

Seminar Series for Middle Managers:

NSS Curriculum and Assessment Planning (Health Management and Social Care)

19 Apr 2011

CDI Officers

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- This is a continuation of the:

Seminar Series for Middle Managers: Catering for Learner Diversity - HMSC

Jan 2011

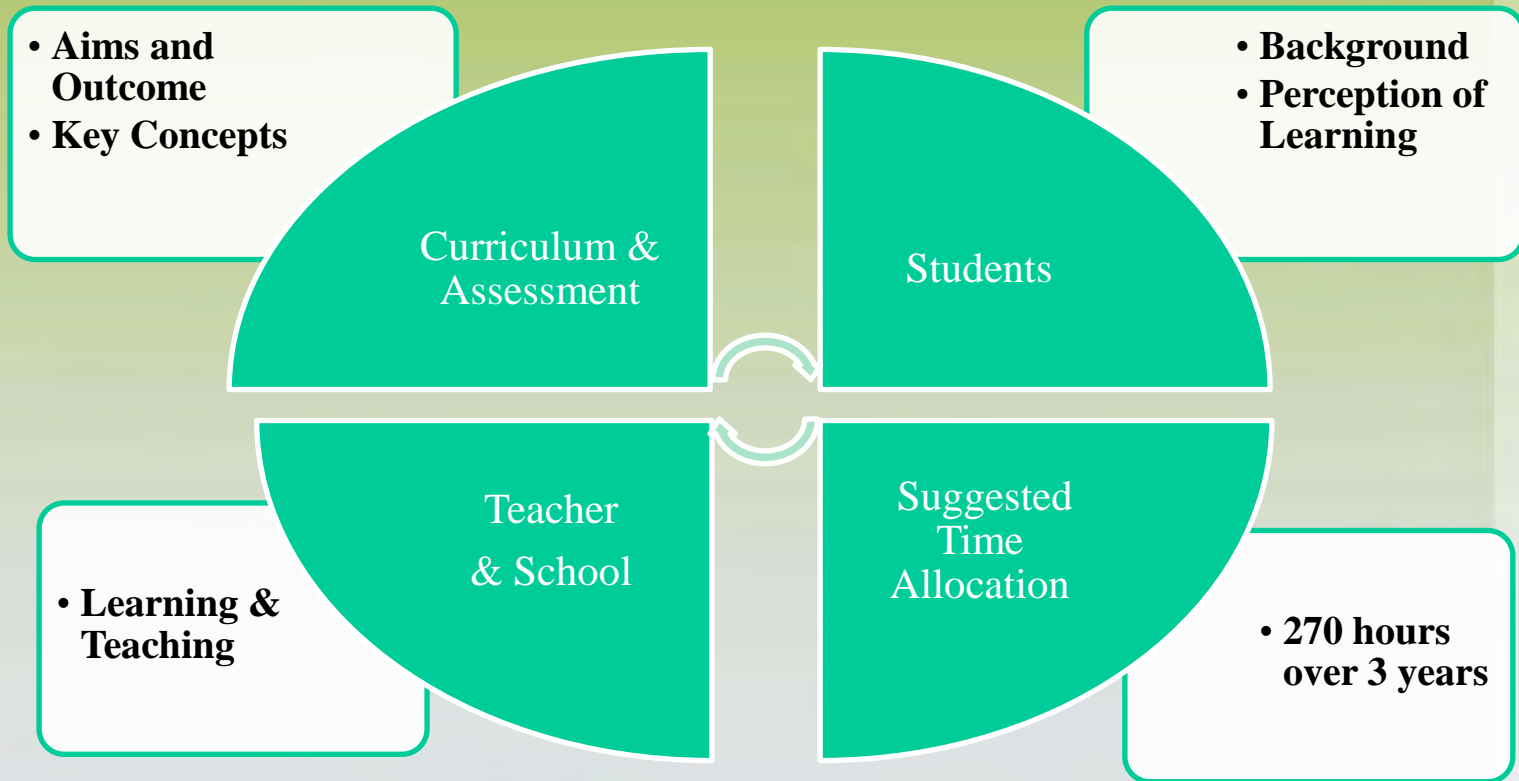
What are your key concerns for the 3-year curriculum and assessment planning?

- **List your own three major concerns.**
- **Discuss with your group members and summarize your group concerns.**

Highlights

- **Optimizing lesson time**
- **Adjustment of teaching to suit students' abilities**
- **Adaptation of assessments in different stages from S4-S6**

Curriculum and Assessment Planning



Building on Strengths of Basic Education: The Whole NSS Curriculum Framework

4 Core Subjects:

Chinese Language,
English Language,
Mathematics,
Liberal Studies

(45-55%)



2-3 Elective

Subjects out of 20
subjects or out of
courses in career-
oriented studies

(20-30%)



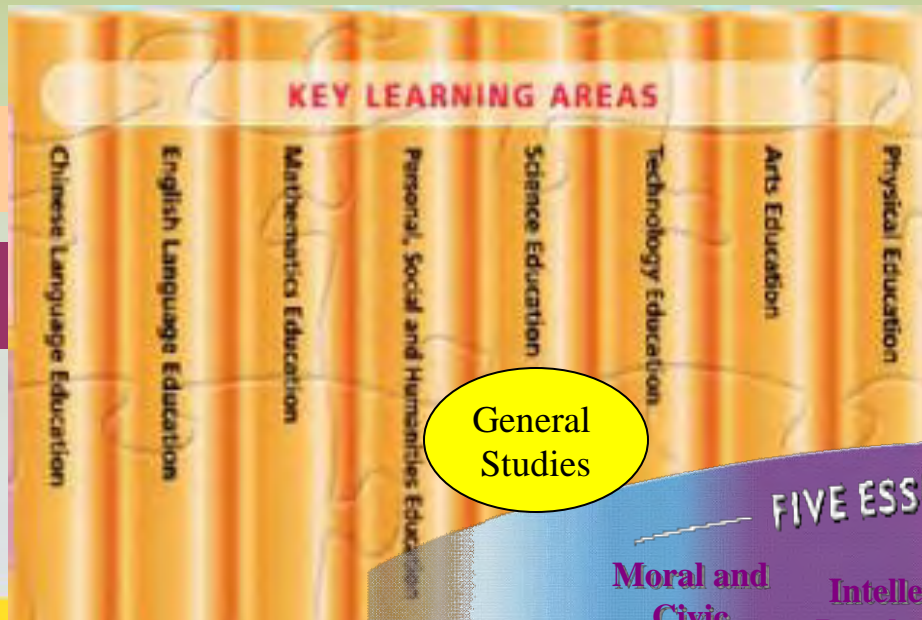
Other Learning Experiences

including
moral and civic education,
community service,
aesthetic and physical
development, career-
related experiences

(15-35%)

Generic
Skill

Value &
Attitude



NSS

P1- S3

FIVE ESSENTIAL LEARNING EXPERIENCES

**Moral and
Civic
Education**

**Intellectual
Development**

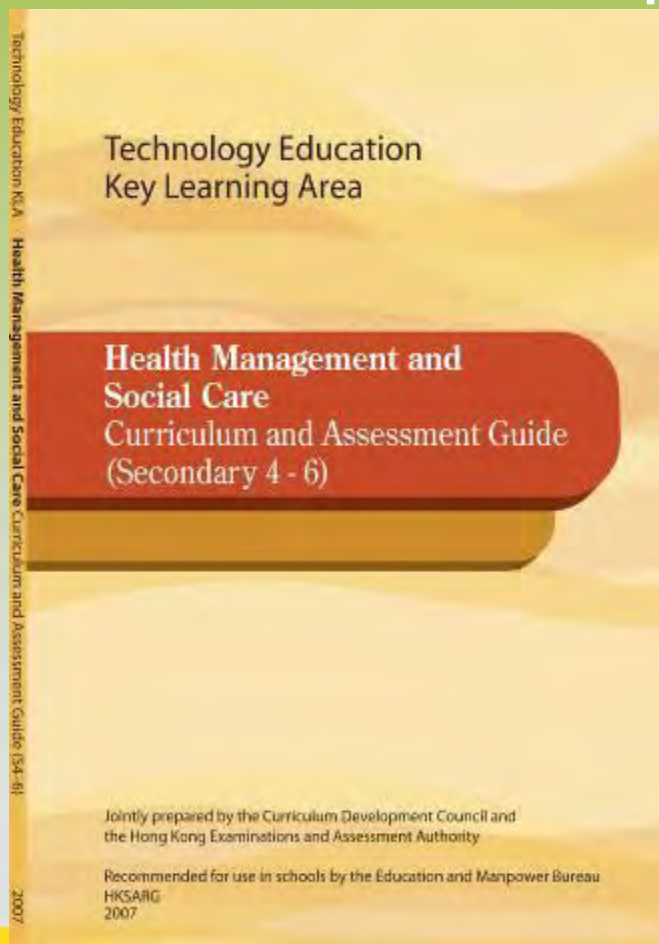
**Community
Service**

**Physical &
Aesthetic
Development**

**Career-related
Experiences**

HMSC

Curriculum and Assessment Guide April 2007



Curriculum Aims

*To nurture students as **reflective, responsible and caring** citizens who will be able to:*

- lead and promote a healthy lifestyle for the well-being of the communities and society
- analyze and evaluate actions / strategies of health and social care issues from different perspectives
- work out constructive solutions for health and social care issues



Curriculum Framework

Health Management and Social Care

Compulsory Part

Personal Development, Social Care
and Health Across the Lifespan

Health and Social Care in the Local
and the Global Contexts

Responding to the Needs in the Areas
of Health (Care, Promotion and
Maintenance) and Social Care

Promotion and Maintenance of
Health and Social Care in the
Community

Health Promotion / Maintenance and
Social Care in Action

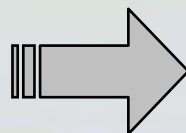
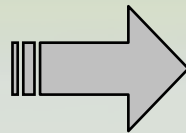
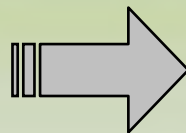
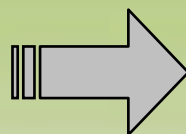
Elective Part

Select any 2 out of
the 3 modules

Extended Study on Health
Promotion and Health
Maintenance Services

Extended Study on
Community and Social Care
Services

Current Issues of Health
and Social Care

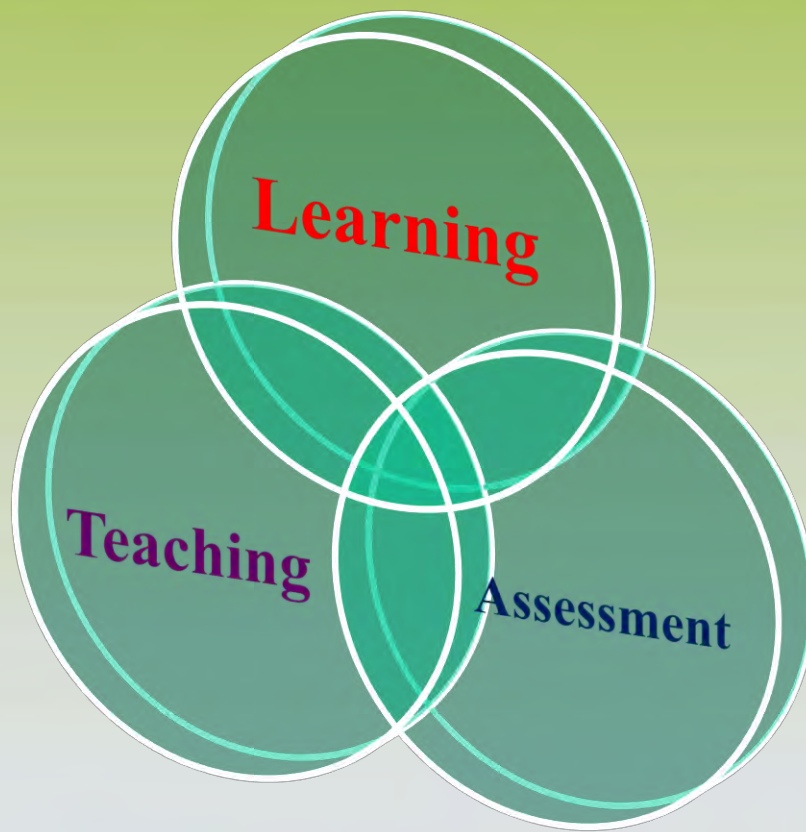


Time Allocation

270 hours over 3 years

- Compulsory Part 60%
5 topics
- Elective Part 40%
2 out of 3 modules

Curriculum and Assessment Planning



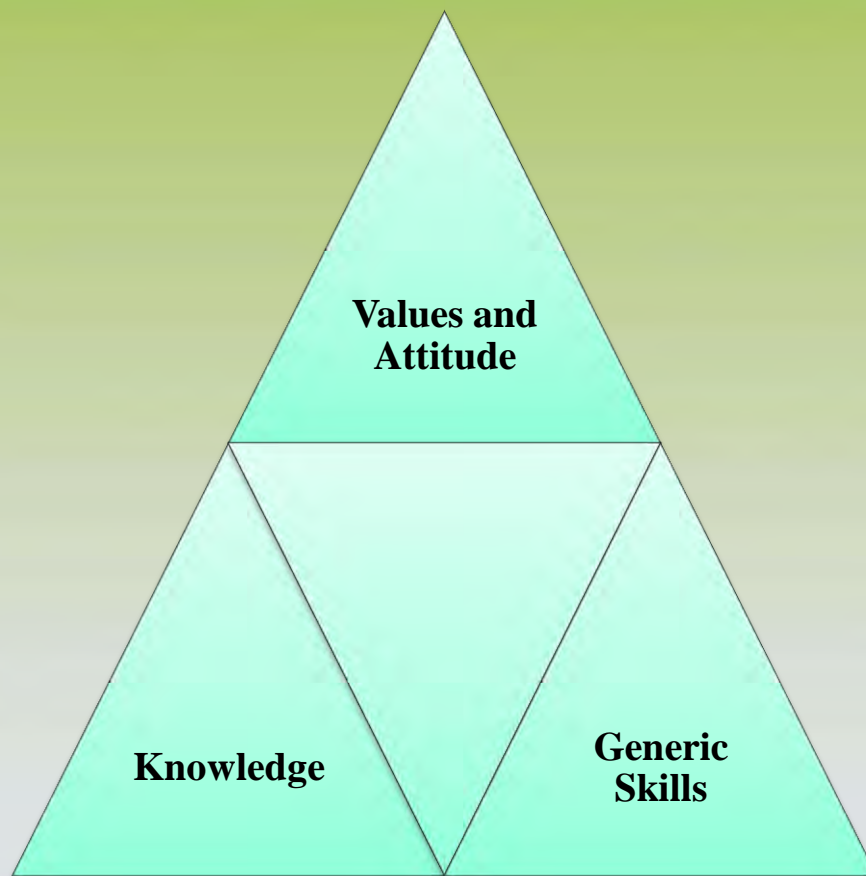
*Abilities
(e.g. Skills)
Deep
Understanding?*

*Knowledge
Transmission?
Knowledge
Transfer?*

*Personal
growth &
development?*

**Student
Learning**

*Good
Grades?*



Learning and Teaching

Experiential Learning

- integrate and apply theories and skills through field learning
- observe, explore, and study health and social care services in community context
- reflect, design and carry out related projects to solve related problems

Problem-based learning

- in health and social care context to develop students' critical thinking and problem solving skills

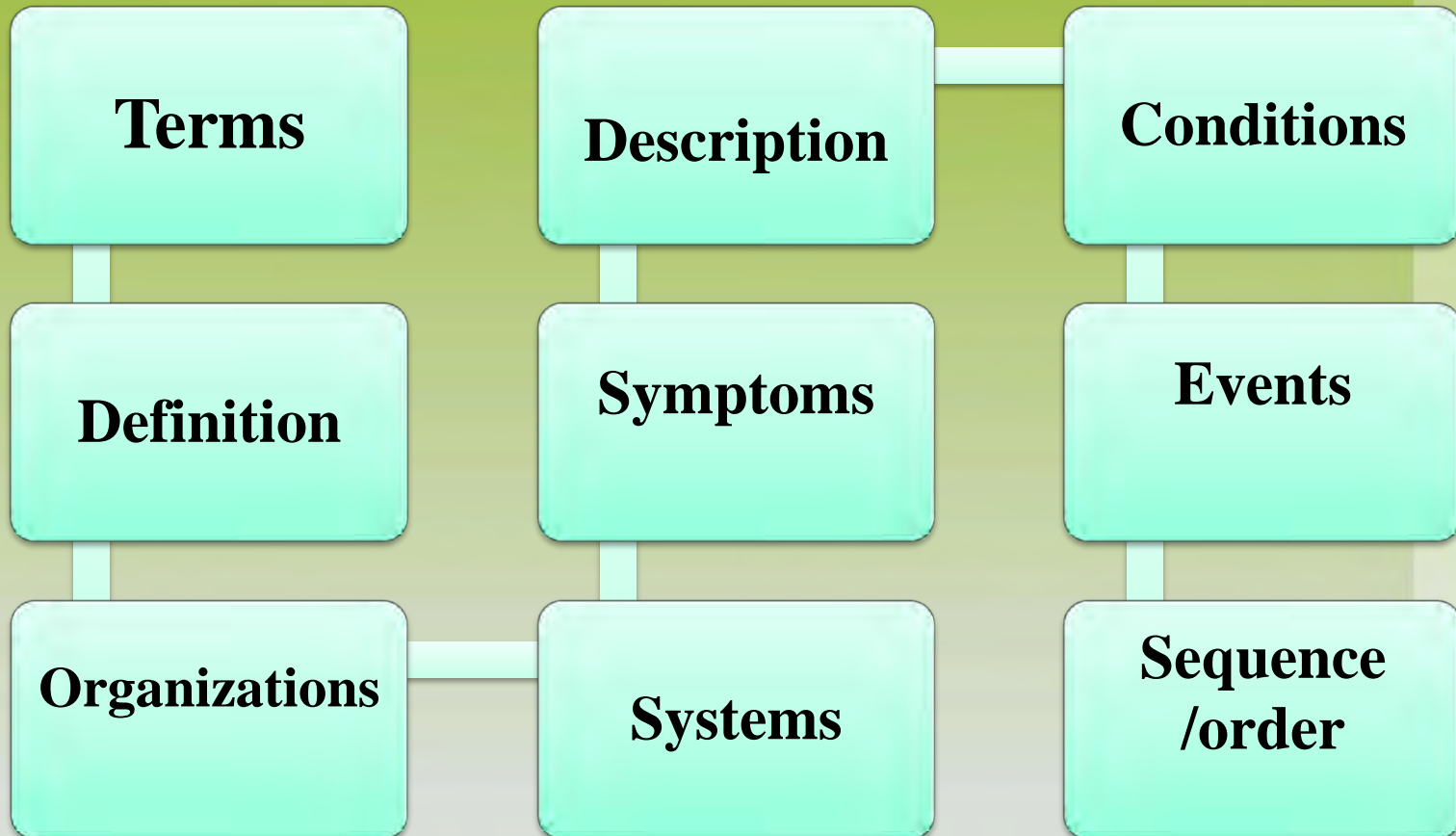


Levels	Essential Questions	Booklets	
Individual, Family and Peer	What does health mean to you?	1	Personal Needs and Development across Lifespan
		2	Health and Well-being
	How can we stay healthy?	3	Physical Well-being – Healthy Body
		4	Mental Well-being – Healthy Mind
		5	Social Well-being – Inter-personal Relationship
Community	What does health mean to a community?	6	Healthy Community
		7	Caring Community
		8	Ecology and Health
		9	Building a Healthy City
Society	How can we build a healthy and caring society?	10	Health Care System
		11	Social Welfare System
		12	Medical and Social Care Professions
		13	Health and Social Care Policies
		14	Social Care in Action
Local and Global Societies	What are the local and global health and social issues?	15A	Health and Social Care Issue – Ageing Population
		15 B	Health and Social Care Issue – Discrimination
		15 C	Health and Social Care Issue – Domestic Violence
		15 D	Health and Social Care Issue – Addiction

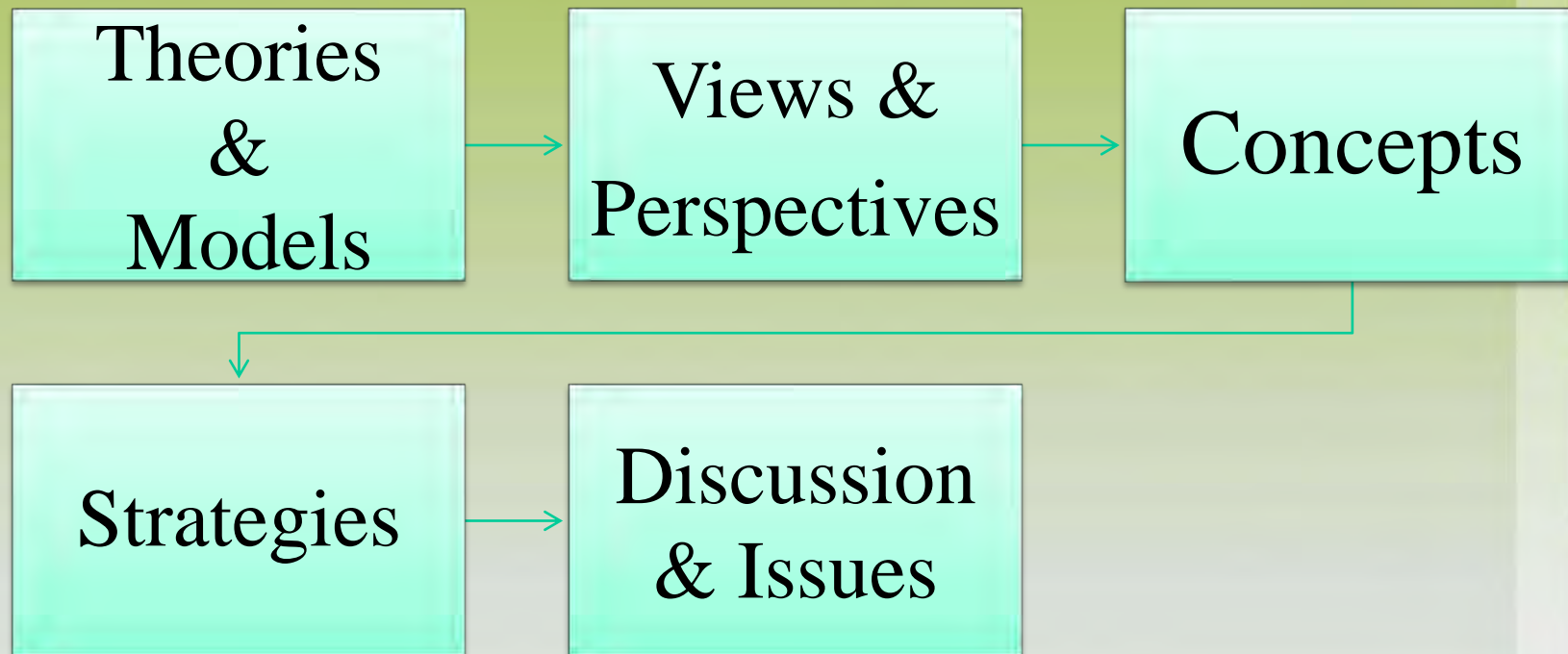
	Booklets	Topics in HMSC Curriculum and Assessment Guide
1	Personal needs and development across lifespan	<u>Compulsory part</u> 1B: Factors which influence personal development 1C: Transitions and changes in the course of the lifespan
2	Health and well-being	<u>Compulsory part</u> 1A: Biological, social, psychological, spiritual, ecological and cultural perspectives and dimensions 1D: Factors affecting our health/illness experiences and personal and social well-being 1E: The need for and the role of social care in the community and the private sphere across the lifespan

	Booklets	Topics in HMSC Curriculum and Assessment Guide
3	Physical Well-being – Healthy Body	<p><u>Compulsory part</u></p> <p>3A: The notion and practice of health promotion, health maintenance, ill-health prevention, social care, welfare and community services</p> <p>4C: Aspects of risk assessment and health management</p>
4	Mental Well-being – Healthy Mind	<p><u>Compulsory part</u></p> <p>5C: Mental health as a personal predicament and as linked to the social context</p>
5	Social Well-being – interpersonal Relationship	<p><u>Compulsory part</u></p> <p>1C: Transitions and changes in the course of lifespan</p> <p>4D: Social care, healthy relationships, social responsibility and commitment in the family, community and groups</p>

Content Knowledge - Facts



Content Knowledge (cont'd)



Interpretation of HMSC Booklets 1-5

(refer to handout)

Interpretation of the Health Management and Social Care Information Booklets 1 - 5				
Personal Development (Topic 1B, 1C) (Booklet 1)				
Key Questions	Expected Outcomes (Students are able to)	Key Learning Points	Related Concepts	Fundamental Theories
<ul style="list-style-type: none"> What are the important features of personal growth and development at various stages of life? What are the factors affecting personal growth and development? 	<ul style="list-style-type: none"> Use the lifespan perspectives to describe physical growth and development Identify the features of physical, intellectual, emotional and social development (PIES) at different stages of life Identify the needs and care of people at various stages of life 	<ul style="list-style-type: none"> Each person will go through different stages of life, e.g. infancy, childhood, adolescence, adulthood and elderly There are common pattern of physical changes at each stage with standard and measurement, e.g. from WHO, for indicating health status (but individuals have different paces) Individuals need to develop some physical, social and intellectual skills and as well as to meet the emotional needs at each stage (PIES development). 	Growth Development (Physical Intellectual Emotional Social) Need Attachment Safety Belonging Self-actualization	Maslow's hierarchy of needs

Resource Platform on the web shared among teachers of HMSC Learning Community

Guest Speaker
Ms TONG Suk-wai,
Candy
HMSC Panel Head
CCC Heep Woh College

Experience sharing in NSS Curriculum planning and Assessment (Health Management and Social Care)

Ms. Tong S.W.
CCC Heep Woh College



Characteristics of the school :

(1) English School (EMI School)

(2) Christian School

(3) Cultivate caring culture

(4) Life-wide Learning



Starting from academic year 2009-2010.....

Health Management & Social Care (HMSC)

as one of the elective subjects in NSS

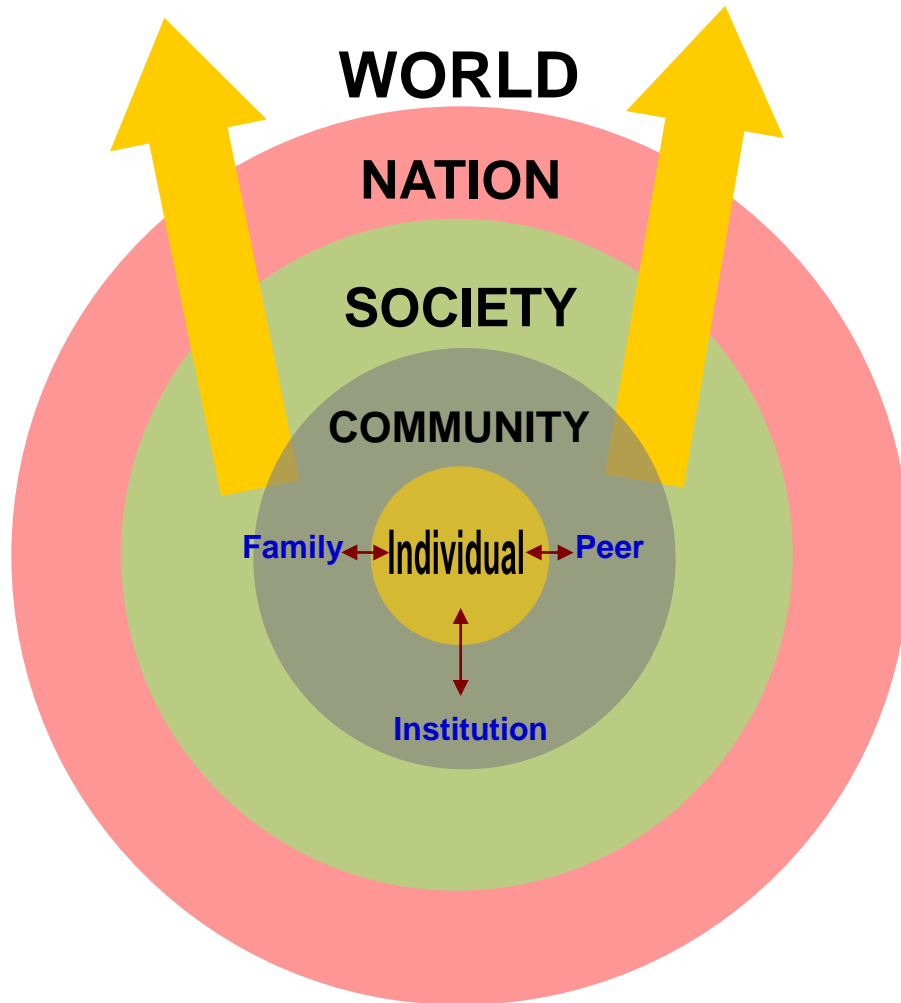
2009-2010 – 31 students

2010-2011 – 21 students



Strategies on Curriculum planning & Assessment

Strategies on Curriculum planning



S.4 (Individual level)

S.4 – Concept & Framework

Unit 1 Health & well-being

Unit 2 Personal needs and development across lifespan



S.4 – Holistic Health

Unit 3 Physical well-being

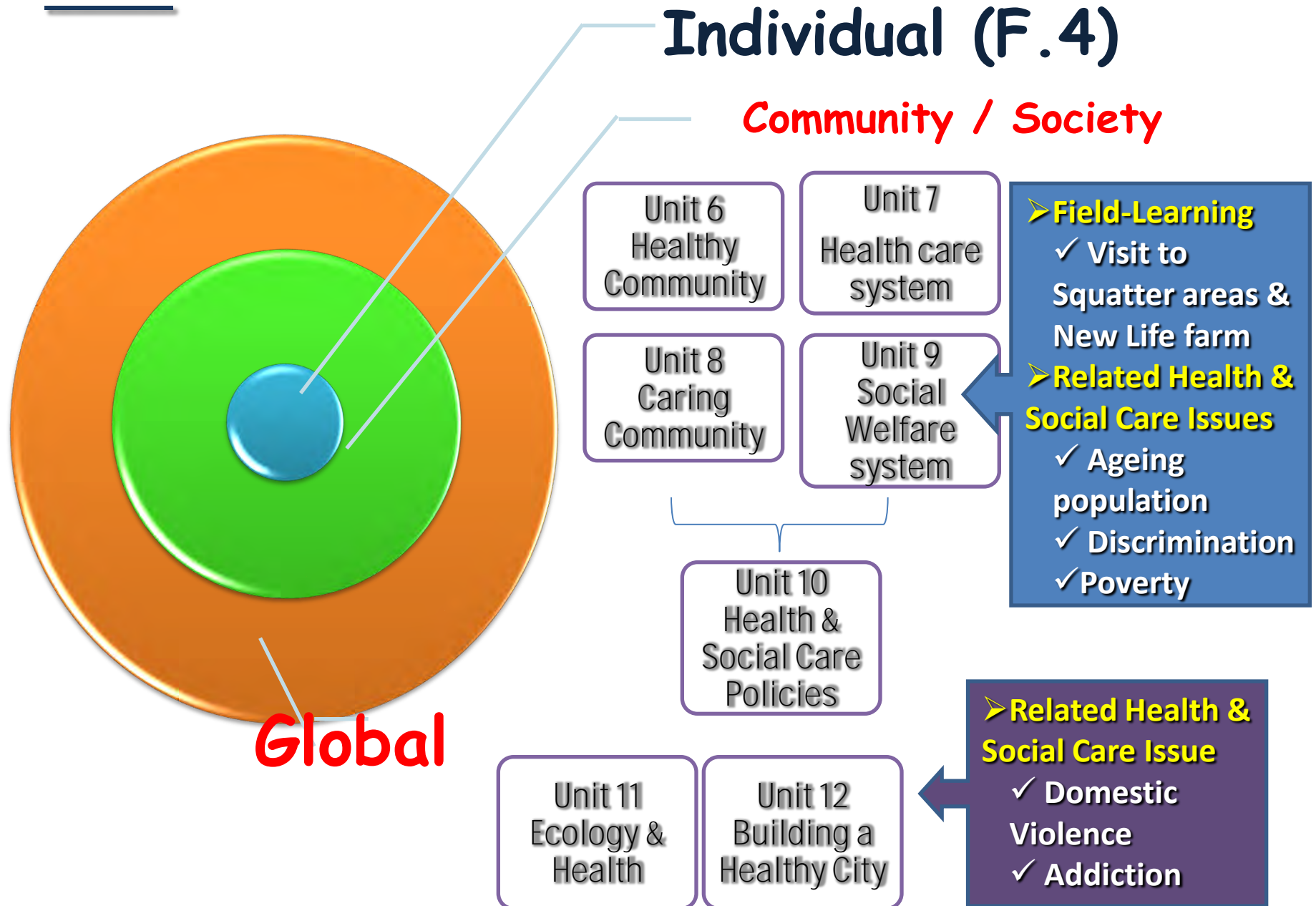
Unit 4 Mental well-being

Unit 5 Social well-being



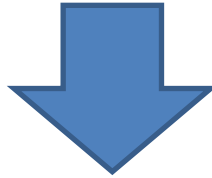
Field-Learning Preparation:
New Life Farm
Related Health & Social Care issue:
Discrimination

S.5



S.6

Preparation for further studies and career development



Unit 13

**Medical and Social Care
Professions**

Unit 14

Social care in action



Related Health & Social Care Issue

- **Discrimination**
- **Poverty**

Strategies on Assessment

Strategies on Assessment

- ✓ Public examination
 - ✓ Format
 - ✓ Question set
- ✓ **Students' ability**
 - ✓ Quiz/Internal examination results
 - ✓ S1 attainment test
 - ✓ TSA
 - ✓ APASO

School's Assessment Policy

1. Types of assessment tasks with specification of aims of assessment
2. Quantity & frequency of assessment tasks
3. Mark distribution
4. Feedback structure (for students and parents)
5. Evaluation

Example:

- ✓ Good practices in giving feedback
- ✓ Rooms for improvement

School's Assessment Policy

6. Quality assurance framework in maintaining standard including

Examples:

- ✓ The purpose of individual pieces of work is made clear.
- ✓ **Teachers' comments focus on the success** criteria already established.

7. Reporting

8. Evidence keeping

9. Non-completion of assessment tasks

S.4

Assessment

School assessment – First Term

Component	Weighting	Duration
Quizzes & Test	20%	15-45 mins
Assignment	10%	-
Examination	70%	1.0 hour

S.4

Assessment

School assessment – Second Term

Component	Weighting	Duration
Quizzes	10%	15-20 mins
Uniform Test	10%	1.5 hour
Assignment	10%	-
Examination	70%	1.5 hour

S.5

Assessment

School assessment – First Term

Component	Weighting	Duration
Quizzes & Test	20%	15 – 45 mins
Assignment	10%	-
Examination	70%	1.5 hour

S.5

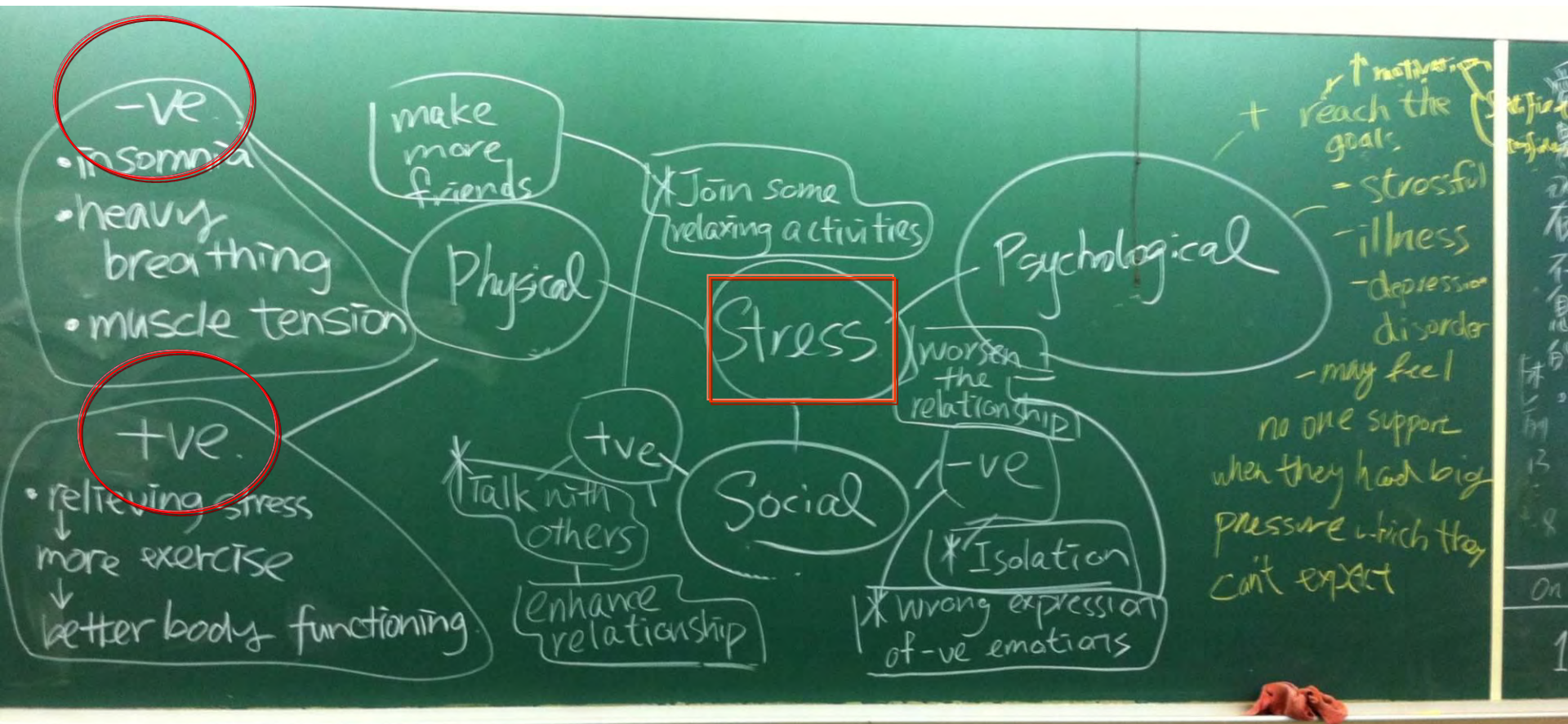
Assessment

School assessment – Second Term

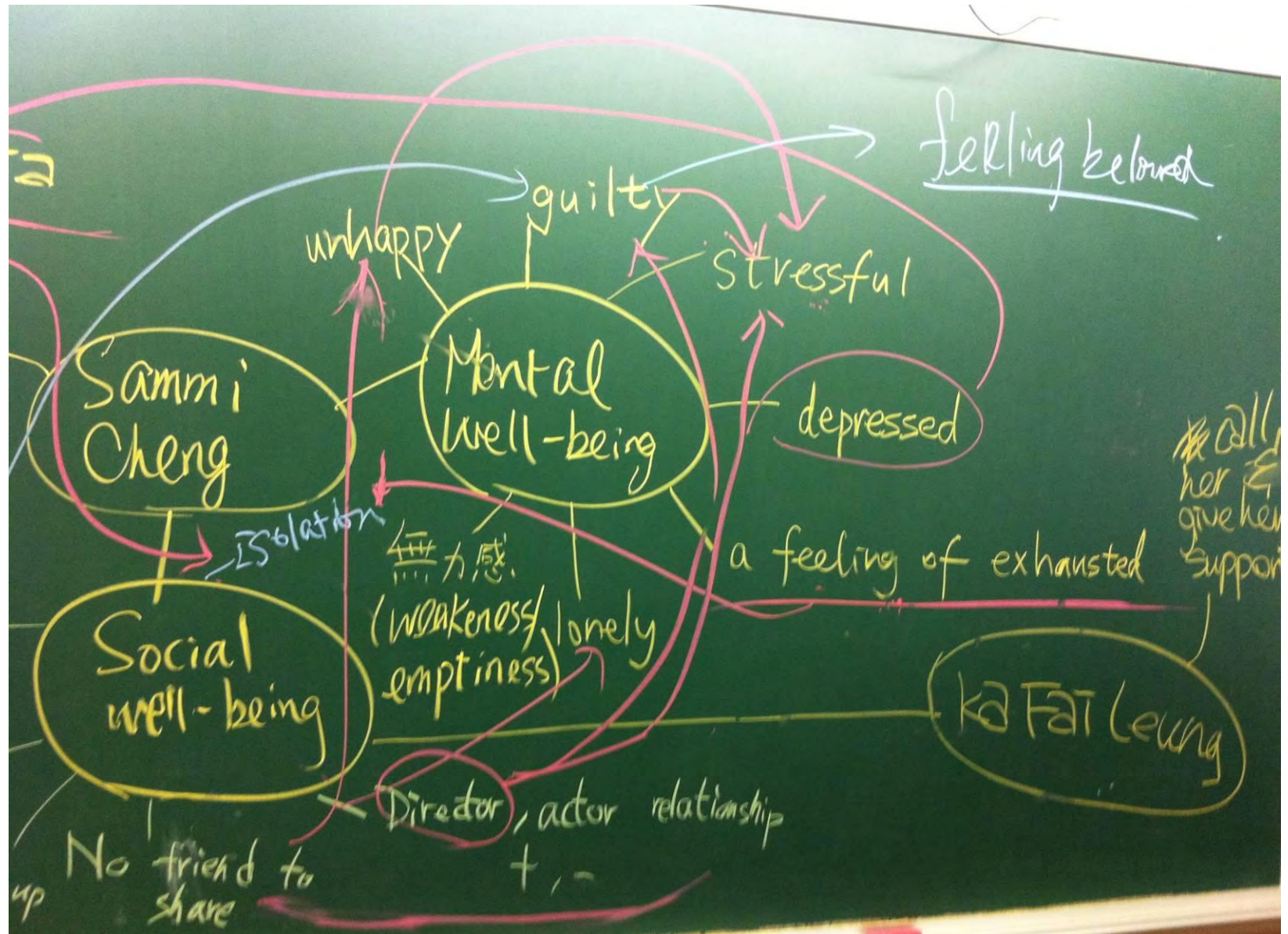
Component	Weighting	Duration
Quizzes	10%	15-30 mins
Uniform Test	10%	Part I: 1.5 hour Part II: 1 hour
Reflective Journal	5%	-
Assignment	5%	-
Examination	70%	Part I : 2.0 hour Part II: 1.5 hour



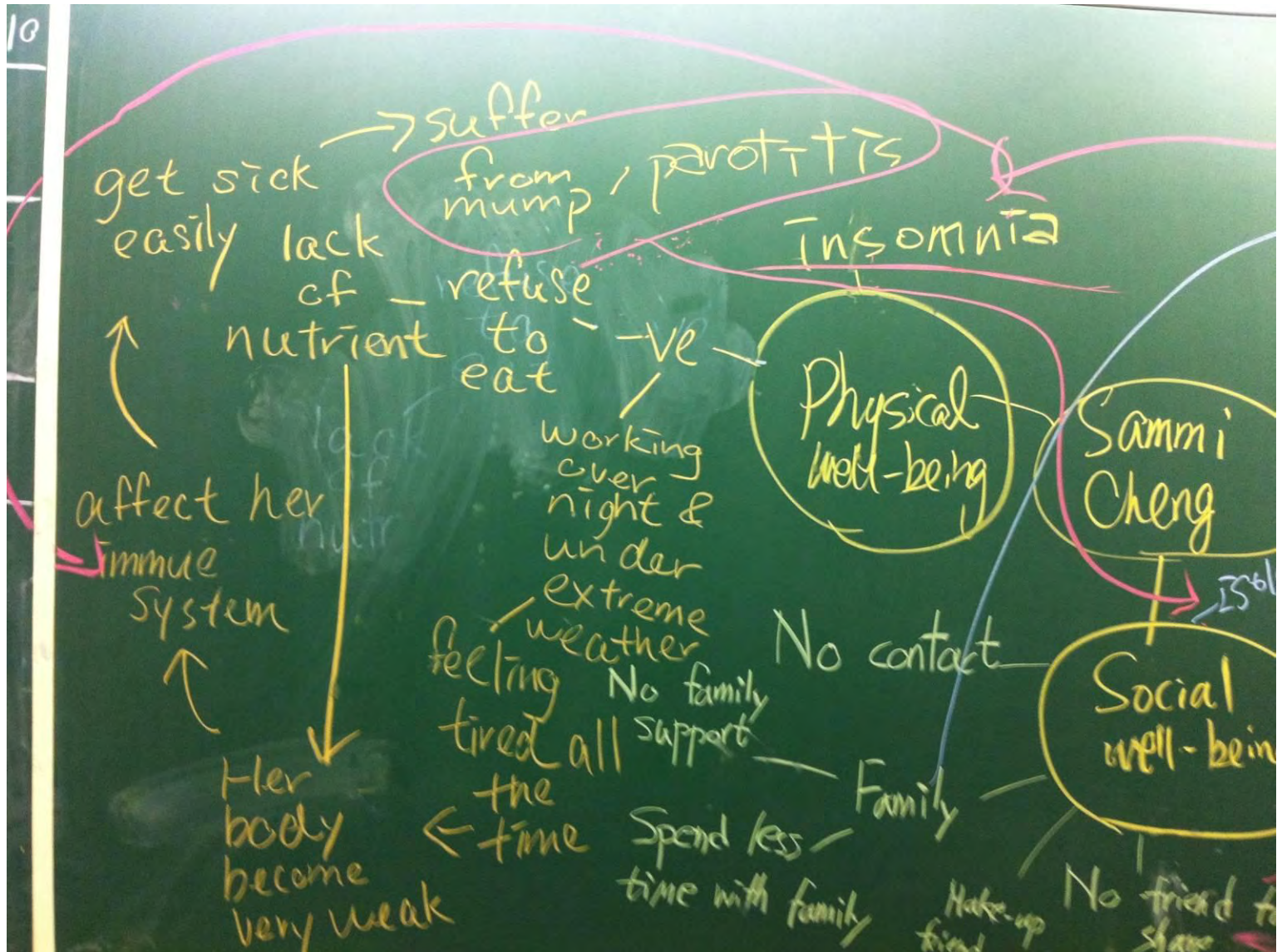
Assessment for Learning – mental well-being



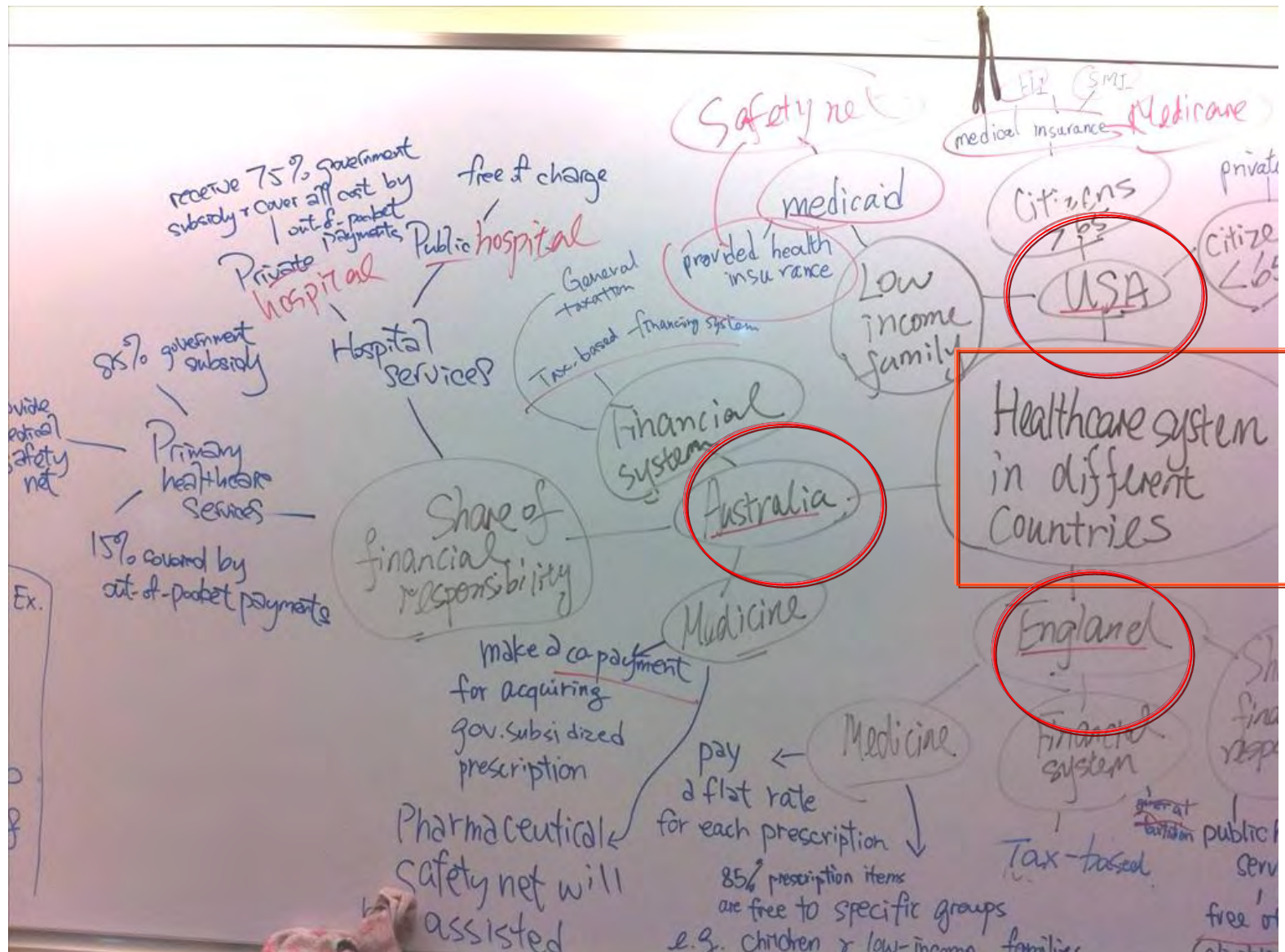
Assessment for Learning – mental well-being



Assessment for Learning – mental well-being



S5 Assessment for learning



Applying the strategies in teaching

Experience sharing in
teaching the topic of
-Health & Well-being
- Social well-being

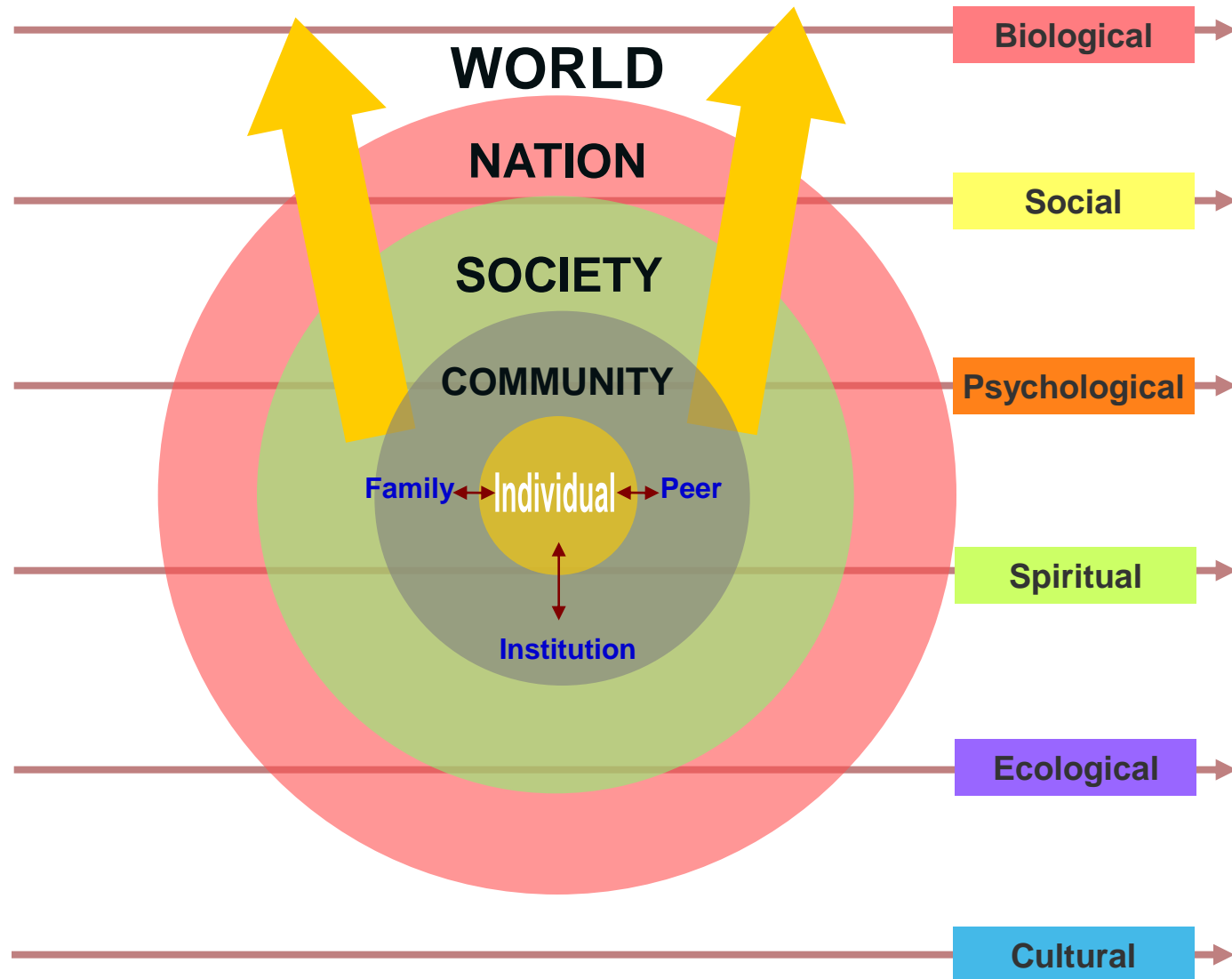
Curriculum Aim:

- *To nurture students as **reflective, responsible and caring** citizens who will be able to:*
 - *lead and promote a healthy lifestyle for the well-being of the communities and society*
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 - *work out constructive solutions for health and social care issues*

Curriculum Aim:

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Rationale:



UNIT 2 - HEALTH AND WELL-BEING

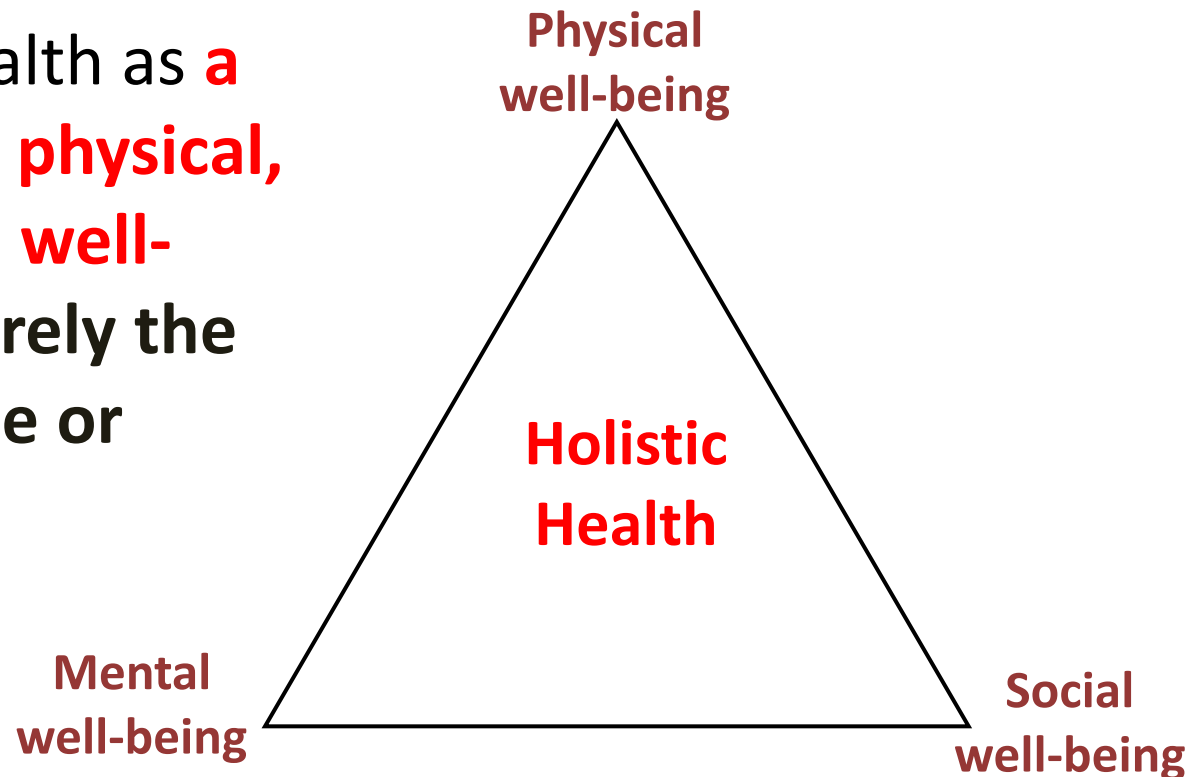
Learning Objective:

- ✓ **What is Health?**
- ✓ **What are the factors that enhancing health?**
- ✓ **What are the risk factors that influence health?**

Unit 2 - Health and Well-being

Definition of Health

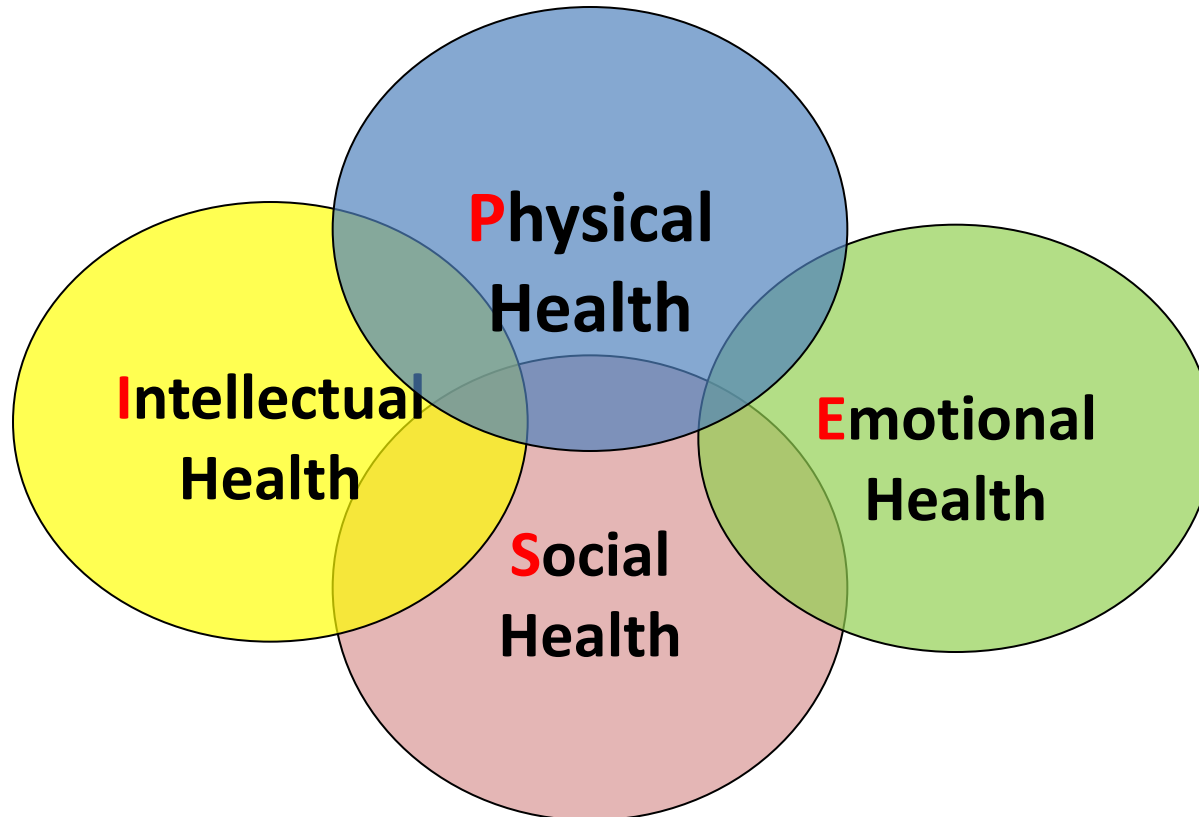
The **WHO** constitution (1947) defines health as **a state of complete physical, mental and social well-being** and not merely the absence of disease or infirmity.



Unit 2 - Health and Well-being

Dimensions & Holistic Concepts of Health

PIES

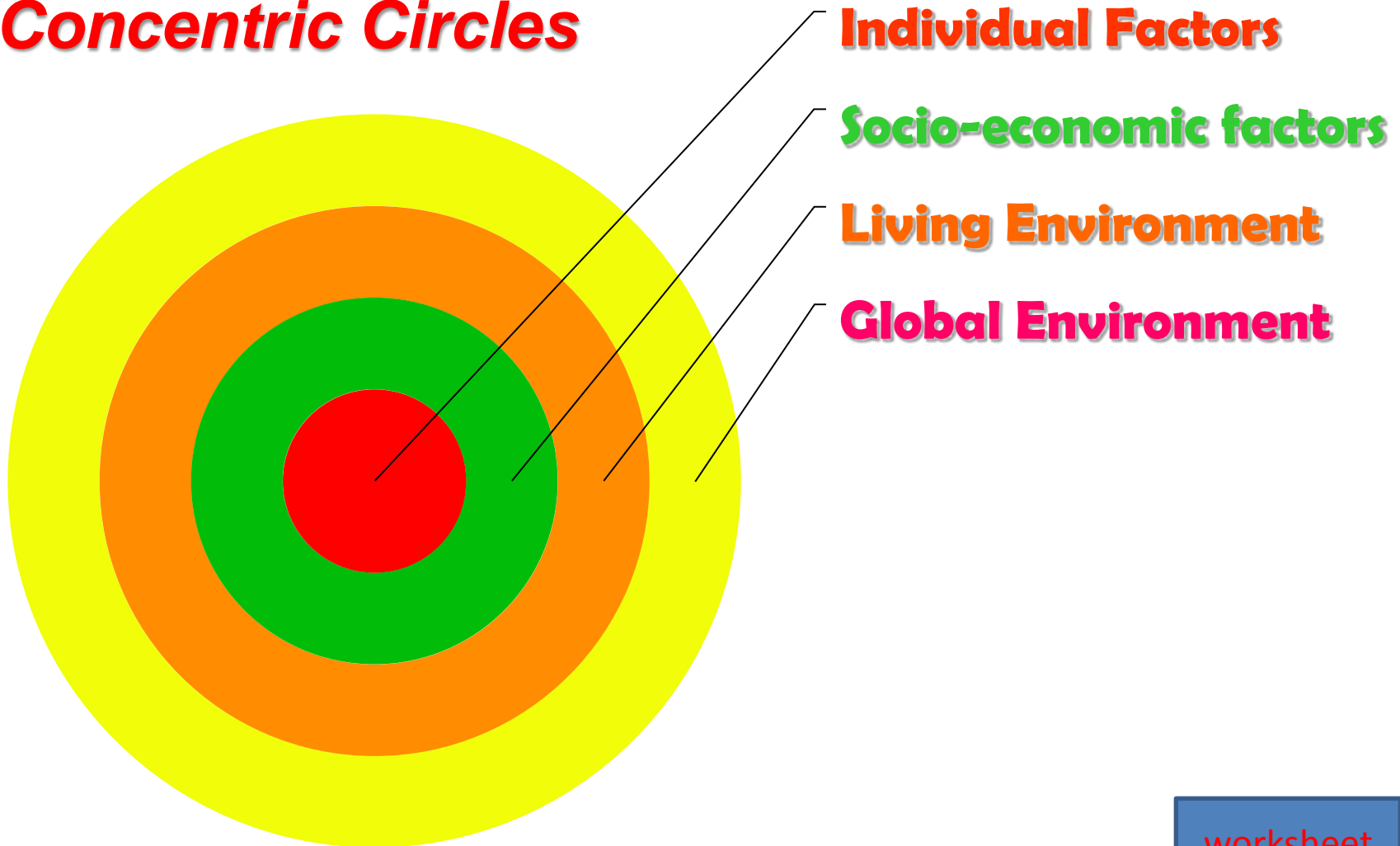


Holistic concept of health

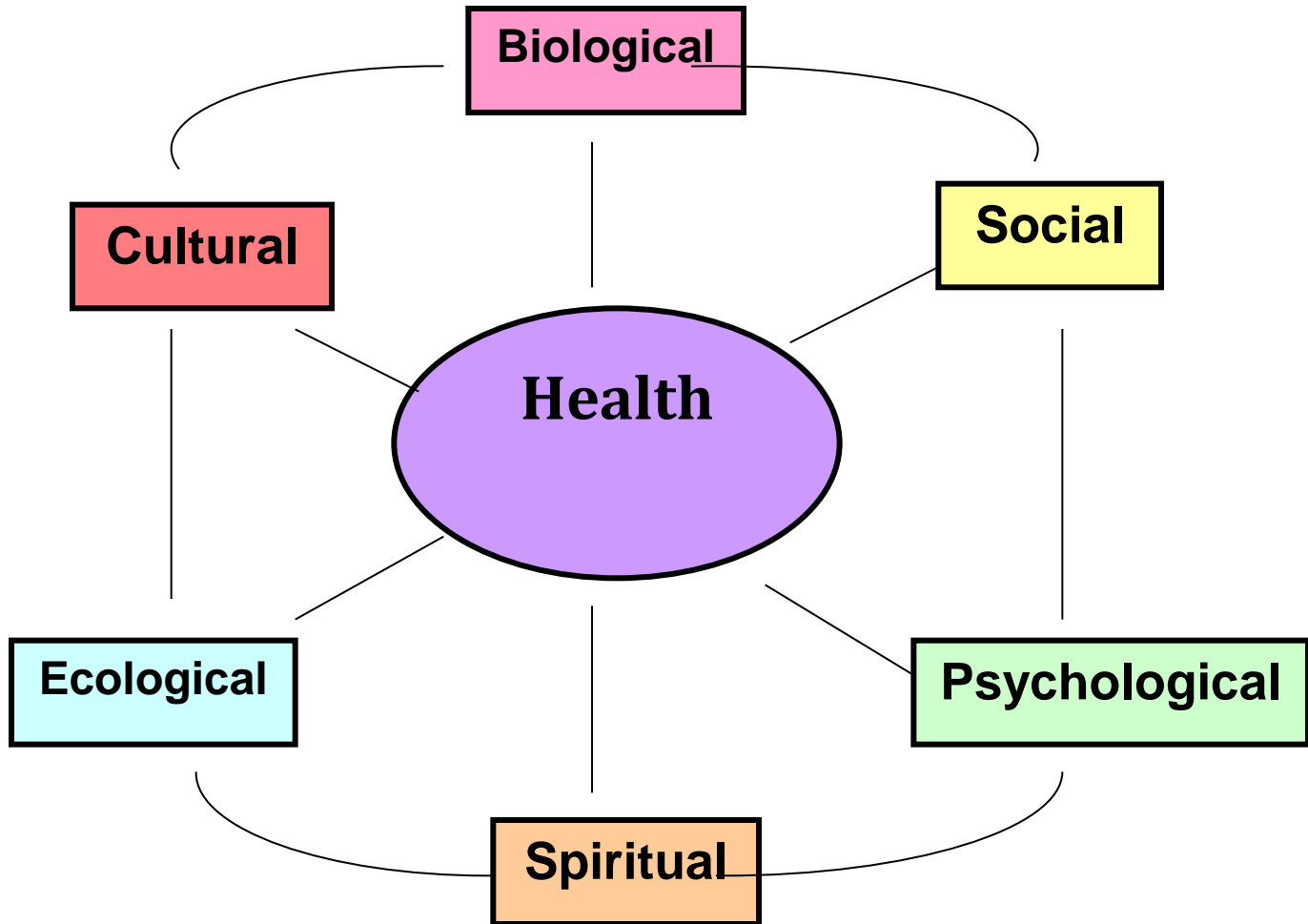
worksheet

Factors affecting Health & Well-being

Concentric Circles



Different perspectives of Health and Well-being



Different perspectives of Health and Well-being

Group Activity: Group presentation on different perspectives in analysing health

- Each group will be assigned **one perspective to study**
- Study the respective perspective from **the reading materials of introducing different perspectives in analysing health**
- **Prepare a powerpoint presentation** for the following aspects:
 1. Brief introduction of the respective perspective in analysing health
 2. The factors affecting health from the view of the respective perspective
 3. Find one new article or case about the health issue and then analyse the case or issue by the respective perspective

Different perspectives of Health and Well-being

Group Activity - Group presentation on different perspectives in analysing health (Assessment Rubrics)

- **Content of introduction of respective perspectives (10%)**
- **Case/news article analysis (10%)**
- **Expression of ideas and elaborations (5%)**
- **Design of presentation (5%)**

Unit 2 – Health & well-being

Learning Outcome:

- **Board exhibition visit**
- **Construct concept map to summarize what we have learnt in unit 2**

Unit 2 – Health & well-being

Board exhibition visit

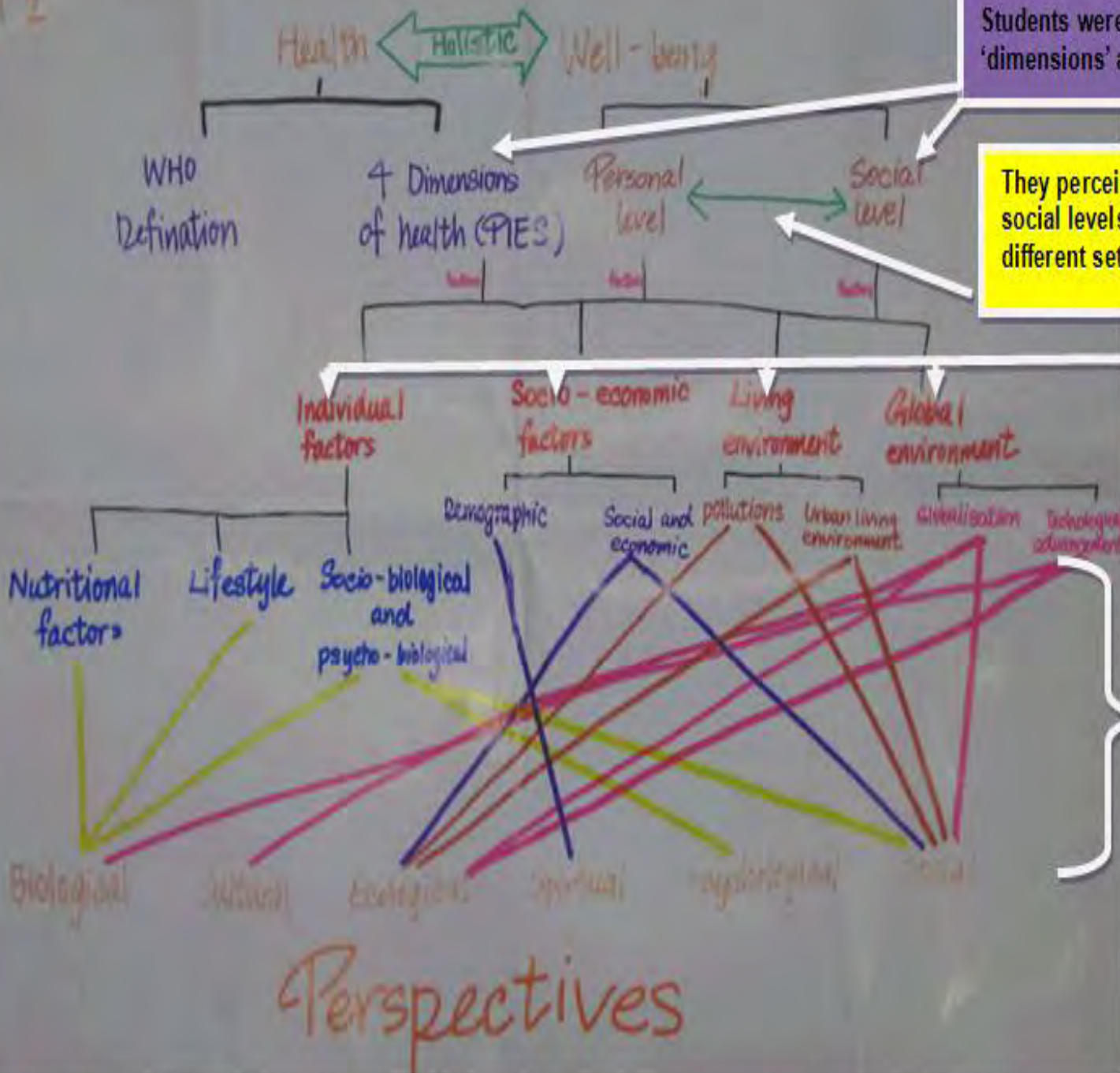
Group work:

- 3 groups: Identify **factors affecting health and well being** mentioned in the board exhibition
- 3 groups: Identify **different perspectives in examining health and well being** mentioned in the board exhibition.

Unit 2 – Health & well-being

Group work:

- **Construct concept map to summarize what we have learnt in unit 2**
- **Send one representative to present your group work**



Students were able to distinguish 'dimensions' and 'level'

They perceived factors at personal and social levels as a continuum, instead of two different sets.

Factors were grouped under the four main domains.

They were able to synthesize by relating two concepts: perspectives and factors. They understood that each perspective had its own focus on different factors.

Experience sharing on teaching the topic of Social well-being

Teaching Plan

5.6 Conflict Management

Conflict Mode Instrument

- suggested by Thomas Kilman
- Five methods of handling conflicts

Compromise

Sometimes I win,
sometimes I lose

Collaboration

I win, you win

Avoidance
I don't care

Competition

I win, you lose

Accommodation

I lose, you win

Self-concern or Assertiveness

Low

Low

Cooperation with others

Hi



5.6 Conflict Management



5.6 Conflict Management

- What to do
 - What are the positive effects of conflicts?
- ✓ When the conflict is handled properly, problem will be solved.
 - ✓ Both parties will be able to learn how to negotiate with to others to achieve personal growth.

What you've learnt in unit 5

➤ Different types of relationship

Family
relationships

Peer
relationships

Working
relationships

Infancy

childhood

Adolescent

Adulthood

Elderly

What you've learnt in unit 5

Group activity

- Each group will be assigned for **one relationship**
- Construct a **concept map** to **summarize what you've learnt about the assigned relationship** in unit 5

What you've learnt in unit 5

Group presentation

Time allowed for each group: 3 minutes

Framework of learning unit 5

WHAT

Study on different type of relationships

WHY

The importance of such type of relationship

HOW

Ways to maintain and develop healthy relationship

HOW

Strategies in resolving conflicts

Application of knowledge in unit 5

Case study activity

- Each group will be responsible for one scenario
- Discuss within your group with the help of guiding questions

worksheet

Application of knowledge in unit 5

Group presentation

Time allowed for each group: 3 minutes

Application of knowledge in unit 5

Scenario 1

Tom arrives home and tells his wife Mary that he has been offered a promotion. It will mean moving area and house. Mary does not want to move as it will mean disrupting her career, leaving friends and moving their children's school. Tom feels Mary should support him.

Application of knowledge in unit 5

Scenario 2

David has been employed as a supervisor in the same department for 4 years. He is well respected and does a good job. A new supervisor has recently been appointed whom he has to work with. They are continually re-organising the section, re-prioritising work which he has allocated and questioning his judgement openly.

Application of knowledge in unit 5

Scenario 3 & 3a

Fanny is 15 years old. Her parents are very anxious about her and don't want her to go out with boys or stay out late at night. Fanny has met a boy, Tony, whom she likes very much. She decides to go out with him one Saturday evening and tells her parents she is going to see her friend Mary. When Fanny gets back home, she finds her parents are furious with her. They phoned Mary who told them Fanny was not with her.

Application of knowledge in unit 5

Scenario 4

Nancy is discussing going on holiday with a group of 4 friends. Nancy would like to spend a bit of money and get a nice resort hotel. Her friends, especially one of them, is keen to have a budget holiday, self catering and a wild time! Nancy feels that the discussion is going their way. She wants to share this holiday though, otherwise she may have to miss out or go alone.

Unit 5: Social well-being

Learning objectives of this unit:

1. How do relationships affect personal health?
2. How can we develop and maintain the healthy relationships?

Unit 5: Social well-being

The magic of maintaining
healthy relationship

星期二檔案－追踪康和健

Unit 5: Social well-being

Respect
Communication

Unit 5: Social well-being

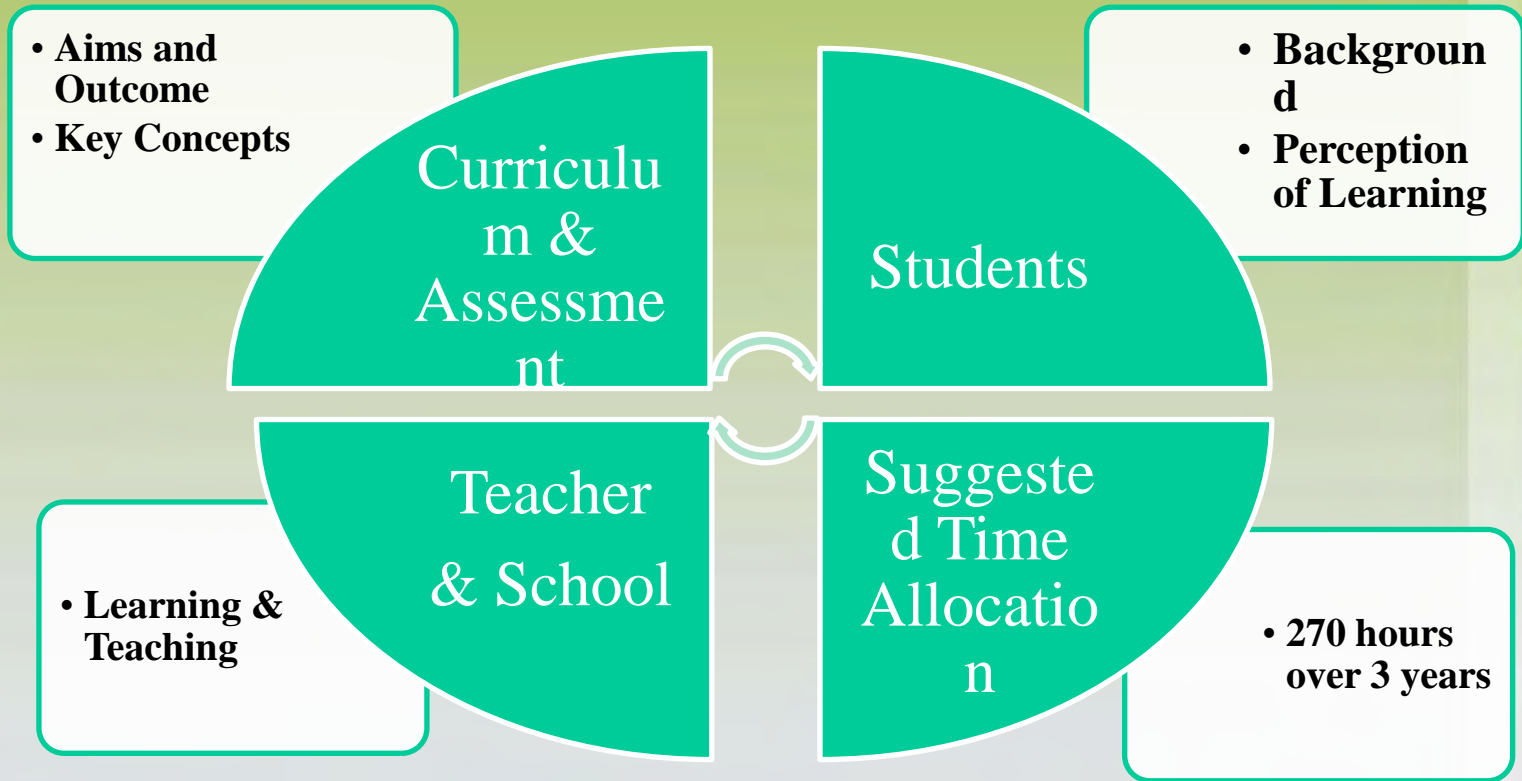
Healthy relationships

More happy and healthy

Act out

Health Education Festival

Curriculum and Assessment Planning



Preconceptions

Fish Story Guess Game

- Students



Understanding Your Students

- Preconceptions
- Prior knowledge
- Socio –economic background
- Family background
- Experience

How do your students learn?

- What are their perceptions about learning?
- What are their impressions about your lessons?

Feedback and Scaffolding

Illustrate with

- A photo of walking up stairs with many stop signs
- A photo of walking up a road leisurely

Examples of Support Measures

- **On going Teacher Professional Development Programmes**
 - *Understanding and Interpreting the Curriculum*
 - *Learning and Teaching*
 - *Assessing Student Learning*
 - *Knowledge Enriching*
- **Regular HMSC Learning Community meetings**
- **HMSC Seed Project**

ETV – Education Magazine

Programme 35

HMSC

<http://etv.edb.gov.hk/nss/disk3/edm35.wmv>

Purpose

- To support teachers in preparing for the learning and teaching of HMSC

Development

- Informal monthly meetings from Dec 2006 to present
- Collaborative Lesson Preparation, Issues and Concerns

Thank You!