its average temperature has risen by 1.4°C over the last three decades.

Having recognized the seriousness of the climate change issue, the global community adopted various agreements to address it, including the Kyoto Protocol in 1997, which puts the burden of addressing climate change on developed countries, and the Paris Agreement in 2015, which involves both developed and developing countries in the efforts. The Paris Agreement is aimed at limiting global warming to less than 2°C compared to the pre-industrialization level, and restricting the overall global warming to 1.5°C. In the 48th Intergovernmental Panel on Climate Change (IPCC) session held in Songdo, Incheon, South Korea, in October 2018, member countries approved the special report, Global Warming of 1.5 °C, and developed action strategies to achieve the 1.5°C goal under the Paris Agreement. As a pathway to restrict the overall global warming to 1.5°C until 2100, the IPCC proposed reducing CO2 emissions to 45% of the 2010 level by 2030, and achieving net zero by 2050.





In 2019, the SMOE and the Seoul Metropolitan Government jointly declared the Seoul Declaration on Transition to Eco-Civilization. In January 2020, the SMOE announced the 2020~2024 Medium— and Long—Term Development Plan for Ecological Transition Education, followed by the formation of the Ecological Transition Education Team in September of the same year. Since then, the SMOE has been promoting ecological transition education that is aimed at holistic transition ranging from individual thoughts and behaviors to organizational culture and systems, for co-existence between humans and nature and sustainable life in the age of climate crisis.

The 2022 Revised National Curriculum, announced in December 2022, also specifies the following as one of the priorities for curricular development: improving students' ability to actively address uncertainties in the future society caused by climate and ecological changes, and helping students become proactive persons.

Outlook

In 2020, UNESCO published a report entitled Learning to become with the world: Education for future survival, in which the organization proposed seven visions for education in 2050 and thereafter. The seven visions are:

- By 2050, we will critically reassess and reconfigure the relationship between education and humanism. We retain
 the best aspect of education's previous humanist mission—to promote justice—but extend it beyond an exclusively
 human or social framework.
- 2. By 2050, we fully acknowledge that humans are embedded within ecosystems and that we are ecological, not just social, beings. We dissolve the boundaries between the 'natural' and 'social' sciences, and all curricula and pedagogies are firmly grounded in an ecological consciousness.
- 3. By 2050, we stop using education as a vehicle for promulgating human exceptionalism. Instead, we are teaching that agency is relational, collectively distributed, and more–than–human.
- 4. By 2050, we will discard education's human developmental frameworks. Instead of championing individualism, we now foster collective dispositions and convivial, reparative human and more–than–human relations.
- 5. By 2050, we will recognize that we live and learn in a world. Our pedagogies no longer position the world 'out-there' as the object we are learning about. Instead, learning to become with the world is a situated practice and a more-than-human pedagogical collaboration.
- 6. By 2050, we re-task education with a cosmopolitical remit. This moves it far beyond the universalist and anthropocentric claims of humanist, humanitarian, and human rights perspectives.
- 7. By 2050, the goal of education for future survival leads us to prioritize an ethics of collective recuperation on this damaged Earth.

■ Directions and Necessities

The SMOE will build a system for continuous cooperation among different departments within the Office for co-existence between humans and nature and sustainable life in the age of climate crisis, and achieve ecological transition and carbon neutrality. We will share the significance and guiding principles of the ecological transition education policies, and achieve a holistic transition encompassing organizational cultures and systems through interdepartmental cooperation.

To that end, we will work toward four goals over the next four years: i) ecological transition of school curricula; ii) ecological transition of educational administration and organizational cultures, iii) a collaborative network for ecological transition; and iv) competency-building for the ecological transition of the Seoul education community.



Facilitate the ecological transition of Seoul's education system for sustainable life

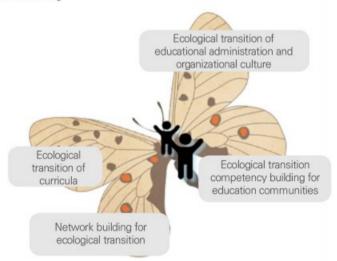
Achieve a total transition encompassing all aspects ranging from individual thoughts and behaviors to organizational cultures and education systems.

Sub-task 1 **Ecological transition of school curricula**

Ecological transition of educational administration and organizational Sub-task 2 cultures

Sub-task 3 A collaborative network for ecological transition

Competency-building for the ecological transition of the Seoul education Sub-task 4 community



- Parnassius bremeri (high resistance to cold weather; one of the greatest victims of climate change)
- · The four wings overlap with each other, and move in one direction
- Students and adults work together as agents
- The metamorphosis from a caterpillar to an adult represents an ecological transition

Future Scenarios

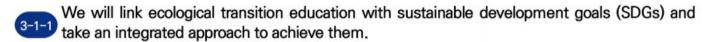


- Adopt ecological transition for sustainable life as a principle for curricular design.
- 1. Consider total ecological transition for policy-making and work processes at schools and the SMOE.
- 1. Achieve eco-friendly life within Seoul education communities, and practice carbon neutrality in and outside schools.
- 1. Promote circular economy on the local level through collaboration between schools and local communities.
- 1. Promote the growth of students, parents, and school staff in the Seoul education community as ecological citizens.

Here is how we will facilitate the ecological transition of Seoul's education system for sustainable life!

Sub-task 1

Ecological transition of school curricula



- Integrate subjects and knowledge-skills-attitudes for ecological transition
- Incorporate SDGs in all aspects of curriculaand characteristics of each district





































Closer Look

✓ Pursue ecological transition education to protect the Earth (Educational Innovation Division)

- Strategies and core values of ecological transition education







Help students grow as ecological citizens through school curricula based on ecological transition education.



- Implement ecological transition education that connects work with life
- Promote the transition of organizational cultures and systems through ecological transition education strategies that encourage students to learn, feel, act, share, and speak up
- Reinforce ecological transition education in physical education, culture, and arts



- Promote the transition of school curricula toward ecological civilization (Educational Innovation Division)
 - Designate Ecological Transition Education (Research) Schools for a sustainable future
 - Designate Ecological Transition Schools teaching curricula incorporating school characteristics
 - Promote Ecological Transition Class (Club) activities to spread commitment to ecological transition practices
- Implement ecological transition education at the school and classroom levels (Early Childhood Education Division, Elementary Education Division, and Secondary Education Division)
 - Designate Ecological Transition Education Kindergartens that combine playing with daily activities
 - Teach project classes on ecological transition education to 3rd to 6th grade elementary school students (Classroom of Our Dreams)
 - Implement ecological transition education linked with free semesters (school years) at middle schools
 - Implement ecological transition education linked with career education through optional curricula tailored to high school students
- Support ecological transition education activities to foster ecological awareness at schools (Educational Innovation Division)
 - Support the implementation of ecological transition education programs linked with local communities
 - evelop and disseminate ecological transition education programs and materials linked with curricula
 - Support training programs to build ecological transition education competency of teachers

- Global citizenship education for peace and co-existence (Democratic Citizenship and Student Life Guidance Division)
 - Support global citizenship education innovation schools, global citizenship education schools, international
 education cooperation schools, and student clubs
- ✓ Promote bicycle riding as an ecological transition practice (Physical Education Health Culture Art Division)
 - Support digital-powered indoor bicycling activities and bicycle clubs at high schools
 - Implement the Bicycle Camp to Save the Earth program
- We will implement ecological transition education in collaboration with local communities and the global society.
- Encourage students across Korea to attend schools in rural areas as a way to foster ecological sensitivity and learn about working together close to nature
- Support the implementation of joint climate crisis classes in collaboration with partner schools in other countries
- Closer Look
 - ✓ Implement rural schooling programs for students in cities (Educational Innovation Division)
 - Implement rural schooling programs to foster children's ecological sensitivities
 - Implement joint ecological activity programs between urban and rural schools
 - ✓ Support the implementation of international joint classes on ecological transition (Educational Innovation Division and International Affairs Division)
 - Foster global citizenship by promoting international joint classes on environment, sustainable development, and climate crisis
 - SMOE-Korean Committee for UNICEF Joint Campaign (Policy and Safety Planning Division)
 - Institute a joint climate change campaign to implement climate change education and develop joint action plans

Here is how we will facilitate the ecological transition of Seoul's education system for sustainable life!

Sub-task 2

Ecological transition of educational administration and organizational cultures

3-2-1 We will change organizational cultures to achieve net zero.

- Plan programs to help schools and educational institutions actively address future uncertainties brought on by climate and ecological changes
- Promote 5R (Reduce, Reuse, Recycle, Reject, and Rot) in daily routines at schools and educational institutions
 - Eliminate the use of disposable products, digitalize paper books, remove paper from meetings, make all
 payments electronically, purchase recyclable office supplies, identify/share/purchase green products, create
 EduFine System ecology codes, and add S2B low-carbon product list, etc.
- Consider ecological transition elements as part of the 'pre-project review items'
- Close

Closer Look

Foster organizational cultures that practice ecological activities (General Affairs Division and Educational Innovation Division)

- Build consensus on the need for ecological transition and engage in activities to foster an ecological culture
- Operate a collaboration system among the relevant departments in the SMOE to support ecological transition education practices

3-2-2 We will reduce GHG emissions by saving energy in our daily routines.

- Save heating/cooling energy (power and urban gas) in daily lives
- Reduce carbon emissions by reducing the use of office cars (reduce fuel usage)
- Encourage environmentally sound clothes that last longer and use less energy
 - Simplify summer wear, wear more inner wear in winter, and collect winter outerwear
- Q

Closer Look

☑ Implement regulations for reasonable energy use (Education Finance Division)

- Select and purchase energy-efficient products during Equipment Selection Committee deliberations
- Use energy-efficient lighting apparatus and turn off unnecessary lights
- Require the use of products efficient in saving standby power, and turn off office equipment while not in use (use automatic power control)
- Keep room temperature at an appropriate level (18°C or lower when heating, and 28°C or higher when cooling)

3-2-3 We will expand green catering (food ecological transition education) to all educational institutions.

- Implement food ecological transition education linked with school curricula
- Introduce Green Catering Bars at schools to expand vegetarian options



Support the operations of Food Ecological Transition Leader Schools (Seoul School Health Promotion Center)

- Implement food ecological transition education linked with school curricula
- ✓ Implement student club and activity programs on ecological food transition (Seoul School Health Promotion Center)
- Engage students in ecological food transition activities
- · Implement organic farming activity programs in collaboration with local communities

Expand vegetarian options at schools (Seoul School Health Promotion Center)

- Offer Green Catering Bars at schools
- · Support green catering activities to lay a foundation for raising awareness of green catering

3-2-4 We will achieve net zero across all schools by 2050.

- Work toward net zero by saving energy and producing/using reusable energy
- Improve the energy-saving capacity and efficiency of newly built and remodeled buildings, and improve dilapidated facilities at existing school buildings
- Work toward the ecological transformation of school gardens, forests, and other spaces



▼ Foster eco-friendly school environment (Educational Innovation Division and Facilities Safety Division)

- Build carbon-reducing facilities in schools (energy self-reliance facilities, rainwater storage, green walls, etc.)
- Build spaces for ecological food activities, including school vegetable gardens and cafeteria with smart farm facilities
- Implement ecological transition education using school places, including spaces for net zero activities and education on new and renewable energy, and green multi-purpose cultural spaces

Designate Net Zero Model Schools (Educational Innovation Division)

Implement ecological transition education for climate response and carbon neutrality

Develop low-carbon school spaces to protect the ecosystem and environment (Facilities Safety Division and Seoul School Health Promotion Center)

- Minimize energy use in newly built or remodeled schools through green design, use of low-carbon materials, and zero energy technologies, and build building energy management systems (BEMS) to improve energy efficiency and reduce greenhouse gas (GHG) emissions
- Implement integrated maintenance powered by IOT for heating/cooling systems and solar equipment at schools, to optimize equipment life and reduce facility maintenance workload at schools
- Adopt an Al/big data-powered system to reduce leftovers at cafeterias

Here is how we will facilitate the ecological transition of Seoul's education system for sustainable life!

Sub-task 3

A collaborative network for ecological transition

- 3-3-1
- We will activate the 365 Citizen Climate Action Network activities, including teachers, students, and parents.
- (Elementary) Help students embody ecological wisdom through school-home activities
- (Middle School) Help students actively engage in ecological transition activities through career-linked activities
- Create synergy through cooperation within each network and solidarity between networks
- 0

Closer Look

- ✓ Pursue network transition to foster ecological citizens (Educational Innovation Division)
 - Implement Teacher Climate Action 365, a program to achieve ecological transition education and practice sharing
 - Implement Student Climate Action 365, a program aimed at promoting ecological actions by future generations
 - Implement Parent-Citizen Climate Action 365, a program carried out in collaboration with local communities
- We engage schools and local communities to jointly support the growth of ecological citizens who practice what they know in their lives.
- Build private-public-academia partnership governance for ecological transition practices
- Develop neighborhood curricula based on ecological transition education
- Support student clubs linked with local communities to spread commitment to ecological transition practices
- Q

- Set up the Ecological Transition Education Practice Team and the Consulting Support Team (Educational Innovation Division)
 - Support ecological transition education at schools by forming support teams consisting of experts from different fields, including schools, academia, the private sector, and environmental organizations(curricula, school environment, teacher growth, etc.)
- Set up a consultative body among ecological transition education institutions in collaboration with local communities (Educational Innovation Division)
 - Form a consultative body led by institutions participating in ecological transition education linked with local communities, to implement and improve ecological transition education within local communities
- ☑ Implement ecological transition education linked with local communities in Seoul Future Education
 Districts (Cooperation and Engagement Division)
 - Implement a school selection system centered on ecological transition education through school-local community collaboration

We will promote networks, solidarity, and collaboration with other institutions to expand the scope of ecological transition.

- Implement joint carbon reduction activities using the data held by the Seoul Metropolitan Government
- Organize an ecological transition education fair with the Seoul Metropolitan Government and interested companies, and look for ways to work with one another



Closer Look

☑ Develop Eco School (Ecological Transition Education Park) (School Support Division)

 Work with the Ministry of Environment (MOE) and the Seoul Metropolitan Government to build a center to provide comprehensive support for environmental education at schools

Designated Net Zero Schools (Educational Innovation Division)

 Work with environmental startups and non-profit environmental organizations to analyze and assess carbon emissions from schools and develop carbon literacy education programs to achieve net zero at schools

We will build circular local economies and promote circularity and self-reliance within and among local economies.

- Promote the transition to circular local economies through art education, including musical instrument sharing, upcycling, and other art education programs
- Promote circularity and self-reliance within and among local economies by improving the recyclable waste collection system and operating food banks
- Revitalize school cooperatives to link circular local economy with ecological transition education



- ✓ Facilitate the sharing of musical instruments among schools (Physical Education Health Culture Art Division)
- Share unused musical instruments and appoint instrument coordinators
- Separately collect recyclable resources and teach resource circulation practices (Educational Innovation Division)
- Promote the sharing of school uniforms, books, and school supplies, and practice 5R for resource circulation

Here is how we will facilitate the ecological transition of Seoul's education system for sustainable life!

Sub-task 4

Competency-building for the ecological transition of the Seoul education community

We will share the outcomes of ecological transition efforts in the Seoul education community, and improve its ecological transition competency.

- Hold employee workshops at each educational institution on a regular basis to share the outcomes of ecological transition and net zero efforts
- Plan timely and practical training programs tailored to different trainees to build the ecological transition competency of the Seoul education community
- Develop and disseminate modular education materials to share the meaning, purpose, and direction of ecological transition education



- ✓ Hold employee workshops (team manager or higher) at the SMOE (district offices) and subsidiary institutions on a regular basis (Educational Innovation Division)
 - Share ecological transition/net zero practices and outcomes at each institution
 - Develop and disseminate modular education materials to share the meaning, purpose, and direction of ecological transition education
- ✓ Develop a system to build the ecological transition competency of the Seoul Education Training Institute (Educational Innovation Division and Seoul Education Training Institute)
 - Include the Seoul Education System's ecological transition program in the training of teachers (including vice principals and principals) and officials in special and general positions
 - Organize Ecological Transition Education Leader Groups, support research society activities, and enhance teacher learning community (club) activities
- Develop and disseminate ecological transition education materials and programs (Educational Innovation Division)
 - Develop and disseminate ecological transition education materials (linked with subject teaching, creative activities, and the free semester (school year) system)
 - Develop and disseminate a list of ecological transition education resources linked with local communities and train instructors at institutions linked with local communities
 - Support ecological/environmental film education programs

3-4-2) We will promote ecological transition activities at schools through the 'Whole School Approach.'

- Share the roles and responsibilities in ecological transition through faculty meetings with discussion, student discussions, and parent workshops
- Foster critical and creative thinking and practical competencies for ecological transition across all learning and education
- Improve and maintain facilities based on sustainability to build schools' ecological transition competency
- Build cooperative relationships with local communities for ecological transition



[Whole School Approach to Ecological Transition]



- Require ecological transition education at elementary and middle schools (Educational Innovation Division)
 - Environmental education required at schools under the revised Act on the Promotion and Support for Environmental Education (enacted on March 1, 2023)
- Implement student-participatory ecological transition education activities (Educational Innovation Division)
 - Implement ecological activities and campaigns linked with student self-governance activities, and promote ecological class (club) activities
 - Provide engaging activities related to students' areas of interest or career choices
- Incorporate ecological transition education in school education plans (Educational Innovation Division)
 - Collect opinions from education communities to set visions and goals for ecological transition education at each school
 - Develop ecological transition education plans linked with schools' education goals
 - Build school-level competency in ecological transition education through linkage with school evaluations

3-4-3

We will build parents' competency to achieve ecological transition through a school-home partnership.

- Revitalize ecological transition field trips, ecological training with families, and ecological camps on the school and the SMOE levels
- Enhance activity-type outreach training programs for parents, including school forest activity, woodworking classes, natural ingredient product making, future competency building, and ecological sensitivity building programs
- Support ecological club activities of parents



- ☑ Implement training programs for parent leaders (Cooperation and Engagement Division)
 - Implement climate response and ecological transition education training programs at the Seoul Parents Support Center
- ✓ Implement the Parents-Citizen Action Network 'Parent-Citizen Climate Action 365' program (Cooperation and Engagement Division)
 - · Implement campaigns to address local and environmental issues with future ecological citizens
 - Build local networks linking schools, neighborhoods, and self-governing districts

Let's work together to facilitate the ecological transition of Seoul's education system for sustainable life!

Annual Goals

Category	Project	2023	2024	2025	2026
	Develop materials to widen subject choices (high schools)	2 types	2 types	2 types	2 types
Sub-task	Incorporate bicycling education into public education: Ja Ta Gong In	160 elementary schools 5 middle schools 30 high schools	320 elementary schools 10 middle schools 60 high schools	605 elementary schools 15 middle schools 90 high schools	605 elementary schools 20 middle schools 90 high schools
1	International joint classes on climate response	3 schools	10 schools	12 schools	12 schools
	Promote rural schooling	Add 1 region other than Jeollanam-do and Jeollabuk-do	Add 2 regions other than Jeollanam-do and Jeollabuk-do	Add 3 regions other than Jeollanam-do and Jeollabuk-do	Add 4 regions other than Jeollanam-do and Jeollabuk-do
Sub-task	Save energy in daily routines (GHG target management at public institutions)	36%	38%	40%	42%
2	Promote food ecological transition education	413 schools	517 schools	644 schools	750 schools
	Promote student ecological transition education clubs linked with local communities	66 clubs	77 clubs	88 clubs	99 clubs
	Increase schools with active school cooperatives	28 schools	30 schools	32 schools	34 schools
Sub-task	Organize public lectures to raise parent/ public awareness on a regular basis and expand the action group	5 (500 participants)	7 (700 participants)	8 (800 participants)	10 (1,000 participants)
	Instrument sharing (sharing/rental support)	10% of elementary/ middle/high schools	15% of elementary/ middle/high schools	20% of elementary/ middle/high schools	20% of elementary/ middle/high schools
	Upcycling art education programs	All-year-round	All-year-round	All-year-round	All-year-round
Sub-task	Increase tailored training programs to build teachers' curricular design competency (%) (trainees / total elementary/secondary school teachers)	100%	100%	100%	100%
_	School curricular development consulting	2 times	2 times	2 times	2 times

Task 4

Provide global citizenship education for co-existence starting with Seoul students



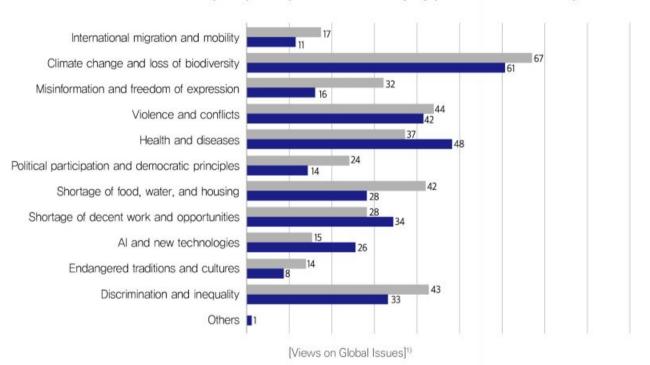
Competent department	Lifelong Career Education Division	Democratic Citizenship and Student Life Guidance Division
Partner department		Educational Innovation Division Elementary Education Division Secondary Education Division Career and Vocational Education Division Physical Education Health Culture Art Division Special Education Division

Why does global citizenship education for co-existence matter?

■ Status

The world currently faces environmental challenges such as climate change and resource depletion. The modern industrial civilization, which has enriched our lives over centuries, is now causing devastating consequences. Rapid globalization is deepening our interdependence across borders while increasing our exposure to economic risks and crises. In addition, large—scale population movements are increasing social and cultural diversity, leading to greater inequality, discrimination, intolerance, and the threat of war and terrorism.

Q. What is your primary concern in bringing peace to the world by 2030?



At the same time, democracy is being reduced to the rule of majority and public opinions are so polarized that opponents are viewed as "enemies to be exterminated" rather than "opponents to be contended with" in the search for a better common good. The acceleration of digital transformation is further fueling these trends; cohesion between people sharing the same preferences and hostility towards others is intensifying at the same time.

¹⁾ Korea Office for UNESCO (2021), World in 2030 Viewed by Youths Survey Report

■ Outlook

These trends call for a complementary imagination of civic education. It calls for a shift beyond liberal democracy to republican democracy, where we can embrace each other and co-exist. At the same time, it calls for the need for global solutions, and fundamental questions about what it means to be human. Living in an interdependent society with diverse patterns of conflicts, our students need transformative competencies to create new values, reconcile conflicts and dilemmas, and take responsibility. They also need to connect with each other and the world, working together through communication and action.

To this end, the SMOE is embarking on a new journey to realize a higher quality education through co-existence, with the vision of an innovative future education for co-existence that cultivates diversity. In a time of great transformation, 'co-existence' is an important value that not only the education community, but all of society should aim for in order to usher in a sustainable future. Education for co-existence means education for growing together with an understanding of different beliefs, positions, and values, and the value of co-existence extends beyond humans to non-human beings (nature and machines), beyond nations to global citizens.

Going forward, Seoul education will contribute to an equitable, peaceful, just, and sustainable future through 'Global Citizenship Education for Co-existence' that realizes the values of co-existence and shared growth at a global level across national boundaries. Furthermore, by ensuring the right to education across all school-age children and all walks of students' lives, Seoul Education will fulfill its public education responsibilities.

■ Directions and Necessities

TIn order to promote global citizenship and co-existence education, it is necessary to develop global citizenship skills and competencies beyond the individual level. The following paragraphs summarize the guiding principles for those efforts ³⁾

Guiding Principle 1	Citizenship	Foster intellectual, social, and moral competency to change the world as agents of their lives based on recognition and acceptance of the values of all living beings
Guiding Principle 2	Diversity	Work with students from various groups to challenge and explore possibilities, while respecting differences based on empathy and understanding
Guiding Principle 3	Sustainability	Understand that all life on the Earth is interdependent, and pursue ecological transition where people are considerate of one another to achieve co-existence
Guiding Principle 4	Peace and Communication	Find purposes in the world and communicate with others to enrich lives, based on the well-being of communities without violence or discrimination

²⁾ OECD(2018). The Future of Education and Skills Education 2030.

³⁾ Asia-Pacific Centre of Education for International Understanding Under The Auspices of UNESCO(2015), Global Citizenship Education: Topics and Learning Objectives

Provide global citizenship education for co-existence starting with Seoul students

Provide global citizenship education to foster citizenship that pursues the value of peace beyond personal and national boundaries and respects diversity while maintaining responsibility

Sub-task 1 A community of peace built on empathy and respect

Sub-task 2 A place of learning that encourages diversity

Sub-task 3 A life that communicates with the world

Sub-task 4 Student-led solidarity and actions



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- 1. We will foster understanding and respect, one of humanity's universal core values.
- 1. We will respect others' dignity and open ourselves to other viewpoints without prejudice and discrimination.
- 1. We will foster critical thinking and problem-solving capabilities for the common issues faced by people around the globe.
- 1. We will grow as proactive citizens who identify better alternatives for the community.

Here is how we will provide global citizenship education, starting with Seoul students!

Sub-task 1

A community of peace built on empathy and respect

- 4-1-1 We will foster a peaceful school culture where students respect and work with one another.
 - Help students and parents build 'relationship restoration' competency and develop expertise, so they can resolve conflicts peacefully through compassion and understanding of others
 - Promote a sound and safe school culture without sexual violence, by providing gender awareness training to students and teachers on a regular basis, and assisting with the processing of sexual harassment and violence cases



- ✓ Promote relationship-building programs (Democratic Citizenship and Student Life Guidance Division)
 - Merge the existing School Violence Prevention Education and Relationship Restoration programs
 - Run a three-stage program in the early semester: building positive relationships, building relationships based on restoration in case of an issue, and advancing relationships with a focus on prevention
- Enhance activities to prevent school violence and sexual violence (Democratic Citizenship and Student Life Guidance Division and Special Education Division)
 - Enhance school violence prevention activities linked with local communities (self-governing districts and hospitals, etc.) and the police
 - Enhance activities to prevent sexual violence by providing education to prevent digital sex crime
 - Enhance activities to prevent school violence against students with disabilities through the Bom⁴⁾ student support programs.
- ☑ Enhance competency to prevent school violence and sexual violence (Democratic Citizenship and Student Life Guidance Division and Special Education Division)
 - Reduce the class hours assigned to teachers tasked with handling school violence cases
 - Enhance support for handling sexual harassment and sexual violence cases: build the competency
 of the Sexual Violence Case Handling Support Team
 - Improve the operation of the Violence Case Handling Education and Legal Support Team

⁴⁾ The Born students: students with disabilities who experienced exposure to school violence, sexual violence, or domestic violence, and likely to face human rights violations, and thus in need of care and support.



We will reinforce education to foster human rights sensitivity and cooperative personalities within education communities.

- Provide support to student mental health programs in collaboration with UNICEF to improve students' resilience
- Ensure student-centered educational activities based on a school culture of mutual respect, helping students grow as democratic citizens with a sense of responsibility



Closer Look

✓ Protect and promote students' human rights (Democratic Citizenship and Student Life Guidance Division)

- Operate human rights class outreach programs and the School Human Rights Education Support Team (teachers and civil groups)
- Expand student human rights counseling and legal remedies, and student human rights consulting at schools
- Establish students human rights organizations (Student Participation Team, and Human Rights Committee) and a public-private partnership for student human rights

✓ Implement mental health education projects with UNICE⁵⁾ (Democratic Citizenship and Student Life Guidance Division) 🎾

- Review education materials for students, teachers, and parents
- Select schools for the pilot program (10) and implement the pilot program
- · Provide teacher training to adapt to the program

Enhance education on compassion and respect, and cooperation through school curricula

- Promote a school culture based on mutual respect and educational activities centered on students, through the Student Friendly Schools⁶ supported by the SMOE and Korean Committee for UNICEF
- Operate various policy task forces (TFs) for global citizenship education (Democratic Citizenship and Student Life Guidance Division, Elementary Education Division, and Secondary Education Division)
 - Develop personality education programs for global citizenship education and human rights education
 - Develop plans to improve comparative cultural social sensitivity in connection with curricula

⁵⁾ Mental Health Promotion Education Projects:

Projects jointly run by the SMOE and UNICEF to resolve children's and adolescents' mental health issues during the prolonged COVID-19 pandemic, and find ways to address the worsening mind health crisis among Seoul students

Localize the education materials (for elementary, middle, and high school students and parents) developed by UNIC to fit the school situation in Korea, and apply them to actual classes to promote students' mental health

⁶⁾ Children Friendly School: A school that fosters school culture based on mutual respect within the educational communities for students-centered educational activities, where students' rights are respected and students grow as democratic citizens with a sense of responsibility.

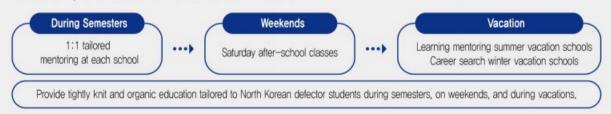
Here is how we will provide global citizenship education, starting with Seoul students!

Sub-task 2

A place of learning that animates diversity

- 4-2-1) We will expand opportunities to shine and get recognition for their differences.
 - Provide students, parents, and teachers with education to understand multiculturalism, and provide tailored education to ensure the happiness of students with immigrant backgrounds at schools
 - Promote empathy with people with disabilities in daily lives through disability education linked with curricula

- ✓ Provide tailored education to ensure the happiness of students with immigrant backgrounds at schools (Democratic Citizenship and Student Life Guidance Division)
 - Designate Multicultural Education Policy Schools (special classes, core schools, and research schools) for education on mutual cultural respect
 - Operate after-school Korean as a second language (KSL) classes for multicultural students and foreign students who came to Korea during their education
 - Operate Seoul Korean Preparation School to help multicultural students complete Korean language training before their student records are generated
 - Assign multicultural language instructors and dual language class instructors to help multicultural students adapt to school
- ✓ Provide career and learning mentoring tailored to North Korean defector students (Democratic Citizenship and Student Life Guidance Division)



- ☑ Foster empathy with people with disabilities in daily lives (Special Education Division)
 - Develop and disseminate materials on disability education for kindergarten, elementary school, and secondary school students linked with curricula
 - Diversify activities to foster empathy with people with disabilities. Expand student teams and clubs
 to improve perception toward people with disabilities, organize events and open calls to foster
 empathy with people with disabilities, and disseminate best practices
 - Promote Disability Understanding Outreach Classes (sign language, braille classes, etc.)

4-2-2 We will ensure that anyone can receive the education they want beyond the school boundaries.

- Respect individual students' characteristics, while providing support programs tailored to adolescents outside of schools to foster their communal competency required to live as a member of society, and realize the values of co-existence and shared growth
- Implement the Dream Growth Project, a program offering tailored career experience activities to low-income students, multicultural students, North Korean defectors, students having difficulty adapting to school, and other vulnerable students



Expand programs to help adolescents outside of school continue learning (Democratic Citizenship and Student Life Guidance Division)

- Implement programs to help adolescents outside of school with their education, career, and emotional issues
- Set up help centers for adolescents outside of school (With Friends) to provide tailored support

✓ Implement a career education program (Dream Growth) tailored to vulnerable students (Career and Vocational Education Division)

- Help low-income students, students with immigration backgrounds (North Korean defectors, multicultural students, etc.), and students having difficulty with adapting to their career search
- Dream Growth Schools (elementary, middle, and high): career test, career counseling (mentoring), career experience, career lectures, etc.
- Use class hours (creative activity), after-school (weekend) hours, and the human and physical resources in the local communities

Here is how we will provide global citizenship education, starting with Seoul students!

Sub-task 3

A life that communicates with the world

- 4-3-1) We will ensure that students access learning opportunities by boldly jumping into the world.
 - Support networking and cooperation with Global Citizenship Schools and UNESCO Schools to realize studentled global solidarity and cooperation
 - Implement international joint classes to overcome language barriers and communicate, thereby enhancing solidarity and cooperation through international organizations and networks on a continual basis
 - Foster competency in building and using infrastructure for communicating with the world



- Global citizenship education for peace and co-existence (Democratic Citizenship and Student Life Guidance Division)
 - Support global citizenship education innovation schools, global citizenship education schools, international education cooperation schools, and student clubs
 - Develop global citizenship curricula and provide information on moment education materials (ODA⁷⁾, global celebration days, etc.)
- Communicate with the world through Seoul Education (Global Affairs Division and Secondary Education Division)
 - Revitalize international joint classes: diversify class implementation, including project classes based on real-time exchange, use of metaverse services, and face-to-face exchanges
 - Implement high school-university partnerships through a memorandum of understanding (MOUs) with overseas universities
- Enhance foreign language education to communicate with the world (Secondary Education Division)
 - Enhance student-tailored English education, including Al-based speaking classes and joint classes with English speakers
 - Enhance English reading and expression (speaking and writing) education at elementary and secondary schools
 - Expand second foreign language learning by supporting peer learning through student clubs



We will help students communicate with diverse cultures and work toward their dreams across the world.

- Broaden the communication with and understanding of other East Asian countries through education on East Asian history, peace, and understanding, by implementing East Asia education exchange programs
- Foster a sense of community through comprehensive collaboration art activities to communicate with the world based on cooperative personality and artistic sensibilities, and expand opportunities to express students' artistic prowess, including the 1 Student 1 Art Activity policy
- Build the global competency of vocational school students by promoting global exchanges through global field trips, global citizenship education, and activities to experience other cultures



Closer Look

Implement East Asia education exchange programs (Democratic Citizenship and Student Life Guidance Division)

- Build networks with education partners across East Asia: research centers, UNESCO, universities, and embassies
- Develop East Asia Peace Expert Program: develop cooperative community projects for East Asia to improve cultural and social sensitivity based on mutual connection
- Work toward education exchange projects with Japan, China, as well as the ten ASEAN countries



- Communicate with the world based on cooperative personalities and artistic sensibilities. My Mind Management + (Physical Education Health Culture Art Division)
 - Consolidate cooperative personalities across school levels, by implementing the 1 Student 1 Art Activity policy
 - (Elementary) Implement the Elementary School Art One program (Middle School). Improve the quality of cooperative art activities at middle schools (High School) and provide subsidies for student art clubs
- Expand job-finding prospects for vocational school students in Seoul through global field trips (Career and Vocational Education Division)
 - Foster global competency by providing opportunities to learn foreign languages, experience advanced technology, receive global citizenship education, and experience other cultures(allocate budget so that the program can be implemented across all vocational schools in Seoul by 2026)

Here is how we will provide global citizenship education, starting with Seoul students!

Sub-task 4

Student-led solidarity and actions

- 4-4-1) We will help students make and implement plans on their own for a self-driven life.
 - Help students accept social issues as their own, and seek out diverse solutions to those issues
 - Foster a sense of community in students through student self-governance activities led by students, and strive for student-centered problem identification and solving

Closer Look

- Promote social issue education based on discussion (Democratic Citizenship and Student Life Guidance Division)
 - Promote deliberative discussion classes on social issues
 - Expand project learning on social issues linked with curricula
 - Increase education on political participation and rights in keeping with the lowering of the voting age
- Reinforce students' self-governance competency (Democratic Citizenship and Student Life Guidance Division)
 - Student budget planning and execution: Student-Participatory Budget System, and support for student council operating expenses and class management expenses
 - Support for student self-governance activities: build a virtuous cycle for student participation based on their opinions
 - Expand student clubs for self-governance and social engagement activities

We will encourage students to consider people and nature around them, and look for ways to achieve sustainable development.

- Work with students to help them gain awareness of climate, human rights, and global issues and look for solutions, and support student actions for the future



- Support 'Student Climate Action 365' activities (Educational Innovation Division)
 - Develop and implement climate response actions from adolescents' perspectives
 - Participate in monitoring and pilot programs (Events) for environmental education for adolescents
- Global teenager clubs (Democratic Citizenship and Student Life Guidance Division)
 - Build students' competency as global citizens through club activities and campaigns on child labor issues, multiculturalism and global understanding, ethical consumption, environment, human rights, and community engagement

Let's work together to provide global citizenship education for co-existence starting with Seoul students

Annual Goals

Category	Project	2023	2024	2025	2026
	Support relationship-building programs at the class level	400 classes	450 classes	500 classes	550 classes
	Digital sex crime prevention	1,200 elementary/ middle/high school classes	1,200 elementary/ middle/high school classes	1,200 elementary/ middle/high school classes	1,200 elementary/ middle/high school classes
Sub-task	Children Friendly School	22 schools	33 schools	33 schools	33 schools
1	Education programs for mental health promotion	Pilot Schools 10 schools	Develop and disseminate materials (all elementary/ middle/high schools)	Develop and disseminate materials (all elementary/ middle/high schools)	Develop and disseminate materials (all elementary/ middle/high schools)
	Human rights counseling at schools	60 schools	62 schools	64 schools	66 schools
	Multicultural Education Policy Schools	80 schools	82 schools	84 schools	86 schools
	Intensive Korean language programs	4 locations	6 locations	8 locations	11 locations
	Assign multicultural language instructors and dual language class instructors	160 people	170 people	180 people	190 people
Sub-task	Student self-governance and student club activities to improve perception toward people with disabilities	30 teams	30 teams	30 teams	30 teams
•	Set up and expand help centers for adolescents outside of school to provide tailored support	Secure sites for new help centers	Collect stakeholders' opinions	Complete construction planning and design for new help centers	Complete construction of new help centers
	Operate career activity spaces	27 new locations	32 new locations	40 new locations	50 new locations
	Implement Dream Growth, a career education program for vulnerable students	30 elementary schools 42 middle schools 9 high schools	40 elementary schools 60 middle schools 11 high schools	50 elementary schools 78 middle schools 13 high schools	60 elementary schools 96 middle schools 15 high schools

Category	Project	2023	2024	2025	2026
	Global citizenship education	Global joint classes at 20 schools	Global joint classes at 22 schools	Global joint classes at 22 schools	Global joint classes at 24 schools
	Global joint classes	150 schools	220 schools	290 schools	All middle school 1st graders
	Implement high school– university partnerships through memorandum of understanding (MOUs) with overseas universities	Lay foundation	Expand partnership	Expand partnership	Consolidate the program
Sub-task	English reading and expression (speaking and writing) education	Build a foundation and implement programs for English reading and expression	Implement programs for English reading and expression	Promote English reading and expression education	Consolidate English reading and expression education
	Educational exchanges in East Asia	Build networks with education partners across East Asia	Develop East Asia peace education programs	Implement East Asia peace education programs	Implement East Asia educational exchange programs
	Improve Cooperative Comprehensive Art Activity 2.0 at secondary schools	All middle schools/ 80 high schools	All middle schools/ 85 high schools	All middle schools/ 85 high schools	All middle schools/ 90 high schools
	Global field trip	45 schools	55 schools	65 schools	72 schools
	Form consulting teams for social issue project learning	11 teams	11 teams	11 teams	11 teams
Sub-task	Facilitate student self-governance	Support student- participatory budgeting at 1,288 schools	Support student- participatory budgeting at 1,328 schools	Support student- participatory budgeting at 1,328 schools	Support student- participatory budgeting at 1,328 schools
().——()	Support Student Climate Action 365 activities	2,000 students	3,000 students	5,000 students	10,000 students
	Global teenager clubs	20 teams	20 teams	20 teams	20 teams

Task 5

Spur the digital transformation for future education in the age of Al

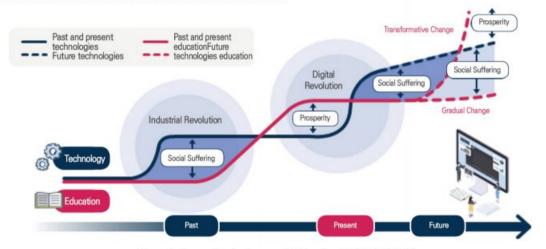


Competent department	Office of Planning and oordination	Administrative Management Division
Partner department		Policy and Safety Planning Division Educational Innovation Division Secondary Education Division Lifelong Education Division Career and Vocational Education Division SERII

Why does digital transformation matter?

■ Status

Since the first mention of the "Fourth Industrial Revolution" at the World Economic Forum (WEF) in 2016, the world has been dealing with the challenges of "digital transformation". As countries around the world fiercely compete to lead the age of AI, in August 2022, the Korean government announced a national initiative to train '1 Million Digital Talents' and become a global leader in the digital revolution.



[Race between Technology and Education (OECD 2019)]1)

At the same time, remote learning, which suddenly started in the unprecedented situation of the COVID-19 pandemic, has become a catalyst for the convergence of education and ICT technology, and teaching and learning using digital technology has naturally emerged as a major discourse in future education. However, despite years of promoting the informatization of education, it seems that Korea is lagging behind in its efforts to develop a digital education system and foster the educational environment required in the age of AI.

Outlook

The U.S. National Intelligence Council (NIC), in its Global Trend 2040 report, laid out several scenarios for the next 20 years, with technology, economics, environmental and climate change, and demographic shifts as key drivers of future change.²⁾ In addition, the Korean government is readying itself for future changes by predicting positive and negative aspects in each field, such as the declining birthrate and super–aged society.³⁾

¹⁾ Relevant ministries (August 2022), Comprehensive Plan for Digital Talent Development

²⁾ NIC (2021), Global Trend 2040: A Contested World.

³⁾ Republic of Korea Policy Briefing: https://www.korea.kr/news/visualNewsView.do?newsId=148886082

Area	Positive	Negative ⁴⁾
Jobs and industries	New industries and jobs	Job losses and insecure employment
Super intelligence	Abundance of information and knowledge to obtain	Reduction of humanities knowledge, a decline in cognitive ability
Super connected society	Spatial restrictions alleviated by remote learning/work	Increased hacking and privacy invasion
Sharing economy/ society	Concept of ownership diluted by rental and sharing services	Social conflicts and chaotic values

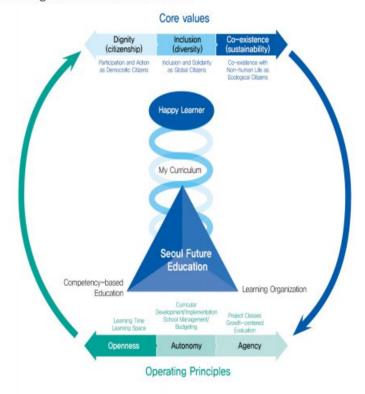
Digital technology harbors great potential for transformation. However, we have yet to verify its true nature. Therefore, we will set our focus on learning and teaching, innovate existing educational methods, and explore the realm of ethics and digital literacy in the age of AI to create best practices for digital transformation.

Directions and Necessities

The SMOE will look beyond the simple utilization of educational technology (edutech) toward the changes in education brought about by digital technology, and create new opportunities for students and teachers to easily access and equally participate in the production and distribution of vast amounts of knowledge. We will realize education for inclusion and co-existence through a safe digital world with 'Al for all'.

The 2022 Revised National Curriculum states that students should grow into people with the basic skills required for actively addressing advancements in AI technology, digital transformation, and future challenges (language, math, and digital skills). Furthermore, in Seoul Future Education 2030, the SMOE also defined the core values of Seoul Future Education [dignity (citizenship), inclusion (diversity), co-existence (sustainability)] and operating principles [agency, autonomy, and openness], supported by the two pillars of ecological transformation of education and digital transformation.

Over the next four years, we will actively promote the digital transformation of education by focusing on (1) strengthening digital teaching and learning, (2) creating the digital education environment, (3) expanding digital education administration services, and (4) fostering digital literacy, to realize future education that all students, teachers, and parents want.



⁴⁾ Ministry of Education (April 2021) "Republic of Korea Policy Briefing"

Spur the digital transformation for future education in the age of Al

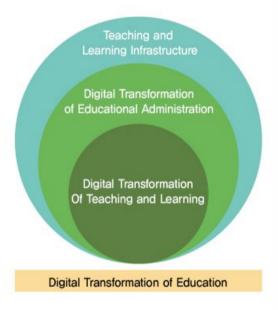
Improve teaching and learning in Seoul Education, Grand transition to digital education

Sub-task 1 Digital transformation of teaching and learning

Sub-task 2 Digital transformation of educational environment

Sub-task 3 Digital transformation of educational administration

Sub-task 4 Digital literacy for all citizens



- Future Scenarios
- Students will become active learners co-existing with Al.
- Teaching and learning will take place beyond the confines of time and space.
- 1. Systems for communication and cooperation will emerge, and smart services will reduce administrative workload.
- 1. Students will live as proactive and transformative citizens in the digital world.
- 1. Education policies will be developed and implemented based on data.

Here is how we will spur future education in the age of Al!

Sub-task 1

Digital transformation of teaching and learning_fostering students into knowledge producers

5-1-1 We will help students become active learners utilizing knowledge, information, and technology.

- Students become active agents for educational activities, rather than mere receivers of knowledge
- Teachers will design students' learning experiences while serving as learning catalysts
- Teaching and learning will take place beyond the confines of time and space, and Al education will be deployed across all subjects from utilization to understanding



Closer Look

Deploy Divot, a smart device-based portable learning system (Secondary Education Division)

- Allows students to store and share information and communication/collaborate in real time
- Offers a wide selection of interesting creative activities, including writing, drawing, video editing, and use of recordings
- Can be used as a tool for information searching and coding problem solving

Improve digital teaching and learning by encouraging mixed classes (Secondary Education Division)

- Depart from classes that merely deliver knowledge using paper textbooks, to classes and learning in which students use tools on their own to access knowledge, information, and technology
- Use online learning tools during offline classes to improve effectiveness, efficiency, and appeal
- Allows for flexible learning based on each student's pace, approach, and level

Support the implementation of AI curricula tailored to each school/class (Educational Innovation Division)

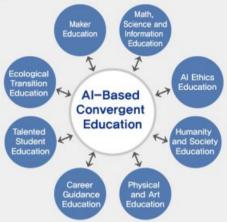
Implement tailored curricula for systematic understanding and use of Al

Elementary school	Middle school	High school linked with the high school credit system	
focused on playing and experiences	focused on projects		
Unplugged AI education Coding problem solving	 Free semesters Al-based inter-subject education focusing on solving everyday problems 	 Subjects linked with the high school credit system Specialized AI subject at vocational high schools 	

 Support Al-Linked Curricula Leader Schools: Al-loT Pilot Schools, Al Education Leader Schools, Al Convergent Education Core High Schools, Al-based Convergent Curricula Research Schools, etc.

Promote Al-based creative and convergent education (Educational Innovation Division)

- Support the implementation of science inquiry/experiment classes based on high-end IT and data
- Implement Seoul Al-based Maker and Inventor Education
- Expand opportunities for gifted children and foster their potential by implementing Al-based education for gifted children



Spread the AI education culture through sharing and cooperation (Educational Innovation Division)

- Build a public-private-academia collaboration system for Al/data-based education (SMOE-universities-Al firms)
- · Promote the sharing of Al-based convergent project activities centered on student engagement

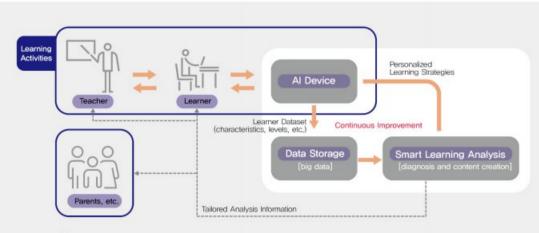
5-1-2 We will collect data on learning and educational activities to achieve personalized education.

- Collect and use data on students' learning and curricular activities
- Use data to improve educational activities at schools and promote student growth
- Allow teachers to analyze data on students' life, academic performance, and health to provide personalized education



Medium- and Long-term Development Plan for Al-based Convergent and Innovative Future Education (Educational Innovation Division)

- Enhance the support for student growth with Al-powered process-based evaluation. Collect and store data on students' changes and growth in the course of Al-based learning and teaching → Obtain data on student growth, reduce teachers' workload, and improve the reliability of evaluation
- Foster a virtuous cycle of Al-based school curricular operation: Build and use Al-based systems for curricula-classes-evaluation (record)-diagnosis, and analysis



Build teachers' competency for Al education (Educational Innovation Division and Secondary Education Division)

Tailored training	Specialized teacher training	Research activity support	
 Al-digital Competency Building- in-service training (basic, advanced) Al Class Competency Training Big Data Use Training 	Help teachers apply for graduate school programs on Al convergent education Around 180 teachers at elementary/secondary schools (12 universities) Edutech Leaders Elementary/secondary schools; use of smart devices Organize an Al Education Leader Group Around 200 teachers	Organize an Al Education Professional Learning Community Organize an Al Convergent Education Research Society for Teachers	

☑ Designate Digital Education Data Use Cooperation Schools (Secondary Education Division) 💬

- Identify data-based learner-tailored education activities and effective teaching strategies
- Use data to reinforce personalized education in various areas (subject teaching, creative activities, school-specific educational activities, etc.) through various feedback

5-1-3 We will communicate with digital environments to prepare for the age of Al.

- Help students grow through interaction with teachers and other students in digital environments
- Allow students to receive book suggestions from Al and discuss various topics with peers at electronic libraries
- Build an Edutech Market⁵⁾ through public-private-academia partnerships, and provide teaching and learning tools and class teaching content to assist with digital learning activities

⁵⁾ Edutech Market: a platform to produce and use teaching and learning tools and contents



Closer Look

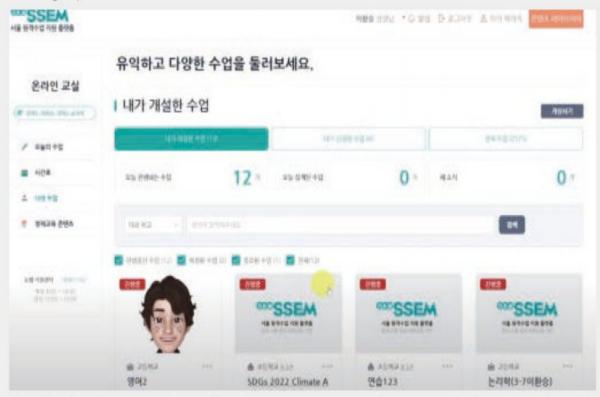
✓ Provide content to promote Al-based personalized education (Educational Innovation Division)

Increase the supply of Al-based educational content

Educational contents	Al ethics education	Al Tutor Priming School
 AI, metaverse, AR/VR Public-private partnership contents 	 Develop 4 educational materials (elementary/ middle schools) Develop 5 teaching and learning materials linked with curricula 	 Increase support for vulnerable groups (multicultural students, North Korean defectors) Support students with dyslexia (dyscalculia) or borderline intelligence

Advance the Al-based tailored teaching and learning platform (new SSEM 3.0) (SERII)

 Advance and stabilize the support system for real-time two-way video classes and non-real time classes: organize participatory learning communities, provide online tools to support cooperative learning, and build a foundation for an Al-based platform for collecting and utilizing big data on learning experiences



 Supply edutech services (content) to foster an ecosystem for content distribution, and provide assistance with technical support

Here is how we will spur future education in the age of Al!

Sub-task 2

Digital transformation of educational environment_beyond the confines of time and space

5-2-1 Wherever students go, it becomes a place of learning.

- Allow students to use digital devices for learning anywhere, anytime
- Allow students to enjoy creative activities with their peers in virtual spaces



Allow students to access the internet anywhere in school (SERII)

- Build a stable and tightly-knit wireless access environment across all areas of each school (wireless network access points)
- Advance and maintenance the School WiFi Integrated Management System (SWIMS).

✓ Deploy Divot, a smart device-based portable learning system (Secondary Education Division)

- Divot is a comprehensive system encompassing the supply of smart devices and other diverse solutions
- (Device Supply) Latest smart devices, electronic pens, keyboards, and other accessories ((Safety Measures)
 Apply a mobile device management (MDM) system to block harmful websites, etc. ((Infrastructure)
 Wireless network, charging boxes, electronic whiteboards, etc. ((Contents) Educational apps and teaching
 and learning materials

Device Provision Provide all teachers and students with latest smart devices and accessoriesfor the OS chosen by the school

Safety Measures

Install apps to block harmful apps and websites, and keep monitoring; assist with policymaking at each school

Infrastructure

Check wireless networks Provide charging boxes Link with electronic boards

Teaching/Learning Materials

Class management program Diverse content Share use cases

Support the implementation of AI curricula tailored to each school/class (Educational Innovation Division)

- Promote creative activities and optional subjects designated by principals, and increase the hours
 of information education using free time at school
- Develop Fun Al Classes (creative and convergent information education rooms) and subsidize information education training expenses
- Organize online coding festivals: activity-type festivals (metaverse programming, creative app development) and problem-solving-type competitions (block coding, text coding)

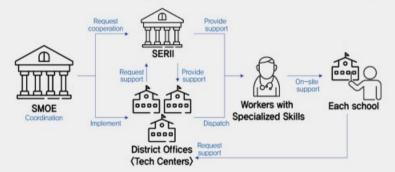
Accelerate the arrival of future education with new SSEM 3.0 and metaverse (SERII)

- Use metaverse to develop immersive environments combining the virtual and the real, so students
 can have a deeper understanding, form knowledge through experience, collaborate in real-time
 beyond time and space restrictions, and share their creations.
- Provide online collaboration and creation tools, including planning and designing support features, and help students' collaboration and creative projects as metaverse creators

5-2-2 The SMOE will proactively support digital education sites.

- Set up a new department dedicated to digital transformation and AI education within the SMOE
- Task 'School Informatization Support Systems (tentative title: Tech Centers)' at district education offices with providing specialized technical support for digital teaching and learning
- Provide a safe digital educational environment by implementing cybersecurity measures and blocking harmful information
- Develop the Al Convergent Career and Vocational Education Center (tentative title) access to all students in Seoul

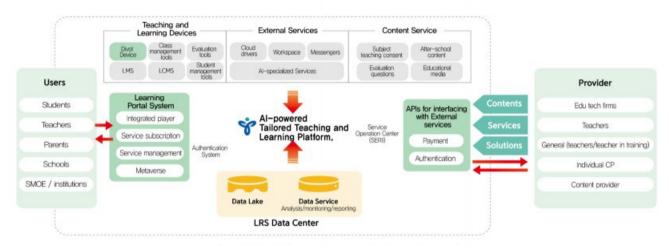
- Set up a new department dedicated to digital transformation and AI education within the SMOE (Administrative Management Division)
- Build and operate School Informatization Support Systems (tentative title: Tech Centers) (Administrative Management Division)
 - Dispatch support personnel from the SMOE for comprehensive specialized technical support, including wired/wireless network settings at school and operation and management of IT devices



- Diagnose and optimize the quality and speed of wired/wireless networks at schools, to improve the quality of digital learning classes powered by the latest technologies (Al, AR, VR, etc.)
- Integrated maintenance of school networks: gradually expand application after a pilot project at middle schools (2024)
- Foster an environment for safe information use and build cyber crisis response competency (SERII)
 - Deploy the Cyber Security Control and Information Protection System to address smart security threats
 - Identify and address vulnerabilities in SMOE information systems and management practices by diagnosing their information protection levels (information security and protection of personal information) on a yearly basis
 - Assess the security of informatization projects, and provide tailored information security support and consulting
- Develop the Al Convergent Career and Vocational Education Institute (Career and Vocational Education Division) Develop and operate the Cloud Integrated Collaboration Platform (Administrative Management Division)
 - The institute will serve as a comprehensive control tower for career and vocational education and vocational experience activities of students (elementary, middle, and high schools), teachers, and parents (general public)
 - Develop education spaces for emerging technologies, thereby providing education on semiconductor, digital, and other quaternary industry technologies in partnership with businesses and universities

5-2-3 We will build a tailored teaching and learning platform powered by Al.

- Allow students to assess their own learning competency and receive personalized learning content
- Provide objective data on students' achievements to help teachers design personalized classes and allow parents to follow their children's educational activities and progress
- Provide a realistic learning experience through the Seoul Metaverse Platform



[newSSEM 3.0 and Metaverse Platform: Concept]



Operate Seoul Online Software Education Platform (https://sw.sen.go.kr) (Educational Innovation Division)

- (Problem-solving Coding) Develop computing thinking skills by solving everyday problems
- · (Creative Coding) Allow students to program their own games, apps, and metaverse contents
- · (Lessons) Take software and Al lessons

Advance the Al-based tailored teaching and learning platform (new SSEM 3.0) (SERII)

- Advance and stabilize the support system for real-time two-way video classes and non-real-time classes, organize participatory learning communities, provide online tools to support cooperative learning, and build a foundation for an Al-based platform for collecting and utilizing big data on learning experiences
- Develop methods to deliver content personalized for different participants

Teachers	Provide tools, contents, and dashboards for teaching and learning activities tailored to different classes and students
Students and parents	Provide tools, contents, and dashboards for teaching activities tailored to different students and levels
Schools, SMOE	Generate reports and statistical indicators on academic achievements of each grade, and the attributes of learning and evaluations among learner groups

Set up the Future Education Frontier Teacher Group to implement Al services

Here is how we will spur future education in the age of Al!

Sub-task 3

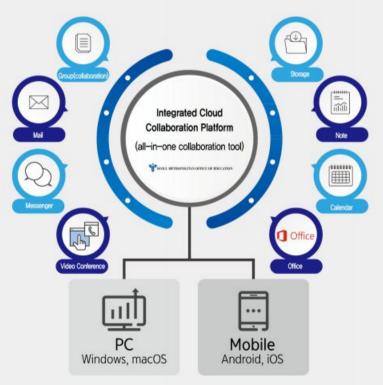
Digital transformation of educational administration working smart

5-3-1) Use the latest technologies to facilitate administrative tasks.

 Teachers use the 'Cloud Integrated Collaboration Platform' through various media to work smart anywhere, anytime, and automate repetitive tasks to drastically reduce workload

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- Develop and operate the Cloud Integrated Collaboration Platform (Administrative Management Division)
 - Adopt a collaboration system offering messenger, mail, video conference, and document co-writing functions to improve school educational activities and work processes, and build the SMOE's own cloud



- Adopt a cloud system and implement robotic process automation (RPA) (Administrative Management Division)
 - Automate simple and repetitive tasks to reduce the educational administration workload

5-3-2) We will expand Seoul Education's digital services.

- Launch 4th generation smart NICE (educational administration information system) and drastically improve educational administration services
- Allow students and parents to access career counseling online (Mobile Sen-Jinhak)
- Provide students with convenient access to school services (book takeout, attendance check, etc.) using mobile student IDs



Closer Look

- Launch 4th generation smart NICE (June 2023) and expand public mobile services (SERII)
 - · Expand public mobile services, including school class support, online certificate issuance at HomeEdu, online qualification examination for employement
- Enhance career and academic counseling tailored to students and parents (SERII)
 - Equip Divot with customer-tailored platforms, including the mobile Sen-Jinhak app chatbot
- Issue blockchain-based smart student IDs (Career and Vocational Education Division)
 - Implement support for individual students' growth path development through learning/job-finding competency and history management in multiple phases

5-3-3) We will provide big data analysis results on key Seoul Education indicators.

- Allow users to access key Seoul Education indicators in real time Education activity expenses per student, burden on parents, and school discontinuation ratio

 Advantage

 Education activity expenses per student, burden on parents, and school discontinuation ratio

 Education activity expenses per student, burden on parents, and school discontinuation ratio

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 Education activity expenses per student, burden on parents, and school discontinuation ratio

 Education activity expenses per students.

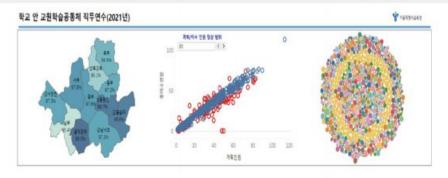
 Education activity expenses per students activities activi
- Allow teachers to use big data for adjusting the pace of learning and suggesting appropriate curricula to students
- Allow school staff to use big data for improving educational policies and handling tasks based on data

Closer Look

Launch the Seoul Education Visualization System (data.sen.go.kr) (Policy and Safety Planning Division)



 Launch an information system that analyzes the key indicators of the SMOE and schools on a regular basis (monthly, quarterly, yearly, etc.) and provides visual snapshots, including maps, charts, and graphs







- sion) 🐷
- Allows teachers and officials to process their tasks based on science and data by collecting data from various information systems and allowing them to search, extract, and analyze data in specific areas
- · Develop services, including school facility maintenance and standard menus for school catering



Here is how we will spur future education in the age of Al!

Sub-task 4

Digital literacy for all citizens living healthy in the digital world

5-4-1 We will support digital literacy education.

- Develop and support Al literacy diagnosis/testing tools to enhance digital literacy education
- Develop and disseminate programs and data to enhance digital media literacy
- Implement digital media education programs for SMOE public libraries to support digital literacy education for youths and Seoul citizens



Closer Look

Enhance digital literacy education for mature digital citizens (Educational Innovation Division)

- Develop tailored education materials, expand the outreach digital literacy education programs, and implement mentoring programs
- Develop Al literacy diagnosis/testing tools for Seoul students
- Promote Al ethics education for humanity and human dignity: develop and supply AI ethics education materials (elementary schools, 1 item), along with teachers' guides, student worksheets, and lesson PPT templates



☑ Enhance support for digital media literacy education (Secondary Education Division)

- Develop materials to improve digital media literacy (elementary school 3rd graders) and implement digital media literacy programs (seminars and camps)
- Apply and use competency diagnosis tools (digital citizen propensities and types)

Provide intensive support for literacy education programs with academic attainment certification (Lifelong Education Division)

- Assign learning managers for academic attainment certification and develop and disseminate digital literacy worksheets
- Develop and operate digital literacy platforms, develop digital education places, and increase digital education services

5-4-2 We will support digitally vulnerable groups to reduce digital gaps.

- Implement basic, daily living, and digital literacy programs for vulnerable groups, including people with low levels of academic attainment, illiterate persons, and multicultural groups
- Enhance literacy support for slow-learning students due to a lack of basic academic skills or dyslexia
- Disseminate literacy programs for new groups requiring literacy education (foreign workers, North Korean defectors, etc.) and implement outreach digital literacy education programs for learners without access to information (elderly, etc.)



Closer Look

Provide diverse and tailored services for new groups requiring literacy education (Lifelong Education Division)

 Develop and implement literacy programs without academic ability certification for new groups from diverse backgrounds requiring literacy education (foreign workers, multicultural families, North Korean defectors, etc.)

Support new groups requiring literacy education	Assist with basic academic skill development	Support elderly citizens
 Provide educational support to multicultural families, foreign workers, and North Korean defectors 	 Slow-learning students: provide one-on-one instruction (elementary 1st~3rd graders) Students with dyslexia: provide support through retired teachers 	 Outreach literacy education program 'Muntoksaem' Grant lifelong education subsidies

Enhance the digital competency of elderly citizens through student volunteer activities (Democratic Citizenship and Student Life Guidance Division)

- Match digitally vulnerable elderly citizens with student volunteers
- Implement programs tailored to beneficiaries' lifestyles linked with student volunteer activities

5-4-3 We will ensure students' growth into sound and healthy citizens in the digital world.

- Provide treatment for digital overindulgence to enhance students' control over their digital life and ensure stable daily routines
- Help youths and parents learn about better ways to raise children and communicate with them through education
- Help students keep sound body and mind in the digital environment (student health aids, blocking access to harmful software)
- Develop and systematize curricula on digital ethics required in the age of Al



Closer Look

Prevent adverse effects of digital life through one-team activities by digital citizens (Secondary Education Division)

- Provide intensive treatment and counseling programs for students suffering from digital overindulgence (along with referral to healthcare professionals), and support digital family camps with students and parents
- Organize digital citizen/teacher seminars on a regular basis (with IT, financial, and law experts and teachers)

Enhance digital literacy education for mature digital citizens (Educational Innovation Division)

- Enhance education on digital ethics and information protection to foster a sound cyberculture
- Implement programs to prevent and address overdependence on smart information services

Reinforce sexual violence and digital sex crime prevention (Democratic Citizenship and Student Life Guidance Division)

Provide outreach education programs for digital sex crime prevention

Let's work together to spur the digital transformation for future education in the age of Al!

Annual Goals

Category	Project	2023	2024	2025	2026
	Al, lot Pilot Schools	11 elementary, middle, and high schools	11 elementary, middle, and high schools	11 elementary, middle, and high schools	11 elementary, middle, and high schools
	Al Education Leaders Group	200 teachers at elementary, middle, and high schools	200 teachers at elementary, middle, and high schools	200 teachers at elementary, middle, and high schools	200 teachers at elementary, middle, and high schools
Sub-task	Edutech Leaders Group	250 teachers at elementary, middle, and high schools	250 teachers at elementary, middle, and high schools	250 teachers at elementary, middle, and high schools	250 teachers at elementary, middle, and high schools
	Mixed class and digital teaching and learning improvement training	51 programs	68 programs	68 programs	68 programs
	Increase the supply of Al-based educational content	Educational content (3 items)	Educational content (5 items)	Educational content (7 items)	Educational content (9 items)
	Fun Al Class	Elementary, middle, and high schools 50 schools	Elementary, middle, and high schools 100 schools	Elementary, middle, and high schools 150 schools	Elementary, middle, and high schools 200 schools
	Deploy Divot, a smart device- based portable learning system	Middle school 1st~2nd grader, high school 1st grader	Middle school 1st~3rd grader, high school 1st~2nd grader, elementary school 3rd~6th grader (pilot)	Middle school 1st~3rd grader, high school 1st~3rd grader, elementary school 3rd~4th grader	Middle school 1st~3r grader, high school 1st~3rd grader, elementary school 3rd~ 6th grader
Sub-task 2	Develop and operate the school informatization support system (Tech Center)	Middle schools (390)	Middle and high schools (711)	Increase institutions eligible for integrated school network maintenance (pilot)	Increase supported institutions
	Advance new SSEM 3.0	Build a platform (pilot, elementary, middle, and high schools)	Use platform (developspecialized services)	Partner up with private-sector edutech services	Al-based tailored analysis and research
	Seoul Metaverse Platform	Build educational space templates	Provide 1 metaverse classroom to each teacher	Develop metaverse classroom teaching models	Develop digital twins

Category	Project	2023	2024	2025	2026
	Develop and operate cloud collaboration platforms	Open in March/April (100,000 school staff)	Adopt RPA	Advance systems	Advance systems
	Manage learning/job-finding competency history using blockchain	Specialized Schools, Meister High Schools (30)	Specialized Schools, Meister High Schools (72)	Specialized Schools, Meister High Schools (72)	Specialized Schools, Meister High Schools (72)
Sub-task	Enhance tailored career/academic consulting	Professional consulting (750 cases)	Professional consulting (800 cases)	Professional consulting (850 cases)	Professional consulting (900 cases)
3	Analyze Seoul Education big data	Build an integrated educational data management system	Disseminate the integrated educational data management system	Develop standard analysis models (administration)	Develop standard analysis models (location selection)
		Open data visualization (web) services	Develop data visualization contents	Link public data visualization	Disseminate public data visualization
	Enhance digital literacy education	Develop educational materials (3 items)	Develop educational materials (5 items)	Develop educational materials (7 items)	Develop educational materials (9 items)
Sub-task	Link student volunteer activities Build digital competency of elderly citizens	Beneficiaries (1,000 people)	Beneficiaries (2,000 people)	Beneficiaries (2,000 people)	Beneficiaries (2,000 people)
4	Reinforce sexual violence and digital sex crime prevention	Elementary, middle, and high schools (950 classes)	Elementary, middle, and high schools (1,200 classes)	Elementary, middle, and high schools (1,200 classes)	Elementary, middle, and high schools (1,200 classes)

'Seouly' represents all students who attend, and will attend, schools in Seoul.



Task 6

Innovate educational spaces to foster future citizens



Competent department	Educational Administration Division	School Support Division
Partner department		Administrative Management Division Educational Innovation Division Facilities Safety Division Future School Execution Division

Why does innovation of education spaces matter?

Status

Since its establishment, the Korean government has been intent on providing a large number of schools in a short period of time to accommodate the explosive population growth, and school architecture has been forced to pursue efficiency and standardization. To address these issues, the Standard Design for School Facilities introduced was adopted in 1962, which still exerts a strong influence on Koreans' perception of school spaces even after its abolition in 1992. Furthermore, the School Facility Project Promotion Act enacted in 1982 and other remnants of the industrial era, including the standardization manuals, still compromise the ability to imagine innovative educational spaces.

New imaginations are needed to move beyond standardized, disconnected, and sterile educational spaces trapped in the paradigm of modernization. Korea needs a revolutionary transformation of educational spaces to address the rapid changes and uncertain future and implement tailored education based on learners' situations.

Outlook

In *Analytical Framework for Case Study Collection: Effective Learning Environments*, published in 2019, the OECD states that educational environments in the 21st century should include the following.¹⁾

- Promoting learning through active investigation, social interaction, and collaboration
- Support a full range of learning and teaching strategies from direct, explicit instruction to virtual connection and communication
- Support interdisciplinary learning and spaces that integrate rich resources
- Special purpose spaces with flexible, adaptable multipurpose spaces
- Support individual and one-to-one, small group, and large group learning
- Be age-stage appropriate
- Facilitate learning anywhere and at any time
- Activate and invigorate learning spaces
- Inspire participation in and responsibility for the learner's community
- Enable all aspects of the building design and outside spaces to be learning tools in themselves

The British educator Ken Robinson also stated that a great school environment embodies the variety of learning we can do, and students need diverse environments where they can stretch their bodies, expand and stimulate their minds, and allow them to interact with others.²⁾ As a result, the SMOE formulated the 2018 Seoul Education Space Plan, and achieved the following results by imagining educational spaces aligned with the goals and guiding principles of Seoul's Innovative Future Education.

¹⁾ https://21erick.org/column/5601/

²⁾ https://www.youtube.com/watch?v=gNYEPsyJdhc

- Korea's first space innovation project and curricula-linked space innovation project (Kkumdam Classroom)
- School space innovation projects at the school level (Space Innovation)
- Quality improvement and paradigm shift in school architecture (A Study on Seoul Education Space Plan
- formulated a comprehensive plan to improve the quality of educational spaces based on the publicness and identity of Seoul Education)
- Implement projects for intensive support for educational activities and efficient facilities (facility improvement at the school level)
- Seoul Green Smart Future School, a new paradigm for educational space innovation

■ Directions and Necessities

The trends of school architecture are shifting toward democracy and participatory governance in public architecture, where students, teachers, parents, and local residents participate in the decision–making process to create new educational spaces. Through this process, the educational community can experience the benefits of democratic decision–making and school self–governance.





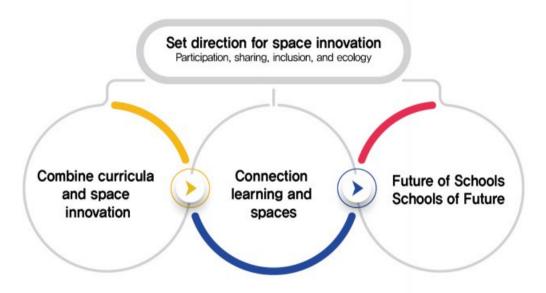
At elementary schools, students develop basic skills and achieve balanced development and growth in an environment where learning, playing, and resting are mutually connected. At middle and high schools, students can experience 'My Curriculum' in flexible, multi-purpose spaces. In addition, we design spaces that enable us to incorporate cooperation, sharing, and joint research into school culture, and configure ecological and sustainable spaces so that schools themselves can serve as teaching materials for ecological transition education.

'Universal Design for All' is an approach to school space development designed to help all students reach their full educational potential. We need schools where diversity thrives, people embrace each other, and everyone is safe. We hope to awaken a sense of community and open up an era of empathy through shared designs that loosen the boundaries of educational spaces and allow people to enjoy intellectual bliss and emotional stability together.

Building on its ideals about the future of schools, the SMOE will create a new school model that brings schools and the educational community together. We will create safe school spaces that protect students from harmful environments and build new school spaces to advance future education based on curricular and local characteristics.

Foster students and schools that lead changes in educationand learning environments for a better future

- Sub-task 1 Direction of space innovation
- Sub-task 2 Connecting learning and spaces
- Sub-task 3 Combination of curricula and space innovation
- Sub-task 4 Futures of schools, schools of futures





- We will ensure that school members lead the development and operation of educational spaces.
- 1. We will turn schools into places where people communicate and share the joy of learning with each other.
- 1. We will create spaces of inclusion and co-existence where diversity blooms and no one is alienated.
- 1. We will create school spaces that are eco-friendly, safe, and sustainable.
- 1. We will build a space innovation system encompassing all phases, from planning to evaluation.

Here is how we will innovate educational spaces to foster future citizens!

Sub-task 1

Direction of space innovation-participation, sharing, inclusion, and ecology

6-1-1 Participatory design: we strive for spaces created together.

- Engage school members to develop free multi-purpose spaces that are more than just an educational space, where lives are lived, and people can work together to create a peer culture based on cooperation and communication
- Implement space innovation that encourages students to freely talk about the school spaces they want and achieve growth as main actors in schools and learning



- Support the implementation of the Dajeongdagam Autonomous School Space Planning Projects'3) (Budget Division)
 - Meet diverse needs of school members to facilitate teaching and learning activities, and allocate budget to educational environment improvement projects led by schools based on their own circumstances
 - Ensure schools' autonomy in organizing and executing the budget to implement the Dajeongdagam Autonomous School Space Planning Projects
- Expand school space innovation projects that involve students, teachers, and parents in the process (Facilities Safety Division and Elementary Education Division)
 - Distribute an operational manual on participation design4) for school space restructuring (process, best practices, etc.)
 - Provide training to schools and architects to improve expertise in school spaces restructuring
 - Consolidate program implementation by streamlining and developing expertise in specific areas within space innovation
 - Conduct satisfaction surveys on the users of 'Dream Classrooms'
 - Disseminate the Space Innovation Whitepaper to publicize project results and provide reference materials.

³⁾ An autonomous planning project for school spaces driven by the opinions and consensus of all school members: enhances schools' agency and autonomy by planning and carrying out educational environment improvement through the participation and communication among school members

⁴⁾ User Participation Design

① Set up an implementation council: students, school staff, parents and other school members participate in the design process along with experts.

² Link with curricula: Link the implementation of space design classes and design workshops with school curricula

③ Design Workshop: Develop various programs to suit each school's circumstances and incorporate users' opinions

6-1-2 Shared Design: we strive for spaces enjoyed together.

- Restructure the abandoned niche spaces at schools and use them as spaces for communication, such as rest areas and playgrounds
- Re-create safe school perimeters without blind spots to provide spaces to share with nearby local communities
- Continue to look for spaces needed by both schools and local communities to create shared spaces with local communities



Closer Look

▼ The rebirth of unused spaces: "Niche Space Development" (Facilities Safety Division)

- · Strengthen support for care services for early childhood and elementary school students and develop new indoor playgrounds in schools
- Use idle classrooms to create indoor activity spaces to address climate events such as particulate matters
- Restructure unused and idle spaces in schools and use them as spaces for students, such as customized green spaces, reading spaces, leisure and play areas, and outdoor spaces
- Innovate school spaces into 'spaces of life' where learning, rest, and play are combined with the help of the educational community.

Establish spaces for multi-purpose school facilities (Facilities Safety Division)

- · Create multi-purpose school facilities in connection with renovation projects, gym expansion, and SOS projects
- Develop living culture centers and small libraries that schools and residents can share, and actively participate in the "Onmaeul School"5) projects organized by the ME, which utilizes unused spaces created by school merging and closure

⁵⁾ Onmaeul School: The name carries several meanings: "schools that saves neighborhoods (maeul) by turning On lights in the neighborhoods, "schools that are neighborhoods (maeul)," "schools that encompass whole neighborhoods," and "neighborhoods that cross over into schools."

6-1-3 Inclusive Design: we strive for spaces for all.

- Create inclusive school spaces with Design For All⁶⁾
- Expand spaces where students in need of special education can participate in classes, to protect their right to study
- Develop the Design Service Standard Task Guidelines, including the School Universal Design Guidelines⁷⁾

Closer Look

Sharing responsibility for integrated education (Special Education Division)

• Run PR campaigns for institutions and schools for the implementation of Policy Barrier–Free⁸⁾, and set up the Fair Integrated Education Policy Consultative Body

✓ Incorporate elements specific to the safety sector into the designing of Seoul Green Smart Future Schools (Facilities Safety Division and Future School Execution Division)

- Crime Prevention Through Environment Design (CPTED) elements to create a safe school environment for all
- Elements for reducing particulate matter dust to protect the health and safety of students with low immunity during their period of growth
- Space design elements to prevent safety accidents at schools
- Physical environmental elements to be considered in curricular activities related to safety at each school level and grade group
- Key elements for traffic safety specific to different space types, such as the separation of vehicles and pedestrians to prevent traffic accidents in schools

6-1-4 Ecological Design: we strive for sustainable spaces.

- Establish an IoT-based integrated maintenance system that minimizes energy use at new schools and maximizes energy efficiency at existing schools
- Implement carbon emission-reducing spaces by reducing GHG emissions from schools through green building design, low-carbon building materials, school forest development, etc.
- Expand healing spaces fostering ecological sensitivity by increasing eco-friendly spaces for learning, relaxation, and communication.
- Implement educational spaces for ecological food transition⁹⁾ to reduce food mileage and provide students with opportunities to observe life

⁶⁾ Design for All: Creating future spaces through "universal design" in which all educational communities directly imagine and participate in the creation to build spaces for co-existence where no one is alienated

⁷⁾ universal Design: Guidelines for creating spaces that are accessible, safe, and inclusive for all Policy Barrier–Free: Active administration to prevent unintended discrimination caused by policies and foster a human rights–friendly school culture and education for co–existence that respects diversity, taking account of support for students with disabilities from the project/policy planning to implementation phases

⁸⁾ Policy Barrier-Free: Active administration to prevent unintended discrimination caused by policies and foster a human rights-friendly school culture and education for co-existence that respect diversity, taking account of support for students with disabilities from the project/policy planning to implementation phases

⁹⁾ Ecological food transition: Practice carbon neutrality through school meals and life by laying the foundation for ecological food transition in order to cultivate food citizenship that considers life, environment, and the Earth in the age of climate crisis

Closer Look

Develop low-carbon school spaces to protect the ecosystem and environment (Facilities Safety Division and Seoul School Health Promotion Center)

- Minimize energy use in newly built or remodeled schools through green design, use of low-carbon materials, and zero energy technologies, and build building energy management systems (BEMS) to improve energy efficiency and reduce greenhouse gas (GHG) emissions
- Implement integrated maintenance powered by IOT for heating/cooling systems and solar equipment at schools, to optimize equipment life and reduce facility maintenance workload at schools
- · Adopt an Al/big data-powered system to reduce leftovers at cafeterias

☑ Expand vegetarian options at schools (Seoul School Health Promotion Center)

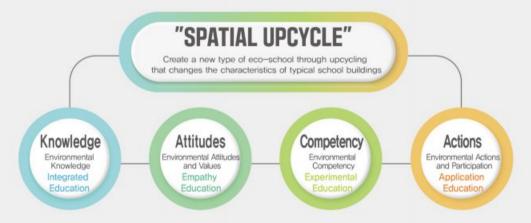
- Provide green catering bars at schools and support green catering experience activities
- Launch Good Diet Learning Centers (formerly, Nutrition Experience Centers)

Construct the Future Convergence Education Center (tentative title) (School Support Division, Educational Innovation Division, and Seoul Science Park)

- Set up multi-purpose facilities for science and math experience and build a global metaverse experience center
- Develop experience-oriented multi-purpose facilities with specific themes that combine learning and playing for future generations

Construct Eco-Schools (Ecological Transition Education Parks) (School Support Division and Educational Innovation Division)

- Build hub institutions for ecological transition education using the sites of closed schools to connect schools and local communities
- Develop multi-purpose facilities for students, parents, teachers, and local residents as spaces for holistic education for people of all ages
- Build environmental education experience facilities to practice and educate ecological transition based on the relevant areas, and promote environmental education using local resources



[Eco-School (Ecological Transition Theme Park): "Direction of Space Planning"]

Here is how we will innovate educational spaces to foster future citizens!

Sub-task 2

Connecting learning and spaces

6-2-1 We will increase Seoul leum Schools to connect children's growth and development.

- Prevent the deterioration (school closure, etc.) brought on by student population decline through leum Schools
- Maximize the educational effect of leum Schools by designating Research Schools
- Provide 'Integrated Operation Incentives' for the successful operation of leum Schools



Closer Look

- Develop schools of appropriate sizes and build diverse schools (School Support Division)
 - Merge, close, and relocate schools to address the sharp decline in the student population
 - Operate leum Schools leum¹⁰⁾ for the efficient integrated implementation of school curricula among schools

We will operate Seoul Small Schools to close educational gaps and develop the Seoul 6-2-2 (urban-type) Branch School Model.

- Reduce educational gaps between regions and schools through various types of support for small schools
- Create schools that students want to go and stay in by providing student-tailored education through unique educational programs
- In partnership with local communities, improve the quality of education by designating Research Schools, inviting teachers, and providing instructors
- Research Seoul Branch Schools 11) to develop the Seoul Branch School model and develop the organizational and operational standards for those schools



- Seoul Small School 3rd Phase "Schools that Students Want to Go and Stay In" (School Support Division, Elementary Education Division, and Secondary Education Division)
 - Three-vear project (Phase 3, 2023–2025): 8 schools to be selected and operated
 - Designate Research Schools (5 schools) to grant additional points for teachers, and give preferential considerations in teacher invitations and the placement of physical education instructors and native speakers, etc.
 - Use Seoul Small Schools as a commuting school district throughout Seoul, allowing students outside the school district to transfer to and enroll in the schools

¹⁰⁾ leum School: The official name of Seoul's integrated operation schools selected through a public competition to emphasize the significance and connection of school/class merging

¹¹⁾ A type of small school that reflect Seoul's recent conditions for student relocation, such as the city's educational environment and the distribution of the school-age population

☑ Organize the Seoul (urban) Branch School Task Force (School Support Division) 🗫

- (Seoul Branch School Model Development) Formulate conditions for establishing Seoul Branch Schools (in addition to reorganization standards)
- (Development of Organizational and Operational Standards for the Seoul Branch School Model)
 School organization standards and school staff placement standards

We will build laboratories dedicated to transformation and creation for Seoul's future education utilizing former school sites.

 Use former school sites to implement various network-based experimental school models that would not have been executable with the conventional single-school structure

Classification	Existing educational places	Develop former school sites	Activating former school sites
	Education at the individual school level	Operate as open platforms for future education experiments	Develop into diverse network- based community schools
Space structure			
Space character	Simple educational spaces (dedicated spaces)	Forum of cooperation (space sharing)	Co-existence spaces (space linkage)

[&]quot;A Study on the Strategic Use of Former School Sites in Cities for Seoul Future Education" 12)

Closer Look

✓ Adopt an innovative model for the use of former school sites (School Support Division)

- Create future education spaces such as "Seoul Future Education Park" (tentative name) in the former Duksoo High School site (and six other sites)
- Work with the relevant institutions to create "Spaces for Boundless co-existence" as educational function-oriented multi-purpose facilities that integrate similar functions and roles to depart from the previous single-school, independent approach

¹²⁾ Source: SAERII (2020)

Here is how we will innovate educational spaces to foster future citizens!

Sub-task 3

Combination of curricula and space innovation

6-3-1

We will continue to expand the learning and playing spaces that consider the development and growth of students.

- (Classroom with Dreams) Comprehensively remodel classrooms for student-centered spatial innovation to provide spaces to support unique curricula of different schools and classes and various life and cultural activities
- (Playground with Dreams) Improve the play space for students based on fun, spontaneity, and cooperation, to guarantee the right to play and restore the culture of playing together
- (Fun Al Classroom) Support curricular operation that addresses future changes by establishing Al-based educational environments



Closer Look

- Schools, embracing beautiful dreams (Facilities Safety Division)
 - Engage students, school staff, and parents in developing a learning environment in connection with the curriculum
- ✓ Implement curricula designed to ensure the stability and growth of elementary school 1st and 2nd graders (Elementary Education Division)
 - Support the construction of student-participatory 'Playground with Dreams'
- Support the implementation of AI curricula tailored to each school/class (Educational Innovation Division)
 - Develop Fun Al Classes (creative and convergent information education rooms)



We will continue to expand spaces tailored to students' career paths that promote their power to 'live.'

- (High School Credit System) Create spaces for the high school credit system where various types of learning can take place according to the characteristics of different classes and subjects
- (Vocational Education) Create spaces for high-tech practical education tailored to the needs of industrial sites, in preparation for future industrial changes
- (Career Education) Create career activity rooms to provide students with various career exploration opportunities



Closer Look

- Diversify optional subjects at regular high schools to increase opportunities to choose subjects suitable for each student's aptitude and interest
 - (Secondary Education Division and School Support Division)
 - Create credit-type educational spaces that consider the sizes and conditions of schools
- Establish forward-looking educational environment for 'healthier and safer' specialized high schools (Career and Vocational Education Division)
 - Support the creation of school spaces for the high school credit system (practice rooms and subject classrooms)
- Support the operation of career education curricula tailored to students (Career and Vocational Education Division)
 - Build and operate career activity rooms: Cultivate facility environment for elementary, middle, and high schools, and develop equipment and career education materials
- 6-3-3 We will continue to expand spaces for cooperation, sharing, and joint research by teachers.
 - Support cooperative communication and teaching research by expanding and reorganizing the "Lab of Dreams" spaces for improving elementary school teachers' teaching expertise
 - Support autonomous class sharing at the school level utilizing the Class Sharing Cafe, a space for cooperative sharing and growth of secondary school teachers



- ☑ Establish cooperative research space for teachers (Elementary Education Division and Secondary Education Division)
 - (Elementary) Support the establishment of Labs of Dreams to support communication and cooperative teaching by teachers, such as sharing information on curricula, classes, and evaluation, class sharing, and class consulting
 - (Secondary) Spread class sharing through voluntary and cooperative joint research projects and mutual communication, and support the use of the 'Class Sharing Cafe' as a central space for class innovation

Here is how we will innovate educational spaces to foster future citizens!

Sub-task 4

Futures of schools, schools of futures

6-4-1) We will develop Seoul Green Smart Future Schools, dreaming of the futures of schools.

- Renovate or remodel old schools 40 years or older
- Create safe school spaces to protect students from harmful environments
- Create inclusive school spaces considering the school curricula and local characteristics
- Achieve environmental, energy, Al, and creative education by implementing digital education environments
- Cultivate ecological environments for carbon reduction and absorption to achieve net zero







Closer Look

Develop Seoul Green Smart Future Schools to address changes in the future environment (Future School Execution Division)

- Select and confirm target schools based on the consent and participation of school members including parents
- Advance five specialized measures (green, smart, space improvement, multi-purpose, and safety) and apply them to schools
- Establish and operate an effective tailored support system based on the phases and obstacles of school-tailored projects
- Support educational planning by incorporating the 2022 Revised National Curriculum, Seoul Future Education, and the characteristics of each school
- Organize and operate a consulting support group for pre-planning (architecture + education)
- Develop and implement safety management measures to protect the right to learning during construction



We will create Dagachi-schools where students can act on their creativity and imagination to their hearts' content.

- Expand the boundaries of schools by creating self-governance learning spaces for youths in partnership with local communities
- Allow teenagers to proactively plan educational activities and carry out project activities
- Appoint 'guide teachers' consisting of local residents, teachers, parents, and experts to support students' activities
- Build lifelong learning spaces jointly developed and shared by schools and local communities and ensure that the spaces play a central role in the local learning ecosystem



- Establish and operate Dagachi-Schools¹³⁾ as spaces for after-school self-governance activities for youths (Cooperation and Engagement Division)
 - Establish and operate 4 Dagachi-Schools for Self-governance Learning to serve as future education centers(Southern, Northern, Gangseo Yangcheon, Gangnam Seocho)
 - Build self-governing learning spaces through the planning and promotion of youth self-governance councils, where youths serve as main agents of programs, space management, and community events
 - Identify new spaces, including spaces outside schools as well as inside existing schools, for the expansion of Dagachi-Schools

¹³⁾ Dagachi-Schools for Self-governance Learning: Self-governing learning places for youths linked with local communities created by remodeling school spaces, where children and youths in the area, including students at the school, carry out various project activities for a happy life and independent growth

Let's work together to innovate educational spaces to foster future citizens!

Annual Goals

Category	Project	2023	2024	2025	2026
Sub-task	Develop niche spaces	20 schools	50 schools	50 schools	50 schools
	Expand vegetarian options at schools(green catering bars)	148 schools	198 schools	279 schools	350 schools
	Green (climate) catering	2 times per month (4 times per year)			
	Future Convergence Education Center (tentative)	Preparation	Preparation	Preparation	Launch (December)
	Eco Schools (Ecological Transition Education Parks)	Preparation	Preparation	Preparation	Launch (December)
Sub-task	3rd Phase Seoul Small Schools	8 schools (~2026)	8 schools (~2026)	8 schools (~2026)	=
	leum School	1 school	1 school	1 school	1 school
Sub-task	Classrooms with Dreams	80 schools	80 schools	80 schools	80 schools
	Playground with Dreams	23 schools	23 schools	23 schools	23 schools
	Fun Al Classroom	80 schools	40 schools	40 schools	40 schools
	Career Activity Space	29 schools	35 schools	45 schools	55 schools
	Laboratory of Dreams	82 elementary schools	70 elementary schools	50 elementary schools	40 elementary schools
Sub-task	Seoul Green Smart Future Schools	19 schools	12 schools	15 schools	-



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