

Abstract

Schools are composed of different members; school principals are the key persons who lead the organization, teachers, supporting staffs, students, and parents are the partners. All of them should work together to achieve the same educational goals, if they expect their students achieve the optimal learning experience. The main purpose of the research is to investigate the divergences in education beliefs and school assessment scheme implementation between principals and teachers in Macau; Schools run smoothly toward the direction when both parties are on the same track; conflict will occur when education beliefs cannot come to an agreement.

This research is using a survey method to gather information, and based on Chi Square test to investigate and analyze of the data getting from the project done by the faculty of education (The University of Macau) - "A survey of curricular reform in Macao and the respective review". The survey had two booklets for collecting the data from school principals and teachers. The project focuses on perspectives of educational beliefs and implementation of the school assessment scheme among school principals and teachers.

This research picks up two questions from the main study, they are related to 1) the education beliefs among Macau school principals and teachers; 2) school assessment scheme implementation. The first question is related to the principals' and teachers' expectation on student's learning.. The second is about which assessment method(s) used by the school to evaluate student's learning outcomes. In the conclusion section, this study proposes some specific suggestions and reference to school principals and teachers.