

# **Chief Executive's Award for Teaching Excellence (2017/2018)**

## **Excellence Indicators for Teaching Practices for the**

### **Physical Education Key Learning Area**

#### **Foreword**

The *Excellence Indicators for Teaching Practices for the Physical Education Key Learning Area* are compiled for use as reference in assessing nominations for the Chief Executive's Award for Teaching Excellence (CEATE) (2017/2018).

In drafting the Indicators, we have consulted a number of references, including curriculum documents (see References on pages 12 and 13). 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 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 Physical Education Key Learning Area (KLA)(i.e. helping students develop and acquire knowledge, motor skills, positive values and attitudes 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. 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 area of Physical Education, 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. 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 are looking for exemplary and effective teaching practices that are inspiring and can be shared with peers. 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.

Assessment Working Group  
Chief Executive's Award for Teaching Excellence (2017/2018)  
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# **Excellence Indicators for Teaching Practices for the 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>• develop a balanced, flexible and coherent school-based curriculum covering the six strands of Physical Education (PE) Key Learning Area (KLA), allowing students to acquire a variety of body movement experiences and thus achieving the overall objective of PE; promote students' growth by helping them develop a healthy lifestyle; and provide students with appropriate opportunities to develop their potential and cultivate an interest in physical activities;</li> <li>• make appropriate school-based adaptation to the central curriculum by flexibly incorporating learning contents, adjusting strategies and pace of learning and teaching in the light of learning objectives, and adopting diversified assessment strategies to provide students with timely and appropriate feedback; in order to cultivate their abilities in self-directed learning and cater for their diverse needs, having regard to students' needs, interests and capabilities, teachers' expertise and the school's actual circumstances;</li> <li>• incorporate effectively the elements of the Four Key Tasks to help students develop generic skills pertaining to the PE KLA, as well as positive values and learning attitudes, and desirable moral qualities;</li> <li>• integrate relevant and appropriate elements from other KLAs into the PE curriculum, enabling students to connect different ideas and concepts, and approach things from different perspectives; provide students with real-life learning contexts through exploratory sports and physical activities to complement their future studies in science, humanities and social science;</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> <li>• design a holistic and coherent learning progression for students in the light of their learning and developmental needs by improving the interface between different key stages of learning in respect of curriculum contents, learning environment, modes and norms of learning, and students' self-management skills;</li> <li>• keep abreast of the latest developments in the PE KLA, and effectively incorporate innovative ideas into the design of teaching to enhance or motivate learning;</li> <li>• plan and organise diversified co-curricular physical activities, including daily exercise sessions, school-based sports events/competitions, school team training, etc., to promote life-wide learning in PE and help students understand the importance of regular exercise;</li> <li>• demonstrate prudence and thoughtfulness, good observation and seriousness when planning PE curricular and co-curricular physical activities, in order to provide a safe and challenging environment for students' learning and enhance their safety awareness during such activities; and</li> <li>• allocate learning time effectively, and make good use of internal and external manpower and facilities to enhance the learning opportunities and space in PE, thus enabling students to accumulate an adequate amount of daily physical exercise and develop an active and healthy lifestyle.</li> </ul>

Area	Performance Indicator	Examples of Excellence
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• demonstrate leadership and innovative thinking in formulating curriculum development plans; establish a mechanism for peer exchange, and actively participate in sharing experiences/insights pertaining to curriculum planning, with a view to realising the school's vision and mission;</li> <li>• formulate an effective mechanism to monitor curriculum implementation and evaluate its effectiveness, and make good use of the evaluation data by taking effective follow-up actions to inform curriculum planning and design, and enhance the quality of learning and teaching;</li> <li>• deploy resources appropriately to support and implement adopted curriculum policies and plans;</li> <li>• engage students with special educational needs in active learning through reflection on the effectiveness of learning and teaching, identifying students' learning difficulties, revising teaching objectives and contents, and adopting appropriate measures and teaching strategies; and</li> <li>• make flexible arrangements and create a supportive learning environment for students taking part in sports training/competitions, so as to help them strike a balance between academic and sports pursuits.</li> </ul>

Area	Performance Indicator	Examples of Excellence
Teaching	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• cater for learner diversity by adopting diversified learning and teaching strategies, such as ability-based grouping and co-operative learning;</li> <li>• make good use of teacher/student demonstration and/or teaching aids, and give clear and concise instructions to students;</li> <li>• give quality feedback that is timely, specific, inspiring, adequate and encouraging, according to the needs of individual students, and enable students to take effective, meaningful, challenging, interesting and enjoyable PE lessons in a safe environment;</li> <li>• bring about a paradigm shift in teaching, and 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 be active learners who acquire independent learning capabilities through physical activities;</li> <li>• design feasible learning activities with ample opportunities for students to apply what they have learnt; enable students to increase self-efficacy and cultivate an interest in sports and physical activities; and help them pursue an active and healthy lifestyle;</li> <li>• allocate adequate time for students to engage in moderate or vigorous physical activities so that they can improve their motor and sports skills, exercise more and enhance their physical fitness level;</li> <li>• seize the right opportunities to introduce concepts/theories or conduct exploratory activities when teaching motor and sports skills, in order to help students acquire related knowledge, develop positive values and attitudes, and construct knowledge through teacher-student interactions;</li> <li>• identify potential student athletes and encourage them to unleash their potential by providing them with opportunities to receive proper training and enabling them to compete in inter-school or other major sports competitions; and</li> <li>• participate in sports and physical activities, and act as a role-model, a coach, a facilitator and a coordinator for students.</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 passion for exercising, sports and teaching PE; mobilise and encourage others to lead an active and healthy lifestyle; and actively engage in discussions on health-related issues;</li> <li>• demonstrate a thorough understanding of the latest trends and hot topics in the PE KLA; display a sound command of pedagogical content knowledge and its application; establish connections among different subjects/KLAs; continuously reflect on his/her performance; and pursue constant self-improvement and professional growth;</li> <li>• embrace learner diversity effectively to cater for students' diverse learning needs/multiple-intelligence, and make use of professional knowledge to help them achieve their full potential;</li> <li>• strive for excellence in learning and teaching by promoting collegial collaboration, playing an active role in internal and external sharing and exchange activities, as well as working out/showcasing the deliverables of successful activities; and</li> <li>• have a good understanding of the teaching strategies and policies related to the PE KLA, and pursue continuous professional development by actively participating in activities of professional learning community through various channels and continuously 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>• devise, utilise and critically evaluate various assessment modes to ensure that they are in line with the curriculum objectives, as well as the brief and practices in assessment;</li> <li>• develop or select valid and reliable assessment tools to gauge the expected learning outcomes; and</li> <li>• take assessment as part of the learning process, make good use of various assessment modes and results to enhance student learning, and help students improve their learning and develop self-reflective capability by refining teaching strategies as appropriate and providing specific feedback.</li> </ul>

## 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>• help students cultivate positive values and attitudes towards physical activities, including a commitment to rules and fair play and a respect for differences in physical abilities, and help them lay a solid foundation for leading an active and healthy lifestyle;</li> <li>• lead by example, provide individual guidance, and inspire students of different backgrounds and abilities to develop the habit of regular participation in physical activities, with a view to helping them pursue lifelong learning and whole-person development;</li> <li>• infuse moral and civic education into the curriculum of PE to shape students as responsible and contributing members of the society, nation and the world;</li> <li>• engage students in challenging sports activities to help them build self-confidence and develop good moral characters, including integrity, commitment, perseverance, sense of responsibility, respect and care for others, etc;</li> <li>• enable students to understand the limits of their physical capabilities so that they can develop an awareness of self-protection and safety precautions; and</li> <li>• enable students to learn to get along well with others, and build trust and rapport among themselves and between students and teachers by organising and holding various 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>• engage students in physical activities that are beneficial to their physical and psychological development, and help them acquire and develop related motor and sports skills;</li> <li>• stimulate students' thinking and enable them to accumulate and consolidate knowledge through physical activities, and motivate them to participate regularly in physical or sports activities for better health,</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<p>leisure, or the pursuit of excellence by providing opportunities and guidance;</p> <ul style="list-style-type: none"> <li>• guide students to understand the relationship between physical activities and good health, and the basics of planning, implementing and evaluating personal workout plans for leading an active and healthy lifestyle;</li> <li>• familiarise students with the principles and techniques for preventing sports injuries using different approaches;</li> <li>• help students develop generic skills through experiencing and reflecting on physical activities by, for example, providing opportunities for them to reflect on sports-related dilemmas/controversies, thus leading them to have a deeper understanding of the principles underpinning moral judgements and developing critical thinking skills; and involve students in organising extra-curricular/sports-related co-curricular activities or training with a view to developing their collaboration, problem-solving and communication skills;</li> <li>• help students connect motor and physical skills with related scientific theories using effective learning strategies, with a view to nurturing their scientific inquisitiveness and honing their abilities to develop and apply technologies; and</li> <li>• help students develop aesthetic appreciation by encouraging them to engage, organise and appreciate physical activities in a serious manner, and inspiring them to search for and reflect on the meaning of “beauty” .</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 towards the Profession and the Community	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• lead by example and set himself/herself as a role model;</li> <li>• pursue continuous self-improvement and professional development;</li> <li>• grasp and actively support the latest development on PE curriculum and policy, implement a school-based PE curriculum, and develop/establish a professional learning community for PE teachers;</li> <li>• actively support the professional development of novice teachers by, for example, serving as a mentor;</li> <li>• play an active role in the PE KLA professional sharing activities, such as sharing teaching experiences, producing exemplary teaching materials, taking part in educational research or publishing articles on teaching-related topics;</li> <li>• actively participate in community sports events and voluntary work, such as serving professional organisations related to PE or sports; and</li> <li>• promote a sharing culture and give support to other teachers by creating opportunities and space for collegial collaboration.</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 the design, implementation and review of school-based curricula and activities under the Healthy School Policy;</li> <li>• promote an active and healthy lifestyle among students, school staff and parents by building a sports culture through different means;</li> <li>• make concerted efforts to promote sustainable school development by encouraging colleagues and stakeholders to identify with and realise the school’s vision and mission through leadership, demonstrations and experience sharing;</li> <li>• promote “sports for all” and “sports for life” by driving the school to create a vision, develop a unified teaching approach, and allocate resources appropriately;</li> <li>• make good use of external resources to enhance learning, such as hiring community sports facilities and enrolling students in sports promotion programmes organised by different organisations;</li> <li>• support students’ learning and school development by building friendships and partnerships with other schools/stakeholders through inter-school/public activities, competitions, performances, etc.;</li> <li>• initiate research and development projects and encourage colleagues to join in with a view to improving the learning and teaching of the PE KLA;</li> <li>• promote a culture of sharing and collaboration in 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 school development; and</li> <li>• encourage parents and alumni to participate in school sports programmes, and provide them with appropriate and adequate guidance.</li> </ul>

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