

Excellence Indicators for Teaching Practices in Physical Education at Primary & Secondary Levels and Physical Activities at Kindergarten Level

Foreword

The *Excellence Indicators for Teaching Practices in Physical Education at Primary & Secondary Levels and Physical Activities at Kindergarten Level* is worked out as a reference for the assessment of nominations considered by the Assessment Panel (Physical Education) [AP(PE)] of the Chief Executive's Award for Teaching Excellence (ATE) (2007-2008).

When drafting the indicators, references have been made to various sources. Among the major references are *Towards a Learning Profession: The Teacher Competencies Framework and the Continuing Professional Development of Teachers* (Advisory Committee on Teacher Education and Qualifications, 2003), *Physical Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)* (Curriculum Development Council, 2002), *Guide to the Pre-primary Curriculum* (Curriculum Development Council, 2006) and *Performance Indicators for Hong Kong Schools* (Education Department, Quality Assurance Division, 2002). Moreover, considerations have been given to the complex nature of teachers' work and the indicators have been structured to reflect the diverse patterns of teachers' competencies.

For this Award, teaching excellence means teaching practices that are:

- (a) **innovative with proven effectiveness** in arousing students' **motivation in the Key Learning Area (KLA) /Learning Area (LA)** and/or in helping students to **achieve the desired learning outcomes**; or **creatively adapted** from exemplary teaching practices from elsewhere to **suit the local (i.e. school-based and/or student-based) context** with proven effectiveness in enhancing students' learning outcomes;
- (b) based on a coherent conceptual framework, showing reflective practices;
- (c) inspiring and can be shared with colleagues to improve the quality of education; and
- (d) **instrumental in achieving the learning targets** of the Physical Education KLA and Physical Activities at Kindergarten Level, i.e. helping students to develop the knowledge, skills, physical competence, values and

attitude pertaining to an active and healthy lifestyle.

The indicators are categorised into four domains, namely, (1) Professional Competence, (2) Student Development, (3) Professionalism and Commitment to the Community, and (4) School Development. The focus of the first two domains is on recognising teaching excellence and the other two domains is on fostering professional development among teachers. As the ATE does not aim to identify all-round teachers, the indicators should be regarded as examples of evidence, but not a rigid model, of excellence in teaching *Physical Education at Primary & Secondary Levels and Physical Activities at Kindergarten Level*.

Apart from being an assessment instrument for the ATE, the indicators also highlight the qualities of accomplished teachers of *Physical Education at Primary & Secondary Levels and Physical Activities at Kindergarten Level*. We hope that this will help pursue excellence in the teaching profession.

All awardees are expected to possess the fundamental professional qualities of a teacher such as professionalism, as well as love and care for students. Recognising that teaching practices cannot be separated into discrete areas, we will adopt a holistic approach, using professional knowledge and judgment when assessing the nominations. However, as the focus of the ATE is on Learning and Teaching, we are looking for exemplary and effective teaching practices that are inspiring and can be shared.

For group nominations, effective team work which entails the contribution of each group member, the interactions among group members, and how the combined efforts of the group have contributed to the described outcomes will also be assessed.

**Assessment Panel on Physical Education at Primary & Secondary Levels and Physical Activities at Kindergarten Level
Chief Executive's Award for Teaching Excellence (2007-2008)
November 2007**

Excellence Indicator for Teaching Practices in Physical Education at Primary & Secondary Levels and Physical Activities at Kindergarten Level

1. Professional Competence Domain

Area	Performance Indicator	Evidence of Excellence
Curriculum	1.1 Curriculum Planning and Organization	<p>The teacher is able to :</p> <p>(for Physical Education at Primary and Secondary levels)</p> <ul style="list-style-type: none"> • make school-based adaptations, taking into consideration factors such as students’ needs, interests and abilities , teachers’ readiness and the school context to provide quality learning experiences to students • adapt the central curriculum by tailoring the learning contents, strategies of learning and teaching, pace of learning and teaching, modes and criteria of assessment to help students to achieve the pre-set targets and objectives • adopt the central curriculum of PE with an open and flexible curriculum framework which includes the six strands: Motor and Sports Skills, Health and Fitness, Sports-related Values and Attitudes, Knowledge and Practice of Safety, Knowledge of Movement and Aesthetic Sensitivity • incorporate effectively the elements of the Four Key Tasks¹ into curriculum planning to develop students’ generic skills², values and attitudes, and to ensure students’ broad and balanced development in PE • integrate with other Key Learning Areas³ to provide students with a holistic context for learning

¹ According to *Learning to Learn – the Life-long Learning and Whole-person Development* issued by the CDC in 2001, the Four Key Tasks are: moral and civic education, reading to learn, project learning and information technology for interactive learning.

² According to *Learning to Learn – the Life-long Learning and Whole-person Development* issued by the CDC in 2001, the generic skills include: collaboration skills, communication skills, creativity, critical thinking skills, IT skills, numeracy skills, problem-solving skills, self-management skills and study skills.

³ According to *Learning to Learn – the Life-long Learning and Whole-person Development* issued by the CDC in 2001, the Key Learning Areas include: Chinese Language

Area	Performance Indicator	Evidence of Excellence
		<ul style="list-style-type: none"> • introduce effectively new trends in education and new practices in learning and teaching, based on past experiences and teaching strategies, to enhance and promote the learning of PE • plan and organize diversified co-curricular activities to complement the existing PE curriculum and promote life-wide learning⁴ • plan and promote effectively the safety considerations in designing and organizing physical activities • allocate effectively learning time to cater for students' learning needs and enrich their learning • utilize within and outside school human resources and facilities <p>(for Physical Activities at Kindergarten level)</p> <ul style="list-style-type: none"> • adopt the trends of global development in Early Childhood Education which stress the influence of the external environment, e.g. a safe and accepting environment with abundant sensory stimulation • demonstrate leadership in developing the core value of pre-primary education, i.e. child-centred learning, as well as understanding and respecting individual differences, promoting motivation for learning and to care for children's needs, and focusing on whole person development and life-long learning • take into account the objectives for the physical, cognitive and language, affective and social, and aesthetic development of children in curriculum planning • demonstrate leadership in planning the curriculum with children's usage of their five senses and body to

Education, English language Education, Mathematics Education, Personal, Social & Humanities Education, Science Education, Technology Education, Arts Education, and Physical Education.

⁴ According to *Learning to Learn – the Life-long Learning and Whole-person Development* issued by the CDC in 2001, life-wide learning refers to learning in different environments: in the classroom, school, home, community and work place. The learning experiences gained in these different environments complement each other.

Area	Performance Indicator	Evidence of Excellence
		<p>perceive and interact with the outside world so as to receive and deliver messages</p> <ul style="list-style-type: none"> • achieve the objectives of children’s development through planning activities in the six learning areas, with special emphasis on Physical Fitness and Health
	<p>1.2 Curriculum Management</p>	<p>The teacher is able to :</p> <p>(for Physical Education at Primary and Secondary levels)</p> <ul style="list-style-type: none"> • demonstrate leadership in developing students’ physical competence, knowledge of movement and safety, and their ability to use these to perform a wide range of activities associated with the development of an active and healthy lifestyle • demonstrate leadership in formulating strategic curriculum development plans with clearly defined goals to facilitate students with essential life-long learning experiences for whole-person development in the domains of ethics, intellect, physical development, social skills and aesthetics, and with appropriate adaptation to cater for learner differences/students with special educational needs • participate actively in curriculum decisions, exchange of information and opinions on curriculum matters • investigate and review the effectiveness of teaching and the learning difficulties of students for revising the learning objectives and the curriculum <p>(for Physical Activities at Kindergarten level)</p> <ul style="list-style-type: none"> • follow four recommended steps when applying the pre-primary curriculum framework : (i) conduct a self-evaluation, including an examination of conditions, strengths and limitations; (ii) know the children and

Area	Performance Indicator	Evidence of Excellence
		parents well; (iii) design the curriculum; and (iv) establish mechanisms for curriculum review and monitoring, to ensure quality education and care services
Teaching	1.3 Strategies and Skills	<p>The teacher is able to :</p> <p>(for Physical Education at Primary and Secondary levels)</p> <ul style="list-style-type: none"> • develop the learner-focused PE lesson with interesting and enjoyable physical activities to motivate students to learn in effective and practical ways, help cultivate a new generation of potential athletes by keeping abreast of new trends in sports and encourage students to actively participate in activities to excel in sports • set appropriate learning objectives to help students to develop motor skills, acquire the necessary knowledge through physical activities and cultivate positive values and attitudes for the development of an active and healthy lifestyle • adopt a life-wide learning approach in Learning and Teaching, encourage students to participate in co-curricular physical activities and promote “sports for all” and “lifestyle physical activities” • integrate the PE curriculum with elements of other KLAs to let students connect ideas and concepts • modify the learning and teaching of PE to cater for student diversity • establish school’s sports culture by setting vision and unified direction in terms of resource allocations from the government, the community and sports governing bodies, e.g. hire instructors and coaches to take charge of PE related co-curricular activities, use concession schemes of public sports facilities, participate in collaborative research and development projects, school development programmes such as “School Physical Fitness Award Schemes”, “School Sports Programme”, etc • arrange separate or combined classes for girls and boys depending on the nature of activities and the degree of maturity of students

Area	Performance Indicator	Evidence of Excellence
		<ul style="list-style-type: none"> • encourage students to study various PE topics through project learning which caters their interests and abilities and develop related skills • act as coaches, facilitators and coordinators to promote PE in schools, and also as role-models for life-long learning in skills, knowledge and attitudes <p>(for Physical Activities at Kindergarten level)</p> <ul style="list-style-type: none"> • provide a spacious, safe and accepting environment with abundant sensory stimulation and to facilitate children to understand the limits of their physical capabilities and develop awareness for self-protection • provide a diversified learning environment for children to develop their different potentials, promote their fitness, cultivate their will-power, enable them to channel their emotions and improve their adaptation to the environment • lead children to develop learning habits and interest in learning so as to get themselves well prepared for life-long learning • organize play activities that are inspiring and fun to develop children's abilities • make flexible use of the information and draw relevant verification in the light of children's everyday observations and experiences, in order to provide appropriate and sufficient opportunities for children's development • cultivate children's good habits, self-care ability, body control ability, gross and fine motor skills and sensory ability • stimulate children's creative and imaginative powers and encourage them to enjoy participating in creative works and movements • provide sufficient exercise time for children to develop their motor skills

Area	Performance Indicator	Evidence of Excellence
	1.4 Professional Knowledge and Attitude	<ul style="list-style-type: none"> • act as facilitators, motivators and supporters to help children learn and grow <p>The teacher is able to :</p> <ul style="list-style-type: none"> • demonstrate the passion for exercise and sport, as well as display a sound command of professional knowledge and curriculum organisation; make connections among the areas within the KLA/elements in the LA ; have a thorough understanding of the trends and issues in the KLA/LA in which he/she teaches; make positive reflection on and improvement in his/her teaching practices • grasp the professional knowledge by mastering the basic knowledge of all areas/elements of learning which can adapt to students'/children's diverse learning needs and develop their multi-intelligence and keep in touch with parents • initiate collaboration among colleagues in updating and searching for new knowledge, carry out action research, plan or produce successful activities for excellence in learning and teaching within the KLA/ LA • participate actively in sharing and exchange sessions within as well as outside school and make frequent contributions to the professional community through various channels • plan and promote effectively the awareness of and concern for safety in practical work

Area	Performance Indicator	Evidence of Excellence
Performance Assessment	1.5 Assessment Planning and Use of Information	<p>The teacher is able to :</p> <ul style="list-style-type: none"> • design, use and critically evaluate the various assessment modes and align them with the current curriculum objectives and current beliefs and practices in assessment, e.g. for primary and secondary levels, use self/peer assessment and for kindergarten levels, invite parents to play an important role in the assessment process • use assessment results effectively to diagnose students' learning to improve the effectiveness of learning and teaching; give students timely and useful feedback with appropriate encouragement and provide them with the direction for improvement to foster students' self-reflection ability • communicate with students, parents and colleagues on the effective criteria and strategies for assessment and provide them with accurate and informative assessment reports at appropriate times

2. Student Development Domain

Area	Performance Indicator	Evidence of Excellence
Student Development	2.1 Attitude	<p>The teacher is able to :</p> <ul style="list-style-type: none"> • help students to cultivate positive values and attitudes for the development of an active and healthy lifestyle • help students to develop desirable moral behaviors, cooperation in communal life, ability to make decisions, the appreciation of aesthetic movements and a positive self-concept • make positive influence on students in life-long learning, whole-person development and the development of generic skills in particular collaboration, communication, creativity, and critical thinking • facilitate students all-round development by reinforcing the five concepts: national identity, responsibility, commitment, respect for others and perseverance • develop students' positive attitudes towards participation in physical activities and their willingness to observe rules and regulations and the sense of fair play • develop students' capability of maintaining the attributes of perseverance, the ability to face difficulties, etc • enable students to understand the limits of their physical capability and develop awareness for self-protection and safety measures • build trust and rapport with students and gain respect from students
	2.2 Knowledge & Skills	<p>The teacher is able to :</p> <p>(for Physical Education at Primary and Secondary levels)</p> <ul style="list-style-type: none"> • help students to learn basic knowledge about Fundamental Movement⁵ • help students to learn basic knowledge about physical activities and their contribution to health • help students to apply theories of physical activities and training principles in a health-related fitness programme

⁵ According to *Physical Education Key Learning Area Curriculum guide (Primary 1-Secondary 3)* issued by the CDC in 2002, Fundamental Movement includes locomotor movement skills, stability movement skills, and manipulative movement skills.

Area	Performance Indicator	Evidence of Excellence
		<ul style="list-style-type: none"> • help students to analyse physical movement and evaluate the effectiveness of a health-related fitness programme • help students to understand the knowledge and practice of safety • develop students' ability to acquire and apply basic skills in at least eight different physical activities, e.g. Swimming, Track events, Team Games, Folk Dance etc. from not less than four out of the eight areas⁶ • develop students' ability to refine learnt skills and acquire skills of novel events of diversified activities • develop students' ability to participate actively and regularly in at least one PE-related co-curricular activity <p>(for Physical Activities at Kindergarten level)</p> <ul style="list-style-type: none"> • help children to identify the characteristics and functions of different parts of the body • help children to develop body co-ordination and sensory-perceptual abilities as well as sensitivity to the environment • help children to develop good physique, sensory functions, physical competence, will-power, confidence and courage • develop children's ability to arouse awareness for their self-protection and learn the relevant skills

⁶ According to *Physical Education Key Learning Area Curriculum guide (Primary 1-Secondary 3)* issued by the CDC in 2002, the eight Areas of Activity include: Athletics, Ball Games, Gymnastics, Swimming & Aquatic Sports, Dance, General Physical Fitness Activities, Outdoor Activities and Others.

3. Professionalism and Commitment to the Community Domain

Area	Performance Indicator	Evidence of Excellence
Professionalism and Commitment to the Community	Contribution towards the Profession and the Community	<p>The teacher is able to :</p> <ul style="list-style-type: none"> • proactively provide support to the teaching profession and the community by taking part in activities, such as professional sharing activities, disseminating good practices, and involving in community services or voluntary work • produce exemplary teaching materials, involve in or contribute to educational research, and/or contribute articles on teaching-related topics • support the professional development of novice teachers, e.g. serving as a mentor • pursue continuous self-improvement and professional development • keep abreast of developments in education practices and policies in the trends of Physical Education at Primary & Secondary Levels and Physical Activities at Kindergarten Level • give support to other teachers and promote collaboration among teachers on teaching practices

4. School Development Domain

Area	Performance Indicator	Evidence of Excellence
School Development	Support to School Development	<p>The teacher is able to :</p> <ul style="list-style-type: none"> • provide leadership in the design, implementation and review of school-based activities for Physical Education at Primary & Secondary Levels and Physical Activities at Kindergarten Level • encourage students to actively participate in performance, inter-school and public activities/competitions • inspire peers and colleagues to collaborate for improvement of learning and teaching • promote a sharing and collaborative culture among colleagues and stakeholders with a view to developing the school as a professional learning community • take the initiative to coordinate closely with colleagues across departments with a view to focusing energy on continuous school improvement • take a leading role among colleagues and stakeholders in promoting a consensus on and the actualisation of the school vision and mission through own exemplary practice and sharing of experience, and focus energy on achieving continuous school development; realise the essence of the school culture and ethos through a variety of effective channels

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