

# **Chief Executive’s Award for Teaching Excellence (2021/2022)**

## **Excellence Indicators for Teaching Practices for Physical Education Key Learning Area**

### **Foreword**

The *Excellence Indicators for Teaching Practices for Physical Education Key Learning Area* are compiled for use as reference in assessing nominations for the Chief Executive’s Award for Teaching Excellence (CEATE) (2021/2022).

In drafting the Indicators, we have consulted a number of references, including curriculum documents (see References on pages 14 and 15). The Indicators have been formulated and structured in a way that reflects the complexity 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 achieve the desired learning outcomes; or  
creatively adapted from exemplary teaching practices 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 the Physical Education (PE) Key Learning Area (KLA) (i.e. aiming to provide

quality education through a variety of physical activities that helps students develop physical competence, knowledge of movement and safety, and nurture their positive values and attitudes to enable our students to lead a healthy lifestyle. This provides strong foundation for students to pursue lifelong learning and becomes responsible citizens who contribute to the building of an active and healthy community).

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. The examples of excellence cited for each indicator are provided for illustration only and should not be regarded as a checklist. We hope that the Indicators will not only serve as an assessment tool, but may also highlight the qualities of an accomplished teacher in the PE KLA, so as to motivate teachers to pursue professional excellence.

All awardees must possess the essential qualities of a professional teacher, such as professionalism and a loving concern for students. Each 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 seek to identify inspiring, exemplary and effective teaching practices that can be shared with peers. In assessing group nominations, we look at the effectiveness of teamwork by considering the contribution of each group member, their interactions, and how their concerted efforts have contributed to the desired outcomes.

The Assessment Working Group  
Chief Executive's Award for Teaching Excellence (2021/2022)  
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# 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"> <li>• formulate and fine-tune the school’s PE curriculum against the education trends of the 21st century so as to, including but not limited to, provide appropriate PE learning experiences for students of different abilities with adherence to the guidelines issued by the Education Bureau (EDB) on conducting physical activities; and plan the curriculum with “catering for learner diversity”, which included students with special educational needs (SEN), as the guiding principle, thus manifesting students’ equality in education;</li> <li>• flexibly adjust teaching designs and develop students’ ability for self-directed learning to dovetail with different circumstances, such as the paradigm shift of teaching modes under the pandemic and the staging of Tokyo Olympic and Paralympic Games. For example, by adopting a blended mode of learning that flexibly combines face-to-face and online PE lessons; strengthening e-learning to increase teaching effectiveness with importance placed on enhancing students’ information literacy; and, where appropriate, enriching the component of theory in the delivery of PE and strengthening the cultivation of aesthetic sensitivity in elements like movement appreciation and matches analysis;</li> <li>• develop a balanced, flexible and coherent school-based curriculum covering the six strands of PE KLA, thus achieving the overall objectives of PE;</li> <li>• strive to enable students to acquire a variety of body movement experience, cultivate an interest in physical activities, and promote their growth and whole-person development by helping them develop a healthy lifestyle so that they can grow into responsible citizens;</li> <li>• make appropriate school-based adaptation in learning contents, teaching strategies and assessment mechanism,</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<p>with the central curriculum taken as a blueprint, having regard to students' needs, interests and abilities, teachers' strengths, and the school's actual circumstances;</p> <ul style="list-style-type: none"> <li>• effectively incorporate elements of the Four Key Tasks to help students develop generic skills pertaining to the PE KLA, as well as positive values and attitudes;</li> <li>• incorporate relevant and appropriate content from other KLAs into the PE curriculum, such as the promotion of STEM education;</li> <li>• enable students to connect different ideas and concepts, and approach things from different perspectives, while providing students with real-life learning contexts through exploratory sports and physical activities to complement their future studies in science, humanities and social science;</li> <li>• design a holistic and coherent learning progression for students in the light of their learning and developmental needs by improving the interface between various stages of learning in respect of curriculum content, learning environment, learning and teaching modes and routines, and students' self-management ability;</li> <li>• keep abreast of the latest developments in the PE KLA, and effectively adopt innovative learning and teaching designs to enhance students' motivation;</li> <li>• make good use of internal and external human resources and facilities to plan and organise diversified co-curricular physical activities, such as daily exercise sessions, school sports events/competitions, school team training, etc., to promote life-wide learning activities in PE;</li> <li>• promote an optimised sports atmosphere in schools and in society to tie in with the EDB's "Active Students, Active People" Campaign with a view to encouraging students to engage in regular exercise and adopt an active and healthy lifestyle by, for examples, joining the "Developing an Active and Healthy School Campus" Project, involving different stakeholders in organising various activities, and strengthening home-school collaboration, in order to make students participate in sports regularly, and achieve the World Health Organisation's recommended daily exercises of at least 60 minutes moderate-to vigorous-intensity physical activities;</li> <li>• provide a safe learning environment for students and develop their safety awareness by following the EDB's</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<p>safety guidelines and measures on the PE KLA; and</p> <ul style="list-style-type: none"> <li>• provide online resources and other references to actively encourage students to engage in physical activities after school, and teach them to observe safety when doing workouts at home or doing exercises with parents.</li> </ul>
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• demonstrate practical yet innovative thinking in charting the way forward for a school-based PE curriculum in aligning with the school’s vision and mission, and establish a mechanism for peer exchange so as to actively participate in sharing experience and insights pertaining to curriculum planning;</li> <li>• devise an effective mechanism to monitor curriculum implementation and evaluate its outcomes; and make good use of the evaluation data by taking effective follow-up actions to inform curriculum planning and design and, enhance the overall quality of learning and teaching;</li> <li>• deploy resources appropriately to support and implement adopted curriculum strategies and plans;</li> <li>• reflect on the effectiveness of learning and teaching so as to identify students’ learning difficulties and revise the teaching objectives and contents by thus, adopting appropriate measures and teaching strategies to cater for students with SEN;</li> <li>• render support to students with athletic potential or elite student athletes by providing flexible class arrangement and creating a supportive learning environment in due regard to their needs in training or competitions, thus enabling them to strike a balance between academic and sports pursuits, and thereby heed the Government’s call to promote sports development; and</li> <li>• appropriately plan PE lessons and co-curricular physical activities with reference to relevant curriculum documents to ensure that students have adequate opportunities to engage in learning and training.</li> </ul>

Area	Performance Indicator	Examples of Excellence
	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• flexibly adjust the teaching progress in the light of different circumstances (e.g. amidst the pandemic) so as to meet students’ need for healthy physical and mental development;</li> <li>• cater for student diversity by adopting diversified teaching and learning strategies, such as ability-based grouping and collaborative learning;</li> <li>• give timely feedback that is specific, inspiring and encouraging, to meet the needs of individual students, and provide a safe (yet challenging), interesting and enjoyable learning environment for students;</li> <li>• make good use of in-class demonstration or teaching aids to give students clear and concise instructions;</li> <li>• bring about a paradigm shift in teaching to help students develop critical thinking, problem-solving and lifelong learning skills;</li> <li>• use stage-specific teaching strategies as appropriate to better meet the developmental and learning needs of students at different stages of growth, encourage them to maintain a positive and active attitude towards learning PE, and acquire independent learning capabilities through physical activities;</li> <li>• help students enhance self-efficacy, and promote students’ learning motivation and interest in sports and physical activities by designing viable learning activities with ample opportunities for applying what they have learnt;</li> <li>• allocate sufficient time for students to engage in moderate to vigorous physical activities so that they can improve their physical competence, exercise more and enhance their physical fitness;</li> <li>• seize the right opportunities to introduce relevant concepts and theories or initiate exploratory activities when developing students’ physical competence, with a view to helping students acquire related knowledge and construct knowledge through teacher-student interactions; and</li> <li>• serve as a role model for students by participating in sports and physical activities, and take up the roles of a coach, a facilitator and a coordinator.</li> </ul>

Area	Performance Indicator	Examples of Excellence
	1.4 Professional Knowledge and Attitude	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a passion for sports and PE, mobilise and encourage others to exercise more, and actively engage in discussions on health-related issues;</li> <li>• understand thoroughly the latest trends and hot topics in the PE KLA and display a sound command and application of pedagogical contents knowledge; establish connections among different subjects or KLAs; and pursue self-improvement and growth continuously through reflection;</li> <li>• cater for learner diversity by understanding students’ diverse abilities and learning needs, and adopting diversified teaching and learning strategies and assessment practices, thus helping students unleash their potential;</li> <li>• strive for excellence in learning and teaching by promoting collegial collaboration, playing an active role in sharing and exchange activities within and outside the school, as well as planning and showcasing effective activities; and</li> <li>• have a good grasp of the teaching strategies and policies related to the PE KLA, and pursue continuing professional development by actively participating through various channels, in activities organised by the professional learning community and constantly improving the teaching practices in the PE KLA.</li> </ul>
Performance Assessment	1.5 Assessment Planning and Use of Information	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• flexibly employ “Assessment of Learning”, “Assessment for Learning” and “Assessment as Learning” to enhance learning effectiveness, and make adjustments to assessment design to effectively assess different students’ learning progress under the pandemic;</li> <li>• devise, effectively deploy and critically evaluate various assessment modes, and ensure that they are aligned with curriculum objectives, assessment principles and practices;</li> <li>• develop or apply valid and reliable assessment tools to gauge expected learning outcomes; and</li> <li>• make assessment part of the learning process, effectively deploy various assessment modes and analytics to</li> </ul>

<b>Area</b>	<b>Performance Indicator</b>	<b>Examples of Excellence</b>
		motivate students to learn, and help students develop self-reflective capability and improve their learning by refining teaching strategies as appropriate and providing specific feedback.



## 2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Values and Attitudes	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• encourage students to take part in physical activities with positive values and attitudes and observe the rules for fair play with a view to laying a solid foundation for leading an active and healthy lifestyle;</li> <li>• serve as an example and provide guidance to students with different abilities for developing physical competence and theoretical knowledge for achieving physical fitness and self-enhancement;</li> <li>• infuse moral and civic education into the PE curriculum to shape students as responsible and contributing members of society, country and the world;</li> <li>• help students develop good moral character by nurturing in them the nine priority values and attitudes (i.e. perseverance, respect for others, responsibility, national identity, commitment, integrity, care for others, law-abidingness and empathy), as well as sports-related values and attitudes, including the attitude of “being modest in victory and resolute in defeat”, the Olympic spirit and ways to gain confidence from overcoming difficulties, through different physical activities; and</li> <li>• help students learn to get along with others and build trust among themselves and with teachers by organising and holding diversified physical activities for students of different backgrounds and abilities.</li> </ul>
	2.2 Knowledge & Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• provide students of different abilities the opportunity to participate in physical activities that meet their needs for physical and mental development, and help them acquire and develop related physical competence;</li> <li>• stimulate students’ thinking and enable them to amass and consolidate knowledge through physical activities, and offer opportunities and guidance to motivate them to participate in regular physical activities for health, leisure or the purpose of pursuing excellence;</li> <li>• guide students in gaining an understanding of the relationship between physical activities and health, as well as</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<p>the basics of designing, executing and evaluating a personal workout plan so as to help them lay a solid foundation for leading an active and healthy lifestyle;</p> <ul style="list-style-type: none"> <li>• familiarise students with the principles and techniques of preventing and handling sports injuries through different means;</li> <li>• help students develop relevant generic skills from experiencing and reflecting on physical activities. Examples include giving them opportunities to reflect on sports-related dilemmas/controversies so as to deepen their understanding of the principles underpinning moral judgements and develop their critical thinking skills; and involving students in organising extra-curricular/sports-related co-curricular activities or training sessions with a view to developing their collaboration, problem-solving and communication skills;</li> <li>• raise students' awareness of life planning and help them identify their aspirations, interests and abilities by cross-curricular collaboration;</li> <li>• help students use effective learning strategies to integrate physical competence with relevant scientific theories, with a view to nurturing their scientific inquisitiveness and honing their abilities to develop and apply technologies; and</li> <li>• encourage students to conscientiously engage in, organise and appreciate physical activities, and inspire them to search for and reflect on the meaning of "beauty" with a view to developing their aesthetic sensitivity.</li> </ul>

### 3. Professionalism and Commitment to the Community Domain

Area	Performance Indicator	Examples of Excellence
Professionalism and Commitment to the Community	3.1 Contribution to the Profession and the Community	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• have good moral character and positive values, and observe rules and laws;</li> <li>• strive to enhance one’s professional competence, proactively reflect on one’s teaching practices, and pursue continuous self-improvement;</li> <li>• perform the three professional roles of a teacher, namely a “caring cultivator” who nurture students holistically, an “inspirational co-constructor” who inspire students to construct knowledge, and a “committed role model” of professionalism;</li> <li>• have a good grasp of and provide active support to the latest developments in PE curriculum and sports policies by implementing a school-based PE curriculum and developing or establishing a professional learning community for PE teachers;</li> <li>• demonstrate courage for innovation and readily share exemplary teaching plans and practices with peers;</li> <li>• promote the culture of educational research by taking part in research and writing articles on relevant subjects, conducting action research, planning or organising effective learning and co-curricular activities, etc. and benefiting students and the school with the findings/outcomes;</li> <li>• actively participate in and organise professional development and exchange activities within and outside the school, produce exemplary teaching materials, and support inter-school collaboration in order to facilitate professional exchange through sharing teaching experiences and establishing communities of learning and practice; and</li> <li>• dedicate oneself to community sports events and sports-related voluntary work, such as providing service for professional PE or sports bodies.</li> </ul>

## 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"> <li>• lead one’s peers in designing, implementing and reviewing the school-based curriculum and related activities for maintaining a healthy school environment;</li> <li>• promote an active and healthy lifestyle among students, staff and parents by building a sports culture through different means;</li> <li>• facilitate peers and stakeholders in making a concerted effort to promote sustainable school development by encouraging them to identify with and realise the school’s vision and mission through leadership, demonstrations and experience sharing;</li> <li>• promote sports development by driving the school to create a vision for PE, develop a shared PE teaching approach, and allocate resources appropriately;</li> <li>• actively support the professional development of novice teachers by, for example, serving as a mentor;</li> <li>• make good use of external resources to enhance learning, such as hiring community sports facilities and enrolling students in sports promotion programmes run by different organisations;</li> <li>• support students’ learning and school development by fostering friendship and partnership with other schools and stakeholders during inter-school and public sports activities, competitions, performances, etc.;</li> <li>• initiate and encourage peers to join in research and development projects with a view to enhancing PE learning and teaching;</li> <li>• promote a culture of sharing and collaboration within the school with a view to developing the school into a professional learning community;</li> <li>• actively promote home-school collaboration and build mutual trust with parents in order to jointly support</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<p>school development;</p> <ul style="list-style-type: none"> <li>• encourage parents and alumni to participate in sports programmes of the school, and give them suitable guidance, particularly on safety measures; and</li> <li>• ensure that peers have the required qualifications for teaching various physical activities, and that sports equipment and venues are safe for use by regularly inspecting such venues within or in the vicinity of the school and reviewing whether such facilities and equipment meet the required safety standards.</li> </ul>

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