

**School Survey on the Updating of the  
Personal, Social and Humanities Education Key Learning Area  
Curriculum (Primary 1- Secondary 6)**

School Name: \_\_\_\_\_

School Number:

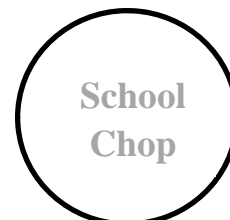
Primary school       Secondary school

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Name of Contact Person: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_



**Background**

**Ongoing Renewal of School Curriculum - *Focusing, Deepening, Sustaining***

In order to sustain the Learning to Learn curriculum reform launched in 2001 and to keep abreast of the various contextual changes in society over the past decade or so, we are entering into a stage of sustainable and ongoing curriculum renewal and updating (also known as “Learning to Learn 2.0”). In this new phase of curriculum renewal, the educational aims of promoting whole-person development and lifelong learning as well as the overall curriculum framework and learning goals will be kept. The curriculum will remain learner-centred and continue to focus on learning and teaching. However, to maintain Hong Kong’s competitive edge and to prepare our students well for the local and global changes taking place in various fields, key emphases for the curriculum renewal are recommended, which are to be focused on, deepened and sustained in school-based curriculum development, so that the positive impacts of the Learning to Learn curriculum reform can be reinforced and students will be better equipped for future challenges.

**Purpose**

The purpose of this questionnaire is to collect views from: **principals, vice-principals, KLA Co-ordinators, subject panel heads and teachers in secondary schools**; and **school heads, deputy school heads, Primary School Master/Mistress (Curriculum Development) (PSM(CD)), and panel heads and teachers of General Studies in primary schools**, for the Curriculum Development Council on the broad direction of the onward curriculum development of the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA) in the context of the enhanced version of Learning to Learn 2001. Please refer to the *Consultation Brief on Updating the Personal, Social and Humanities Education Key Learning Area Curriculum (Primary 1 to Secondary 6)* for details (<http://www.edb.gov.hk/renewal>). It is part of the consultation on the updating of KLA curriculum guides, during which the content would be revisited and key emphases for the curriculum renewal would be proposed as suggestions for further development of the school-based curriculum in each KLA. In parallel, other stakeholders will be consulted through various channels, including briefing sessions and focus group interviews. The feedback collected will be consolidated to facilitate further deliberations on the updating of the PSHE KLA Curriculum Guide.

**Return of Questionnaire**

PSHE KLA Co-ordinator(s) and/or panel heads of PSHE subjects in secondary schools, as well as PSM(CD)s and/or panel heads of General Studies in primary schools are advised to exchange views with the principal, vice-principal(s) and the panel members of the KLA concerned before responding to the questions and send the completed questionnaire, with the signature of the principal and the school chop and using the enclosed self-addressed envelope, by mail to the Council and Secondary Section of the Curriculum Development Institute, Education Bureau (13/F, Wu Chung House, 213 Queen's Road East, Wanchai, Hong Kong) by **15 February 2016**. For the PSHE KLA, schools are expected to return **ONE questionnaire** only. For enquiries, please contact Ms HO Wai-han at 2892 5865. All information will be kept strictly confidential and only used for the purpose of updating the PSHE KLA Curriculum Guide. No information on individual schools will be revealed.

Please refer to the *Consultation Brief on Updating the Personal, Social and Humanities Education Key Learning Area Curriculum (Primary 1 to Secondary 6)* when responding to the following questions.

**Please express your school's views by blackening the appropriate circles in the following items and provide other comments in the spaces provided.**

<p>1.</p>	<p>To what extent does your school agree that the overarching aim and learning targets of the PSHE KLA curriculum should remain unchanged in the next five to ten years? <i>(Please refer to Consultation Brief, Section 2.1.1)</i></p>					
	<table border="1"> <thead> <tr> <th data-bbox="932 551 1043 624">Strongly agree</th> <th data-bbox="1043 551 1155 624">Agree</th> <th data-bbox="1155 551 1267 624">Disagree</th> <th data-bbox="1267 551 1378 624">Strongly disagree</th> <th data-bbox="1378 551 1501 624">No opinion</th> </tr> </thead> </table>	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
Strongly agree	Agree	Disagree	Strongly disagree	No opinion		
<p>(A) The overarching aim of the PSHE KLA curriculum should remain unchanged</p>	<table border="1"> <tr> <td data-bbox="932 624 1043 707" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1043 624 1155 707" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1155 624 1267 707" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1267 624 1378 707" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1378 624 1501 707" style="text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<p>(B) The learning targets of the PSHE KLA curriculum should remain unchanged</p>	<table border="1"> <tr> <td data-bbox="932 707 1043 790" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1043 707 1155 790" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1155 707 1267 790" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1267 707 1378 790" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1378 707 1501 790" style="text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<p>2.</p>	<p>To what extent does your school agree with the proposed updating of the learning objectives for the six strands of the PSHE KLA curriculum? <i>(Please refer to Consultation Brief, Section 2.1.1 and Appendix 4)</i></p>					
	<table border="1"> <thead> <tr> <th data-bbox="932 954 1043 1032">Strongly agree</th> <th data-bbox="1043 954 1155 1032">Agree</th> <th data-bbox="1155 954 1267 1032">Disagree</th> <th data-bbox="1267 954 1378 1032">Strongly disagree</th> <th data-bbox="1378 954 1501 1032">No opinion</th> </tr> </thead> </table>	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
Strongly agree	Agree	Disagree	Strongly disagree	No opinion		
<p>Necessary updating of the learning objectives of the PSHE KLA curriculum will be made, including refinement of existing learning objectives, incorporation of new learning objectives and deletion of obsolete learning objectives</p>	<table border="1"> <tr> <td data-bbox="932 1032 1043 1171" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1043 1032 1155 1171" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1155 1032 1267 1171" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1267 1032 1378 1171" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1378 1032 1501 1171" style="text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<p>Other comments:</p>						
<hr/>						
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3. To what extent does your school agree with the key emphases for the updating of the PSHE KLA curriculum? (*Please refer to Consultation Brief, Section 2.1.2*)

Key Emphases for Curriculum Updating		Strongly agree	Agree	Disagree	Strongly disagree	No opinion
<b>(A) Focusing</b>						
1.	Humanistic qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Entrepreneurial spirit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>(B) Deepening</b>						
1.	Basic Law education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	e-Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Generic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>(C) Sustaining</b>						
1.	Promotion of national understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Language across the Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other comments:

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4. To what extent does your school agree to the proposed updates/additions/suggestions put forth in the PSHE KLA curriculum?

Major Areas of Updates		Strongly agree	Agree	Disagree	Strongly disagree	No opinion
<b>(A) Curriculum framework</b> ( <i>Please refer to Consultation Brief, Section 2.2 and Appendices 2-7</i> )						
1.	Incorporation of key emphases for the curriculum renewal as important directions for curriculum development in the updated PSHE KLA curriculum framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Continued emphasis on the importance of an open and flexible curriculum framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Changes made to sub-strands in Strands 2-6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Refinement of existing core elements, incorporation of new core elements and deletion of obsolete core elements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Continued emphasis on the enhancement of the learning of Chinese history and culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Emphasis on nurturing humanistic qualities in students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Emphasis on nurturing entrepreneurial spirit in students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Promotion of national understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Strengthening of Basic Law education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major Areas of Updates		Strongly agree	Agree	Disagree	Strongly disagree	No opinion
10.	Promotion of e-learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Promotion of Language across the Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	<p>Grouping of the nine generic skills* into:</p> <p>(i) three clusters, namely Basic Skills, Thinking Skills and Personal and Social Skills</p> <p>(ii) generic skills in an integrative approach (e.g., Collaborative Problem Solving Skills, Holistic Thinking Skills)</p> <p>* Please also refer to the <i>Overview for Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining, Appendix I, pp. 18-19 at:</i>  <a href="http://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Overview_e_2015Dec.pdf">http://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Overview_e_2015Dec.pdf</a></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	<p>Continued emphasis on the importance of nurturing the development of positive values and attitudes in students, in particular the seven priority values and attitudes, as well as students' abilities to apply and reflect on these values and attitudes in different situations*</p> <p>* Please also refer to the <i>Overview for Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining, Section 12, p. 11 at:</i>  <a href="http://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Overview_e_2015Dec.pdf">http://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Overview_e_2015Dec.pdf</a></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>(B) Pedagogies</b> (Please refer to Consultation Brief, Section 2.3)						
1.	Continued emphasis on:					
	(i) enquiry learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(ii) project learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(iii) life-wide learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(iv) catering for learner diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Promotion of:					
	(i) e-learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(ii) Language across the Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>(C) Assessment</b> (Please refer to Consultation Brief, Section 2.4)						
1.	Continued emphasis on:					
	(i) providing timely and quality feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(ii) engaging students in assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(iii) emphasising the alignment between junior and senior secondary levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(iv) using a variety of assessment modes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(v) catering for the diverse learning needs of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Promotion of e-assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Major Areas of Updates		Strongly agree	Agree	Disagree	Strongly disagree	No opinion
<b>(D) Curriculum planning and management</b> <i>(Please refer to Consultation Brief, Section 2.5)</i>						
1.	Continued emphasis on a balanced coverage of the six strands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Highlighting the following important considerations:					
	(i) interfacing between Key Stages of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(ii) interfacing with other KLAs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(iii) links between knowledge, skills and values and attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(iv) different modes of curriculum organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(v) allocation of curriculum time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Using “the five-stage cycle of curriculum planning” to plan the PSHE KLA curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other comments:

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5. To what extent does your school agree that the exemplars in the Brief help illustrate how the key emphases for the curriculum renewal can be incorporated into the PSHE KLA curriculum? *(Please refer to Appendix 6)*

- Strongly agree     Agree     Disagree     Strongly disagree     No opinion

6. (a) Which of the following area(s) does your school require support most? *(You may blacken more than one circle.)*

- Understanding and interpreting the curriculum  
 Enrichment of subject matter knowledge  
 Curriculum planning and organisation (e.g. school-based curriculum design, cross-KLA/-subject studies)  
 Learning and teaching strategies to implement the key emphases for the curriculum renewal:

Please rank the three areas of support in order of importance from 1 to 3 where 1 is most important to your school.

- |                                     |                          |
|-------------------------------------|--------------------------|
| Humanistic qualities                | <input type="checkbox"/> |
| Entrepreneurial spirit              | <input type="checkbox"/> |
| Basic Law education                 | <input type="checkbox"/> |
| e-Learning                          | <input type="checkbox"/> |
| Generic skills                      | <input type="checkbox"/> |
| Promotion of national understanding | <input type="checkbox"/> |
| Language across the Curriculum      | <input type="checkbox"/> |
- Catering for learner diversity  
 Strategies to promote assessment for learning and assessment as learning  
 Review of the PSHE KLA curriculum

	<p>(b) Which of the following support measures can best address your school's needs and concerns in incorporating the major areas for updates in the PSHE KLA curriculum? <i>(Please refer to Consultation Brief, Section 3) (You may blacken more than one circle.)</i></p> <ul style="list-style-type: none"><li><input type="radio"/> Professional development programmes</li><li><input type="radio"/> Learning and teaching resource packages</li><li><input type="radio"/> School-based support</li><li><input type="radio"/> Online resources provided by the EDB (e.g. One-stop Portal for Learning and Teaching Resources, PSHE Section website)</li><li><input type="radio"/> Others (Please specify)</li></ul> <hr/> <hr/> <hr/>
7.	Does your school have other suggestions on the updating of the PSHE KLA curriculum?

***– The End –  
Thank you very much!***