

Chief Executive's Award for Teaching Excellence (2013/2014)

Excellence Indicators for Teaching Practices for

Physical Education Key Learning Area

Foreword

The *Excellence Indicators for Teaching Practices for Physical Education (PE) Key Learning Area (KLA)* are compiled for use as reference in assessing nominations for the Chief Executive's Award for Teaching Excellence (CEATE) (2013/2014).

In drafting the Indicators, we have consulted a number of references including curriculum documents (see References on page 11). The Indicators have been formulated and structured in a way that reflects the complexities of teachers' work and the diverse nature of teachers' competencies.

For the purposes of the CEATE, teaching excellence means teaching practices that are –

- (i) outstanding and/or innovative and proven to be effective in enhancing students' motivation 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;
- (ii) based on a coherent conceptual framework, showing reflective practices;
- (iii) inspiring and can be shared with colleagues to improve the quality of education; and
- (iv) instrumental in achieving the learning targets of PE KLA (i.e. helping students to develop the motor skills, knowledge and positive values and attitude pertaining to leading an active and healthy lifestyle).

The Indicators fall within four domains, namely, (1) Professional Competence, (2) Student Development, (3) Professionalism and Commitment to the Community, and (4) School Development. The first two domains focus on recognising teaching excellence and the other two on fostering teachers' professional development and building a culture of teaching excellence.

The Indicators are to be used only as a framework for recognising excellent teaching practices; they are not intended to prescribe a rigid model of excellence for every teacher. We hope that the Indicators will not only be used as an assessment tool, but may also highlight the qualities of an accomplished teacher in the area of PE, so as to motivate teachers to pursue professional excellence.

All awardees must possess the essential qualities of a professional teacher such as professionalism and loving concern for students. Every nomination will be assessed according to the four domains mentioned above by adopting a **holistic approach** based on professional knowledge and judgment. However, as the focus of CEATE is on learning and teaching, we are looking for exemplary and effective teaching practices that are inspiring and can be shared, pertaining to education of the physical, through the physical and about the physical¹. In assessing group nominations, we will also consider the effectiveness of teamwork as measured by the contribution of each group member, interactions among group members, and how the concerted efforts of group members have contributed to the desired outcomes.

The Assessment Working Group
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¹ "Education of the physical" refers to helping students to acquire good health, physical fitness and body coordination.

"Education through the physical" refers to helping students to gain whole-person development in the domains of ethics, intellect, physical development, social skills and aesthetics, through engaging them in a variety of physical activities.

"Education about the physical" refers to helping students to construct a solid knowledge base about the performance, organisation and appreciation of physical activities.

Excellence Indicators for Teaching Practices in Physical Education Key Learning Area

1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Planning and Organisation	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • develop a balanced, flexible and coherent programme that covers the six strands of PE² which features a variety of movement experiences to achieve the overall aims of PE and/ or inquiry-based sport and physical activities and to help students build a strong foundation for further education in a wide range of science, humanities and social science subjects; • make school-based adaption by tailoring the learning contents, strategies of learning and teaching, pace of learning and teaching, modes and criteria of assessment to cater for the diverse needs of students while ensuring a smooth learning progression from one level to another; • incorporate effectively the elements of the Four Key Tasks³ to facilitate the development of generic skills as well as values, attitudes, and personal attributes which pertain to the PE KLA; • integrate curriculum elements of other KLAs into PE to enable students to make connections between ideas and concepts, and see things from different perspectives; • note the new trends in PE and effectively incorporate innovative teaching designs to enhance or motivate learning; • plan and organise diversified co-curricular physical activities, such as daily exercise sessions, in-house sport events/ competitions, school-team training, etc to promote life-wide learning in PE and help students to develop an active and healthy lifestyle;

² The six strands are Motor and Sports Skills, Health and Fitness, Sports-related Values and Attitudes, Knowledge and Practice of Safety, Knowledge of Movement and Aesthetic Sensitivity.

³ The Four Key Tasks are Moral and Civic Education, Reading to Learn, Project Learning and Information Technology for Interactive Learning.

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • demonstrate careful and thoughtful consideration, good observation and conscientious attitude when planning and conducting PE lessons and co-curricular physical activities to provide a challenging but safe learning environment; and • allocate effectively learning time and utilise within and outside school human resources and facilities to widen the scope and space of learning, enable students to accumulate adequate daily physical activity amount, and promote an active and healthy lifestyle.
	1.2 Curriculum Management	<p>The teacher is able to :</p> <ul style="list-style-type: none"> • demonstrate leadership or innovative thinking in formulating strategic curriculum development plans, and participate actively in sharing views/ information relevant to curriculum decisions to actualise the school vision and mission; • formulate effective mechanism to monitor and evaluate curriculum implementation, and make adjustments accordingly; • take appropriate measures to engage students with special educational needs in active learning; and • create a flexible learning environment for student athletes, such as allowing them to take leave or defer studies for training/ competitions, to help them get through their academic work and strike a balance between studies and sports.
Teaching	1.3 Strategies and Skills	<p>The teacher is able to :</p> <ul style="list-style-type: none"> • develop learner-focused PE programmes, vary instructional grouping by cross-level subject setting⁴ and co-operative learning⁵, deliver instructions in a precise and succinct manner with the appropriate

⁴ Cross-level subject setting refers to placing students at an appropriate curriculum level so that they can learn at the appropriate level and be assessed accordingly.

⁵ Co-operative learning may enrich the perspectives and learning experiences.

Area	Performance Indicator	Examples of Excellence
		<p>use of teacher/ student demonstration and/ or teaching aids, and provide quality feedback that is individualised, timely, specific, thought-provoking, adequate, and encouraging to make PE learning safe, effective, meaningful, challenging, interesting and enjoyable to the students;</p> <ul style="list-style-type: none"> • design learning activities that are authentic and success-oriented, with ample opportunities for application to help students develop high self-efficacy in PE learning, an interest in sport and physical activities, and the desire to lead an active and healthy lifestyle; • allocate plenty of time for students to engage in moderate or vigorous physical activities to help them strengthen physical skills, accumulate adequate exercise amount, and enhance physical fitness; • introduce concepts/ theories or conduct enquiry activities, if appropriate, when teaching motor and sports skills to develop students’ critical thinking skills and help students acquire the knowledge, values and attitudes for leading an active and healthy lifestyle; • use various teaching approaches⁶ to supplement each other and adjust the role of teacher, focus of learning outcomes and characteristics of learning tasks accordingly, to cater for learner diversity and support the development of critical thinking, problem-solving and life-long learning skills; • establish a sport culture to support the promotion of an active and healthy lifestyle through <ul style="list-style-type: none"> - leading the school to set vision and unified direction and allocate resources for the promotion of “sports for all” and “life-time physical activities”; - identifying students with sport potential, encouraging them to excel, and providing them with opportunities to receive appropriate training to compete in inter-school or high level sports competitions; - optimising the use of external resources to enhance learning, e.g. hiring community sports facilities, making arrangement for students to participate in the School Sports Programme of the Leisure and Cultural Services Department, involving parents and alumni, with appropriate and

⁶ Some examples of teaching approaches are “direct instruction”, “enquiry”, “knowledge co-construction”, etc.

Area	Performance Indicator	Examples of Excellence
	1.4 Professional Knowledge and Attitude	<p>adequate guidance provided to them, in school physical activity programmes, etc; and</p> <ul style="list-style-type: none"> - acting as role-models, coaches, facilitators and coordinators in sport and physical activities. <p>The teacher is able to :</p> <ul style="list-style-type: none"> • show the passion for exercise and sport as well as teaching the subject by attracting other people to lead an active and healthy lifestyle, and taking an active part in the discussion of health-related issues; • demonstrate a thorough understanding of the current trends and issues in the PE, display a sound command of pedagogical content knowledge, make connections among different subjects/ areas, and show high level of reflective thinking by pursuing continuous self-improvement and professional development; • embrace learner diversity and multiple-intelligence to cater for student needs and help them achieve their full potential; • initiate collaboration among colleagues and play an active role in sharing and exchange sessions, within as well as outside school, to plan/ produce successful activities for excellence in learning and teaching; and • participate actively in the professional community through various channels to keep abreast of the development in education practices and policies in the PE KLA .
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 to ensure that the assessment modes are in line with the curriculum objectives and current beliefs and practices in assessment; • develop or select valid and reliable assessment tools to gauge the expected learning outcomes; and • make assessment part of the learning process and use assessment results effectively to diagnose and motivate student learning, regulate teaching strategies, give feedback to highlight the direction of study, and foster student self-reflection capability.

2. Student Development Domain

Area	Performance Indicator	Examples 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; • make positive influence on students through role modeling and providing guidance to individuals to support life-long learning and whole-person development; • infuse moral and civic education in PE to enable students to become responsible people and contributing members of the society, the nation and the world; • engage students in challenging sport tasks to help them develop self-confidence and attributes pertaining to the PE KLA such as integrity, commitment, perseverance, the ability to face difficulties, responsibility, respect for others, caring, etc; • develop students’ positive attitudes towards participation in physical activities, a sense of fair play and willingness to observe rules and regulations to help them establish a good foundation for leading an active and healthy lifestyle; • enable students to understand the limits of their physical capability to help them develop an awareness for self-protection and safety measures; and • build trust and rapport with students to gain respect from them.
	2.2 Knowledge & Skills	<p>The teacher is able to :</p> <ul style="list-style-type: none"> • engage students in a wide range of developmentally appropriate physical activities to help them acquire physical competence; • inspire students and provide them with opportunities and guidance to pursue a life-time sport for

Area	Performance Indicator	Examples of Excellence
		<p>leisure or excellence;</p> <ul style="list-style-type: none"> • encourage reflective thinking and cross-curricular reading to enable students to construct a solid knowledge base about the performance, organisation and appreciation of physical activities; • guide students to ascertain how physical activities relate to good health and learn the basics of planning, implementing and evaluating individualised workout plans for an active and healthy lifestyle; • use an experiential education approach to help students develop generic skills, especially collaboration skills, communication skills, creativity, and critical thinking skills in sport and physical activity contexts; • provide opportunities for students to reflect on sport-related dilemmas for a better understanding of the principles of moral judgment; • use a variety of channels to familiarise students with the principles and techniques for the prevention of sports injuries; • inspire students to search for and reflect on the meaning of beauty to help them develop aesthetic appreciation and strengthen the capability of giving comments on physical performance; and • use effective learning strategies to enable students to integrate physical skills with theoretical learning, develop an enquiring mind, and acquire the skills for scientific investigation and critical thinking.

3. Professionalism and Commitment to the Community Domain

Area	Performance Indicator	Examples of Excellence
Professionalism and Commitment to the Community	3.1 Contribution towards the Profession and the Community	<ul style="list-style-type: none"> • The teacher is able to :proactively provide support to the teaching profession and the community by <ul style="list-style-type: none"> - playing an active role in activities such as professional sharing, dissemination of good practices, community services, voluntary work, etc; - producing exemplary teaching materials, involving in/ contributing to educational research, presenting articles on teaching-related topics, etc; - supporting the professional development of novice teachers, e.g. serving as a mentor; • create opportunities and space for collaboration among colleagues to promote a sharing culture and give support to other teachers.

4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 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 under the healthy school policy to promote an active and healthy lifestyle among students, school staff and parents; • forge friendship and collaboration with other schools/ stakeholders through inter-school/ public activities, competitions, performance, etc to support student learning and school development; • inspire research and development projects involving peers and colleagues to improve the learning and teaching of PE; • promote a sharing and collaborative culture among colleagues and stakeholders with a view to developing the school as a professional learning community; • play a leading role among colleagues and stakeholders in promoting a consensus on and the actualisation of the school vision and mission through one’s own exemplary practices and sharing of experience, focusing energy on achieving continuous school development, and realising the essence of the school culture and ethos through a variety of effective channels; and • actively support home-school collaboration to build up mutual trust with parents and promote school development.

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