

Chief Executive's Award for Teaching Excellence (2018/2019)

Excellence Indicators for Teaching Practices for the

Personal, Social and Humanities Education Key Learning Area

Foreword

The *Excellence Indicators for Teaching Practices for the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA)* are compiled for use as reference in assessing nominations for the Chief Executive's Award for Teaching Excellence (CEATE) (2018/2019).

In drafting the Indicators, we have consulted a number of references, including curriculum documents (see References on page 13 and 14). 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 practices are considered excellent if they 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 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 the PSHE KLA (i.e. enabling students to understand themselves, society, our nation and the world at large, maintain a healthy personal development and contribute to the well-being of the family, the local community, our nation and the world as confident, informed and responsible persons).

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 PSHE, 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 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 (2018/2019)
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Excellence Indicators for Teaching Practices for the Personal, Social and Humanities 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"> • adopt an appropriate curriculum mode for organising the core elements/essential contents for learning under the six strands of the PSHE KLA (i.e. personal and social development; time, continuity and change; culture and heritage; place and environment; resources and economic activities; social systems and citizenship) according to the school's specific circumstances and students' diverse needs, with a view to enhancing students' learning effectiveness and capturing the essence of the KLA; • ensure smooth interface from one learning stage to another under the PSHE KLA curriculum; and design a curriculum that builds on the learning experiences acquired in the previous stage(s) and lays a solid foundation for the next stage of learning while avoiding overlaps and gaps in the curriculum; • plan and develop a broad, balanced, systemic, flexible and open PSHE KLA curriculum with clear learning objectives to foster students' personal and social development, and enable students to construct a solid knowledge foundation, understand history and culture, develop a global perspective, connect knowledge to life and approach social issues from multiple perspectives; and properly adapt the curriculum to cater for students of mixed abilities and aptitudes to promote effective learning; • make flexible use of the five-stage cycle of Curriculum Planning (namely context analysis; curriculum planning and deploying resources; implementing the curriculum; continuous monitoring; and review and evaluation) when planning the whole-school curriculum, and revise or adapt the plan according to actual needs; • work out a curriculum that promotes a combination of the seven curriculum development focuses of the PSHE KLA (namely humanistic qualities; entrepreneurial spirit; values education; e-learning; generic skills and their integrative use; promotion of national and global understanding; and language cross the curriculum); prioritise

Area	Performance Indicator	Examples of Excellence
		<p>these focuses having regard to the school's strengths and experience; and support the implementation under these focuses;</p> <ul style="list-style-type: none"> • master fundamental and connected concepts in the PSHE KLA to provide students with relevant learning experiences so that they can develop, integrate and apply generic skills, particularly collaborative problem solving and holistic thinking skills; • work out a curriculum that provides students with different opportunities to engage in enquiry and participatory learning through proactive discussion over a variety of issues, thus enabling them to clarify, reflect on and foster positive values and attitudes, develop a healthy perception of history and culture, uphold a positive and inclusive attitude, and develop a sense of responsibility towards nature, our nation and humanity; • promote diversified life-wide learning by extending the learning context beyond the classroom into the wider social environment, and make good use of community resources to provide students with the opportunity to acquire knowledge and skills in the humanities and social sciences by observing and engaging in social dynamics, thereby helping them to reflect on their experiences in various aspects of life, including personal development, interpersonal relationships, education and life planning, and preparing them for positions in society; and • intertwine learning contents with real-life social issues in the teaching process to arouse students' awareness of current affairs, help them understand themselves, society and the world, and enable them to contribute to the well-being of their families, the local community, our nation and the world as an open-minded, confident and responsible person.

Area	Performance Indicator	Examples of Excellence
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • take a curriculum leadership role in working closely with colleagues of the same KLA to devise a holistic PSHE curriculum development plan, and ensure vertical and lateral coherence across the curricula of PSHE KLA and other KLAs; • formulate an effective mechanism to monitor and evaluate curriculum implementation, and take concrete follow-up measures to continuously refine the PSHE KLA curriculum with a view to enhancing learning and teaching effectiveness; • actively share and exchange ideas, pedagogical content knowledge, resources and strategies with colleagues to foster a collegial sharing culture; and • closely collaborate with colleagues in reviewing and refining the PSHE KLA curriculum, and make flexible and effective use of learning time and quality curriculum resources to cater for learner diversity and enrich students' learning experiences.

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"> • set different learning targets, adjust learning requirements, adopt various suitable strategies, flexibly organise learning activities, and compile different learning materials to cater for students' diverse learning abilities, needs and interest, so that students of varying abilities and aptitudes can actively participate in the learning activities; • focus on enhancing students' learning skills and encourage them to engage in enquiry learning, thus allowing them to acquire the necessary knowledge and concepts under the PSHE KLA, develop the ability to construct knowledge on their own, deepen their understanding of human society, and foster a set of positive values, so that they have the ability to tell right from wrong, make decisions and lead a positive life; • broaden the knowledge base of students and help them link up different knowledge areas by incorporating in the curriculum cross-disciplinary learning elements, such as cross-disciplinary project learning activities and Reading across the Curriculum, and promoting STEM education and Language across the Curriculum in collaboration with teachers of related KLAs and language subject panels respectively; • respond to changes in students' learning needs, and adopt innovative and effective learning and teaching strategies to connect learning contents with students' real-life experiences so as to enhance their interest and motivation to learn and help them discover the meaning of learning; • adopt a wide repertoire of learning and teaching strategies to cater for learner diversity and develop students' different potentials; • create diversified learning contexts in line with the curriculum to allow students to develop, integrate and apply generic skills and foster positive values and attitudes through experiential learning and active participation; • promote self-directed learning through e-learning, life-wide learning and enquiry learning; • flexibly select and make good use of suitable learning and teaching resources and strategies, including e-learning and life-wide learning (such as field trips and project learning) to motivate students to learn while improving learning and teaching effectiveness;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • demonstrate good classroom practices, take care of students' personal developmental needs, learning needs and performance, create a positive classroom atmosphere that is receptive to and supportive of students' views and values, and put due emphasis on collaborative learning; and • help students explore issues from multiple perspectives through carefully designed enquiry learning activities to enable them to make rational judgements and suggest feasible solutions after thorough consideration; and help them summarise and consolidate what they have learnt after deliberation.
	1.4 Professional Knowledge and Attitude	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • gain a thorough understanding of the PSHE KLA's curriculum objectives, learning areas, subject contents and teaching approaches, and apply them effectively in teaching; • attach importance to active learning and tenacity in problem-solving, and serve as a role model for students in the development of enquiry skills and attitudes; • reflect on and review his/her teaching practices over and over to strive for self-improvement, and exude passion and commitment for the delivery of PSHE; • assume multiple roles, including that of a transmitter of knowledge, demonstrator, resource person, facilitator of learning, assessor and co-learner so as to motivate, guide, monitor, improve students' learning and nurture them as self-directed lifelong learners; • care about and respect students, recognise and value their talents and achievements, and have appropriate expectations of them; and • build trust and rapport with students.

Area	Performance Indicator	Examples 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"> • establish a well-defined assessment mechanism; and make systematic and effective use of a variety of assessment modes and tools (such as e-assessment and observations) to align with curriculum planning, student learning progress and other student-based or school-based contextual factors; • maintain an assessment system that promotes all-round development of students, so as to ensure balanced assessment of their knowledge, skills, values and attitudes; • systematically record and capitalise on assessment data to improve learning and teaching, monitor students' learning progress, cater for learner diversity, review teaching practices and inform the planning and design of lessons; • enhance formative assessment; give students timely, constructive and positive feedback to enhance their motivation to learn; and clearly inform students of their weaknesses and strengths while providing them with easy-to-understand and specific suggestions that are conducive to improving their learning and personal learning strategies; • adopt assessment activities with different approaches and levels of difficulty to provide opportunities for students of varying aptitudes and abilities to fulfill their potential, and, as a result, cater for learner diversity; • capitalise on students' peer assessment and self-assessment to promote self-reflection and discussions, with a view to enabling students to consolidate their learning and make improvements; and • regularly review the assessment mechanism to ensure that it comprises reflective elements, and compare the assessment results with the effectiveness of learning and teaching to identify areas for further improvement.

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"> • enrich students' learning experiences, help them pursue personal development in a healthy manner, instill positive values and attitudes in them, and enable them to establish a meaningful connection between their learning in school and real-life personal, social and environmental issues; • nurture students' healthy perception of history and culture; and a sense of responsibility to contribute to the community, the country, culture and humanity; and inherit civilisation and traditions so that they can learn wisdom from history, develop a sense of belonging to the country and culture, embrace a global outlook, and contribute to creating a better world; • encourage students to keep an open mind, develop the ability to approach problems from multiple perspectives, respect others' views, and stand ready to collaborate and share ideas with others; • foster positive values and attitudes in students, including perseverance, respect for others, responsibility, national identity and commitment, integrity, care for others, and the concepts of the rule of law, justice, democracy, freedom, human rights, equality, rationality, etc.; • promote entrepreneurial spirit among students to instill in them a creative and innovative mindset, a proactive attitude and a sense of responsibility, and enable them to take calculated risks, uphold perseverance in times of uncertainty, and make the best of opportunities ahead; • groom students as active learners, help them develop a positive attitude towards self-directed learning and lifelong learning, and encourage them to adopt a healthy lifestyle, so that they are well-prepared for their future and the challenges ahead; • encourage students to build on their strengths, learn proactively and pursue excellence; and • encourage students to respect one another, work in collaboration and share ideas and achievements, thereby cultivating a pleasant learning atmosphere.

Area	Performance Indicator	Examples of Excellence
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • impart to students rich knowledge in the PSHE KLA to give them an in-depth understanding of themselves, the local community, our nation and the world, a solid knowledge base, a deeper understanding of history and culture, and a global perspective; • provide students with the opportunity to extend their knowledge base to cover various KLAs so that they can approach problems from multiple perspectives, analyse problems objectively, and make rational judgments; • guide students in asking meaningful questions, making plans for their own learning progress, and actively looking for answers; • help students develop, integrate and apply generic skills, and build up their analytical, judgement, adaptability and execution capabilities which are necessary for addressing social and personal issues, and dealing with the ever-changing personal situations and social environment; • facilitate students in enquiry learning for knowledge construction, and the development of imagination, creativity, an inquiry attitude, as well as such high-order thinking skills as independent, logical and critical thinking; • develop students' information literacy; and encourage them to use digital tools and resources to enhance learning, learn how to deal with changes in the age of information technology (including considering intellectual property, protecting privacy rights of oneself and others, and assessing the credibility of information sources), and use information ethically; and • provide language support for students through Language across the Curriculum, thus helping them to employ specific language features in presenting the subject content.

3. Professionalism and Commitment to the Community Domain

Area	Performance Indicator	Evidence 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"> • keep abreast of the latest development in concepts, policies and teaching practices related to the PSHE KLA, present views and suggestions to address the impact of such issues; • design quality teaching exemplars, actively take part in educational research to try out teaching practices, or make good use of various channels, such as publications, to demonstrate teaching practices with proven effectiveness; • effectively introduce new ideas and teaching strategies that are in line with the current education or learning theories, in order to improve and promote the curriculum development and teaching practices of the PSHE KLA; • pursue continuing studies and devote themselves to the promotion of teachers' professional development; • set an example and serve as a role model; • provide mentorship for novice teachers, and contribute to teachers' professional development within and outside the school; • actively support other teachers, and foster a culture of collegial collaboration and sharing; and • actively contribute to the community and the teaching profession, such as participating in professional sharing activities, disseminating of good teaching practices, and taking part in community services or voluntary work.

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"> • fully collaborate with various stakeholders in supporting student learning and school development in accordance with the school's beliefs; • inspire colleagues and other stakeholders to work with concerted efforts to improve learning and teaching of the PSHE KLA; • encourage collaborative lesson planning to promote a sharing and collaborative culture among colleagues with a view to developing the school into a professional learning community; • actively support home-school collaboration; and • lead and assist colleagues in identifying with and realising the school's vision and mission and promoting continuous school development by sharing exemplary practices and experience, and realise the essence of the school culture and ethos through a variety of effective channels.

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