

Secondary School

To be filled in by

Personal, Social & Humanities Education

KLA Coordinator*/ Panel Head

Survey on the Implementation of
Key Learning Area Curricula in Schools 2003

The Curriculum Development Institute of the Education and Manpower Bureau has commissioned the Division of Social Studies of City University of Hong Kong to conduct a survey entitled "Survey on the Implementation of Key Learning Area Curricula in Schools 2003". The information collected will be used to make decisions on how to support teachers and heads better in the implementation of the curriculum reform. Please fill out the questionnaire and pass it on to the Principal or the representative of your school on or before 23 July 2003. All the information collected will be **kept in strict confidence**. If you have any questions, please contact our Research Assistant Ms Flora Fu at 2788 9034. Thank you for your cooperation!

*If your school has not yet appointed a Coordinator for this KLA, please pass the questionnaire to the panel head or the academic master who is most familiar with the relevant subject. When filling in the questionnaire, the teacher should respond from the perspective of the KLA Coordinator.

Please read the statements in this questionnaire carefully. Then check the appropriate box for your chosen answer or write down your answers in the space provided.

Section A Aims and Strategies of School Curriculum Development

1. The statements below refer to the aims of the current school curriculum reform that schools should achieve within 10 years. To what extent do you agree with these aims?	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Don't Know
<p>Students will</p> <ul style="list-style-type: none"> • recognize their roles and responsibilities as members in the family, society and the nation; and show concern for their well-being • understand their national identity and be committed to contributing to the nation and society • develop a habit of reading independently • engage in discussion actively and confidently in English and Chinese (including Putonghua) • develop creative thinking and master independent learning skills (e.g. critical thinking, information technology and self-management) • possess a breadth and foundation of knowledge in the eight Key Learning Areas • lead a healthy lifestyle and develop an interest in and appreciation of aesthetic and physical activities 						

2. The statements below refer to the aims of the Personal, Social & Humanities Education curriculum. To what extent do you agree with these aims?	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Don't Know
<p>Every learner</p> <ul style="list-style-type: none"> • should develop a healthy lifestyle both physically and emotionally, have a positive outlook on life and treasure harmonious relationships with family members and others in the community • should develop an understanding about the changing relationships of people, locations and events in the past and how they impact on human society today and in the future • should appreciate the characteristics and values of their own culture and the influences of culture on human life, and develop a respect for the culture and heritage of other communities • should appreciate the interaction between human beings and the environment in terms of the processes and patterns of natural and human features in different places, and participate in sustaining, conserving and improving the environment • should appreciate that the optimal use of resources is achieved through enterprise and management, and that people's participation in economic activities and their ever-changing nature give rise to new work opportunities and conditions • should demonstrate active and responsible citizenship based on an understanding of the roles, rights and responsibilities of individuals and groups, the importance of social justice and concern for local, national and global issues, and a respect for all of these 						

3. The statements below refer to the short-term (2002-06) focuses of curriculum development in the Personal, Social & Humanities Education Key Learning Area. To what extent do you agree with these focuses of development?	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Don't Know
<ul style="list-style-type: none"> • To move away from content/subject-based teaching and adopt the enquiry approach by encouraging students to ask questions and search for their own answers • To make project learning an entitlement of students every year and enable students to connect their PSHE learning with personal and social issues and with learning in other KLAs • To collaborate better with other PSHE and/or KLA teachers for the development of common themes and the provision of learning opportunities outside the classroom 						

4. Have you read the following key curriculum documents? If you have, to what extent do you find the documents helpful in leading the Personal, Social & Humanities Education Key Learning Area curriculum reform in your school?	Have Not Yet Read	Have read				
		Not Helpful	Slightly Helpful	Helpful	Very Helpful	No opinion
a) <i>Basic Education Curriculum Guide (Primary 1 – Secondary 3)</i>						
b) <i>Personal, Social & Humanities Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3) (2002)</i>						

	No Continuity	Some Continuity	High Degree of Continuity	Don't know
5. To what extent do you think there is continuity between the S1-S3 Personal, Social & Humanities Education curriculum and the existing school certificate S4-S5 subjects of the Personal, Social & Humanities Education Key Learning Area?				

6. Other views and suggestions for this section (Aims and Strategies of School Curriculum Development): _____
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Section B Confidence and Competence in Implementing Curriculum Reform

7. As a curriculum leader / teacher of the Personal, Social & Humanities Education Key Learning Area, - how confident are you in implementing the following strategies in your school? - how competent are you in implementing these strategies?	Confidence Level					Competence Level				
	Low < ----- > High					Low < ----- > High				
	0	1	2	3	4	0	1	2	3	4
a) Co-ordinate the development of the school curriculum, and of the learning, teaching and assessment policies										
b) Play a leading role in building a culture of team work and collaboration among teachers										
c) Enhance the professional development of teachers by promoting active learning and reflection in the implementation of learning and teaching strategies										
d) Solicit support from the school management in implementing the curriculum reform										
e) Make full use of community resources to enhance curriculum development										
f) Lead teachers to carry out annual review of the development of the curriculum as well as learning, teaching and assessment practices										
g) Design a school-based curriculum to facilitate a smooth transition from Primary Six to Secondary One										
h) Design a school-based curriculum to facilitate a smooth transition from Secondary Three to Four										
i) Design appropriate learning tasks and activities to help students work towards the learning targets and objectives										
j) Provide appropriate learning experiences to students as related to the six strands of PSHE, the generic skills, and the positive values and attitudes										

	Confidence Level					Competence Level				
	Low <-----> High					Low <-----> High				
	0	1	2	3	4	0	1	2	3	4
k) Use of different modes of curriculum organization such as integrated subject units, to achieve the aims of curriculum reform in the PSHE KLA										
l) Adopt appropriate strategies of learning and teaching to help students to integrate the knowledge, skills, attitudes and values developed										
m) Through the use of PSHE subject-based, cross-subject, or cross-KLA project learning to develop students' enquiry ability										
n) Facilitate students to learn through reading										
o) Infuse moral education and civic education into PSHE learning activities										
p) Promote interactive learning through the use of information technology										
q) Use effective strategies to cater for learner diversity, such as adjusting the learning tasks, learning materials, assignments and assessment tasks										
r) Appropriate use of diversified modes of assessment to evaluate the process and effectiveness of learning										
s) Assign various types of homework based on the learning targets										
t) Use assessment as basis for providing feedback to students to enhance their learning										

8. Other views and suggestions for this section (Confidence and Competence in Implementing Curriculum Reform):

Section C Teachers' Professional Development

	Very In-adequate	In-adequate	Adequate	Very Adequate	No Opinion
9. Opportunities for teachers' professional development in different domains of curriculum development have been provided. To what extent do you find them adequate ?					

10. Below are some ways to promote teachers' professional development in relation to curriculum reform. In your opinion, how effective are they in enhancing your professionalism?	Not Effective	Slightly Effective	Effective	Very Effective	No Opinion
a) Discussion among colleagues					
b) Collaborative lesson planning					
c) Peer observation					
d) Action research					
e) Attending seminars and workshops					
f) Attending in-service teacher development courses					
g) Independent study					
h) Others (Please specify): _____					

11. Other views and suggestions for this section (Teachers' Professional Development): _____

Section D Effectiveness of Learning and Teaching Strategies

12. Has your school implemented the following strategies in the learning and teaching of Personal, Social & Humanities Education? If yes, how effective do you think they are in enhancing student learning?	Not yet Implemented	Implemented, and it is				
		Not Effective	Slightly Effective	Effective	Very Effective	No Opinion
a) Design learning tasks and activities to help learners work towards the learning targets and objectives						
b) Design school-based curriculum following the direction of central curriculum framework						
c) Provide appropriate learning experiences to students as related to the six strands of PSHE, the generic skills, and the positive values and attitudes						
d) Adopt enquiry learning to foster students' abilities to think and to make enquiry						
e) Use of different modes of project learning to develop students' enquiry skills						
f) Promote interactive learning through the use of information technology						
g) Incorporate learning through reading strategy in lesson design to enhance students' independent learning capabilities						
h) Strengthen moral education and civic education through learning and teaching						
i) Relate learning to daily life through issue enquiry or experiential learning						
j) Use of community resources to provide learning opportunities outside the classroom						
k) Adjust learning targets, learning materials, assignment and assessment tasks to cater for learner diversity						
l) Adopt diversified modes of assessment to provide feedback for improving student learning						

13. Other views and suggestions for this section (Effectiveness of Learning and Teaching Strategies):

Section E Factors Affecting the Curriculum Reform

14. To what extent are the following factors helpful in implementing the Personal, Social & Humanities Education curriculum reform in your school?	Not Helpful	Slightly Helpful	Helpful	Very Helpful	No Opinion
a) Societal expectations to students to have a wide spectrum of knowledge, to be discerning and have a global perspective					
b) Parents stress the importance of developing thinking skills and fostering positive values in their children					
c) Recent curriculum reform experiences from other countries for reference					
d) Recent local curriculum development experiences (e.g. Liberal Studies for S6 and Integrated Humanities for S4–S5) as reference to curriculum reform of PSHE KLA					
e) Recent implementation of projects in school (e.g. Quality Education Fund, “Seed” Project)					

15. Have the following factors hindered, helped or not affected the implementation of the Personal, Social & Humanities Education curriculum reform in your school?	Serious Hindrance	Slight Hindrance	No Effect	Of Some Help	Of Great Help	No Opinion
a) Understanding among teachers about the aims of the curriculum reform						
b) Coordination among various reforms implemented in schools in recent years						
c) The pace of curriculum change/reform						
d) Resources (e.g. manpower, funding)						
e) Leadership of the School Head						
f) Attitudes of parents						
g) Teachers’ workload						
h) Students’ adjustment to the teaching approaches promoted in the curriculum reform						

16. Other views and suggestions for this section (Factors Affecting the Curriculum Reform):

Section F Impact of the Implementation of the Personal, Social & Humanities Education Curriculum Reform

17. To what extent do the students benefit from the implementation of the Personal, Social & Humanities Education curriculum reform in your school?	Not Significant <-----> Very Significant 0 1 2 3 4				
a) Students' communication skills are enhanced					
b) Students' critical thinking skills are enhanced					
c) Students' creativity is enhanced					
d) Students' motivation and interest in learning Personal, Social & Humanities Education are enhanced					
e) Students' independent learning capabilities are enhanced					
f) Students can grasp the basic skills of enquiry					
g) Students develop positive values and attitudes					
h) Students grasp the "essential content for learning" of PSHE KLA, including:					
i. Healthy personal development and interpersonal relationships					
ii. Historical, economic and political developments in Hong Kong					
iii. History and culture of our home country					
iv. Influences of physical and human processes on the environment					
v. Citizenship					
vi. Global understanding					

18. How far have teachers benefited in their own professional development from implementing the Personal, Social & Humanities Education curriculum reform in your school?	<p style="text-align: center;">Not Significant <-----> Very Significant</p> <p style="text-align: center;">0 1 2 3 4</p>				
a) Subject knowledge is enhanced					
b) Teaching strategies are enhanced					
c) Knowledge about curriculum development is enhanced					
d) Skills for developing and evaluating the school-based curriculum are enhanced					
e) Skills for developing assessment strategies are enhanced					

19. Other views and suggestions for this section (Impact of the Implementation of the Personal, Social & Humanities Education Curriculum Reform):

Section G School Curriculum Planning

	Not yet planned	Planned, but not yet developed	Already begun to develop
20. As a curriculum leader in the Personal, Social & Humanities Education Key Learning Area, have you planned the school-based curriculum of this Key Learning Area from now to 2006?			

21. The following are modes of the curriculum planning and organisation of the Personal, Social & Humanities Education curriculum for S1-S3. Please **project** the school's situation by the year **2005-06**.

- Separate individual subjects mode
- School-based integrated curriculum mode
- Combining different modes e.g. adopting separate individual subjects mode, and integrated curriculum mode in same year or in alternate years
- Others (please specify): _____

22. Based on the total number of teaching hours of S1 to S3 for this academic year, what is the percentage of teaching hours devoted to the Personal, Social & Humanities Education KLA?

- Less than 10%
- 10% - 15%
- 16% - 20%
- over 20%

23. Please list out the percentage distribution of PSHE elements (please use 10% as increments, the total for each column should be 100%) in the school curriculum:	S1	S2	S3
a) Separate individual subjects (e.g. Chinese History, History, Geography, EPA, and Civic Education)	%	%	%
b) School-based integrated curriculum (e.g. Integrated Humanities, History and Culture)	%	%	%
c) Learning across subjects (e.g. project learning, life wide learning)	%	%	%
d) Others (please specify): _____	%	%	%
Total	100%	100%	100%

24. The following are modes of curriculum to provide Chinese History learning experience to students of S1 to S3. Please indicate the mode/s of curriculum which your school adopted for this academic year.

(multiple options acceptable)

- The Chinese History Curriculum developed by the Curriculum Development Council
- School-based history curriculum integrating Chinese History and World History
- School-based integrated curriculum that includes Chinese History (e.g. Integrated Humanities)
- Others (please specify): _____

25. The total number of teaching hours allocated for Chinese History in S1-S3 (including teaching Chinese History in other subjects) for this academic year is:

- Less than 80 teaching hours (less than 120 lessons)
- 80 - 100 teaching hours (120 - 150 lessons)
- more than 100 teaching hours (more than 150 lessons)

26. Our school will offer Integrated Humanities to S4 to S5 students in the:

- 2003 –2004 academic year
- 2004 –2005 academic year
- 2005 –2006 academic year
- Others (please specify): _____

27. Other views and suggestions for this section (School Curriculum Planning):

Section H Personal Particulars

1. a) Total number of years of teaching:				
0 –5 years	6 – 10 years	11 – 15 years	15 years or above	
b) Total number of years of teaching in this school:				
0 –5 years	6 – 10 years	11 – 15 years	15 years or above	
c) Total number of years of teaching in the subject:				
0 –5 years	6 – 10 years	11 – 15 years	15 years or above	
2. Qualifications (multiple options acceptable)				
Teacher’s Certificate		Advanced Certificate in Teacher Education	Bachelor Degree	
Postgraduate Diploma/ Certificate of Ed		Master Degree	Doctoral Degree	
Others(Please specify): _____				
3. Teacher training (multiple options acceptable)				
Chinese Lang Ed	English Lang Ed	Mathematics Ed	Science Ed	Technology Ed
General Studies	Arts Ed	Physical Ed	Personal, Social & Humanities Ed	

Section I Additional Comments

1. In your opinion, what additional measures will facilitate the implementation of the Personal, Social & Humanities Education curriculum reform?

2. In your opinion, what other obstacles will hinder the implementation of the Personal, Social & Humanities Education curriculum reform?

3. With regard to the implementation of the Personal, Social & Humanities Education curriculum reform, what insights would you like to share?

4. Other comments/recommendations:

~ End of Questionnaire. Thank you ! ~