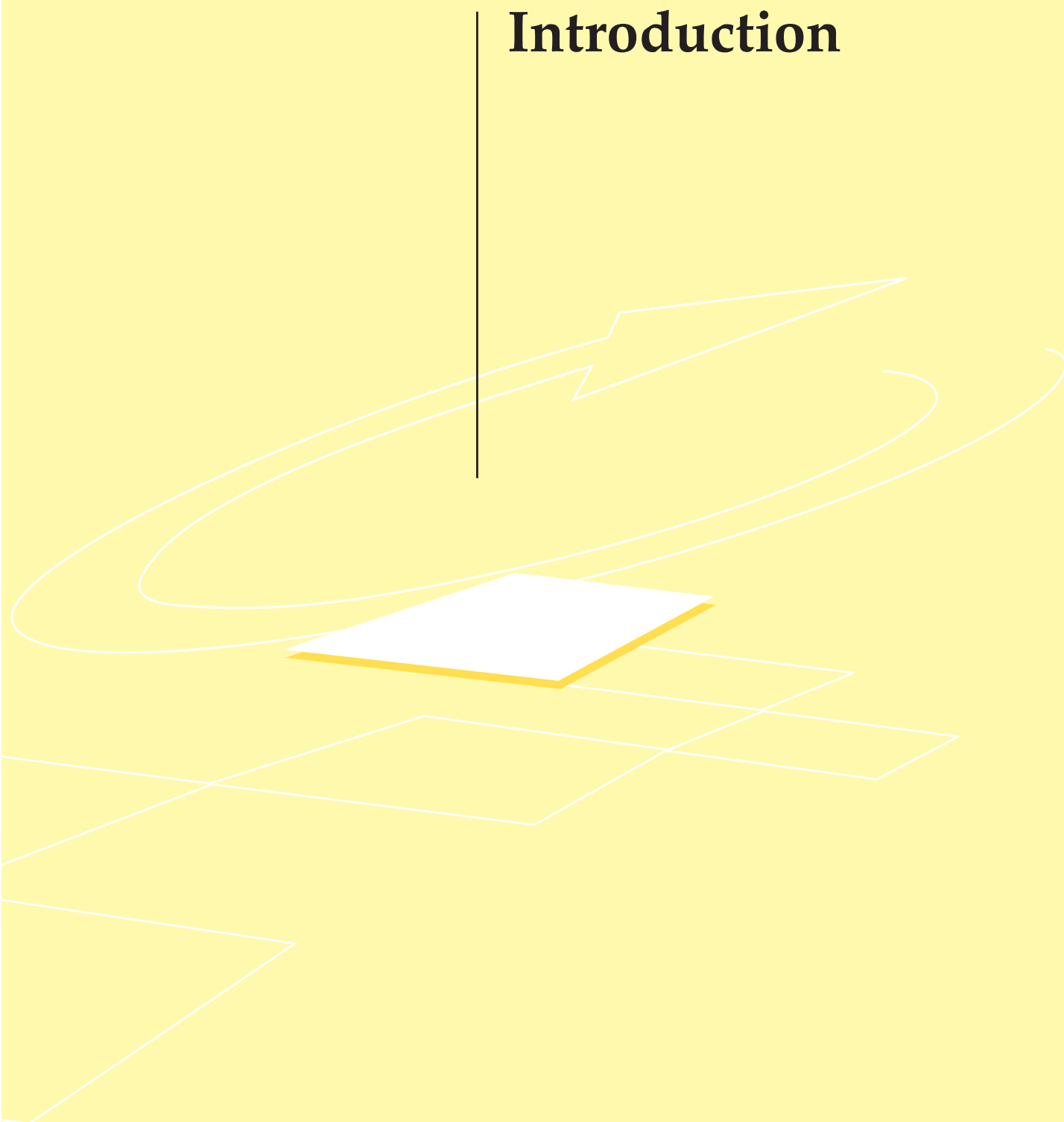


Chapter 1

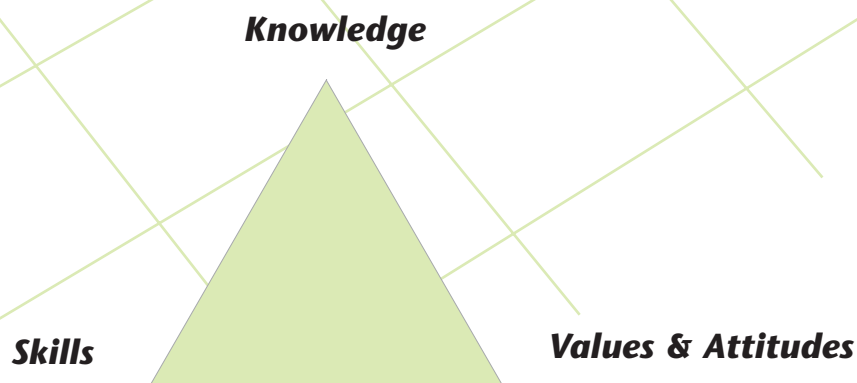
Introduction



1. INTRODUCTION

1.1 What is a Key Learning Area (KLA)

A Key Learning Area (KLA) is an important part of a curriculum. It is founded on fundamental and connected concepts within major fields of knowledge which should be acquired by all students. A KLA provides a context for the development and application of both generic skills (e.g. creativity and skills of communication, critical thinking and collaboration) and subject-specific skills, positive values and attitudes through appropriate use of learning and teaching activities and strategies. It serves as a context for the construction of new knowledge and the development of understanding. The studies offered in each KLA may have an academic, social or practical orientation or a combination of these, depending on their purpose(s). They can be organised into subjects, modules, units, tasks or other modes of learning.



1.2 Position of Physical Education (PE) KLA in the School Curriculum

PE is one of the eight KLAs¹ and five essential learning experiences² (please refer to Booklet 1 Overview of the Curriculum Reform — Reflecting on Strengths and Getting Ready for Action of the Basic **Education Curriculum Guide – Building on Strengths** (2002)). It provides all students with essential life-long learning experiences for whole-person development in the domains of ethics, intellect, physical development, social skills and aesthetics. Students are entitled to have the learning experience in PE throughout their primary and secondary schooling. It is suggested to allocate 5%-8% of the total curriculum time for PE KLA in both primary and secondary schools.

¹ Eight KLAs: Chinese Language Education, English Language Education, Mathematics Education, Personal, Social and Humanities Education, Science Education, Technology Education, Arts Education and Physical Education.

² Five essential learning experiences: Moral and civic education, intellectual development, community service, physical and aesthetic development, career-related experiences.

To achieve the ultimate aims of whole-person development in education, PE deals with "education through the physical". It provides quality education through a variety of physical activities that help educate students to be responsible people and contributing members of the society, the nation and the world. The strands of PE are motor and physical skills, health and fitness, sports-related values and attitudes, knowledge and practice of safety, knowledge of movement, and aesthetic sensitivity.

PE develops students' physical competence, cognitive domain, creativity, collaboration skills, social skills and enhances their physical fitness. It also improves their confidence and competitiveness in sport, as well as strengthens their ability to use these attributes in performing a wide range of physical activities associated with the development of an active and healthy lifestyle (please refer to 2.2.1 Strands and Learning Targets).

PE provides quality education through physical activities to achieve the ultimate aims of whole-person development in education.



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1.3 Rationale and Direction for Development

The development of PE curriculum is built on the current strengths of learning and teaching in PE, and the public concern on PE and the wellness of individuals. Apart from the acquisition of physical skills, physical fitness training and leisure activities, the rationales for development of PE are to:

- ◆ nurture students' positive attitudes towards PE;
- ◆ motivate students to regularly participate in physical activities; and
- ◆ help students acquire a healthy lifestyle.

Thus, PE fulfils the five Chinese virtues in the aims of education.

On the other hand, the directions for development of PE are shown as below:

- ◆ It is based on the good past experiences (including the contributions made by PE teachers) and teaching strategies, new trends in education and new practices in learning and teaching.
- ◆ Keeping the merits of the existing syllabuses, the suggested framework emphasises not only the physical skills, but also the concept of learner-focused approach to stress the cultivation of learning elements such as generic skills, values and attitudes as the foundation for life-long and life-wide learning³.
- ◆ To suit the needs of students, schools may incorporate flexible use of time, space, resources and facilities available within and outside schools to work out a school-based curriculum (please refer to 3.2 Connecting School-based Curriculum Development to Central Curriculum), which is in line with the overall aims of the school curriculum.

³ Life-wide learning: Learning in different environments: in the classroom, school, home, community and work place. The learning experiences gained in these different environments complement each other.

1.4 Strategies for Development

With reference to the central curriculum, school can design the PE curriculum according to individual school culture, environment, resources, facilities, teacher expertise, student needs, parent expectations, community resources, etc (please refer to 3.1 A Balanced Curriculum, 3.2 Connecting School-based Curriculum Development to Central Curriculum and 3.3 Curriculum Content). When designing the PE curriculum, physical activities should constitute the major part of most lessons. The strategies for development are to take progressive steps and gradual changes, in order to coordinate and focus efforts on creating student learning space and improving the quality of learning. Base on assessment, curriculum development should be a continuous improvement process to bring out the effective learning. The government supports schools with resources and services in the form of collaborative research and development projects, teacher development programmes, etc (please refer to 6.1 Support from the Education Department).

Three phases of PE curriculum development are presented as below:

1.4.1 Short-term (2001-02 to 2005-06)

Education Department:

- ◆ Formulates a coherent and comprehensive PE curriculum for the four key stages⁴.
- ◆ Conducts curriculum research projects to collect school-based exemplars and good practices.
- ◆ Enhances teachers' development, and supplies teachers with new information of curriculum development and let them share their experiences.
- ◆ Provides web materials, references and exemplars for teachers' reference.

⁴ Key Stages: The 4 stages of schooling from primary to secondary: Key Stage 1 (P1-P3), Key Stage 2 (P4-P6), Key Stage 3 (S1-S3), Key Stage 4 (S4 and above).

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Schools:

- ◆ Develop a balanced school-based PE curriculum in line with the suggested framework. The curriculum should emphasise cultivating students' generic skills, positive values and attitudes and the promotion of the four key tasks⁵.
- ◆ Provide students with life-wide learning opportunities.
- ◆ Promote various physical activities and the concept of "life-style physical activities" to students.
- ◆ Use different assessments to facilitate students' learning.
- ◆ PE teachers act as teachers, coaches, facilitators and coordinators to promote PE in their schools.
- ◆ PE teachers act as role models for life-long learning in skills, knowledge, and attitudes.

1.4.2 Medium-term (2006-07 to 2010-11)

Education Department:

- ◆ Evaluates and develops appropriate models to enrich life-wide and life-long experiences of students in PE.
- ◆ Develops appropriate career links.
- ◆ Formulates a more comprehensive and balanced curriculum to match with the secondary school system.

Schools continue the work in the short-term phase, develop practical and suitable school-based strategies according to the needs of the school to facilitate the delivery of PE.

⁵ Four Key Tasks: Moral and civic education, Reading to learn, Project learning and Information technology for interactive learning.

1.4.3 Long-term (Beyond 2011)

Education Department:

- ◆ Strengthens the efficacy of PE in the school curriculum.
- ◆ Consolidates the school-based curriculum and strengthens the role of PE in students' whole-person development which are in line with the trend of education.

Schools continue the work in the short-term and medium-term phases which is in line with the curriculum development.

Parents' supports and devotions are very important to the implementation of PE curriculum.



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1.5 Building on Strengths

When designing school-based PE curriculum, schools should consider the context of education in Hong Kong, including historical and cultural factors to build on the existing strengths and to advance. The following table summarises the existing strengths of PE in Hong Kong, and suggestions for enhancement of curriculum development:

Existing strengths of PE in Hong Kong	Suggestions for enhancement of curriculum development
<p>The conditions of schools:</p> <ul style="list-style-type: none">• Students in general like physical activities.• Schools in general have basketball courts and covered playgrounds and also make use of public sports facilities.• PE teachers have received professional training in the teaching of PE and are generally enthusiastic in teaching.• Schools generally support the promotion of physical activities and sports.	<p>The conditions of schools:</p> <ul style="list-style-type: none">• Stressing a learner-focused approach when designing the curriculum.• Fully using the resources and facilities within and outside schools.• Strengthening teachers' professional development, especially in the rationale, cognitive domain and application of the curriculum development.• Promoting "sports for all" and "lifestyle physical activities".
<p>Hong Kong and the Mainland have become one after the Return of Sovereignty in 1997. The achievement of Mainland sports and athletes are directly influencing Hong Kong students.</p>	<p>Incorporating the development and achievement of sports in China into the PE curriculum to deepen students' knowledge on Chinese culture and strengthen their sense of national identity.</p> <p>Teachers should keep abreast of the PE curriculum development in Mainland and integrate its strengths to suit the schools.</p>
<p>Outstanding achievements in certain sports by Hong Kong athletes have encouraged students' participation in those sports. This has also helped cultivate a new generation of potential athletes.</p>	<p>Schools should keep abreast of new trends in sport, invite outstanding athletes to give talks and demonstrations, encourage students to actively participate in activities to excel in sport, and nurture their attribute of perseverance.</p>

Existing strengths of PE in Hong Kong	Suggestions for enhancement of curriculum development
<p>The government is willing to provide resources to schools to create space for students. Schools may hire instructors and coaches to take charge of PE related co-curricular activities.</p>	<p>Schools should have the vision and unified direction in terms of resource allocations to guide the development of PE curriculum, and establish their sports culture.</p>
<p>The resources and facilities of public, community and sports governing bodies have provided more choices for schools.</p>	<p>Schools should coordinate their new development in PE curriculum and the new trends of the modern society with the use of all public sports facilities possible.</p> <p>They can also use resources from the government and the community in concerto with their development, such as the "School Sports Programme", the "School Physical Fitness Award Schemes", and sports development programmes organised by sports governing bodies.</p>
<p>The society in general promotes the wellness of individuals. This is beneficial for the promotion of PE.</p>	<p>Adding sports-related news, popularity of sport and current trends into the curriculum, e.g. introducing students "Healthy Exercise for All" launched by the Leisure and Cultural Services Department, the "World Health Day" by the World Health Organisation and the "World Heart Day" by the Hong Kong College of Cardiology.</p>
<p>Sports-related researches and the setting up of the Quality Education Fund are helpful for schools to promote PE.</p>	<p>Teachers who are dedicated, proactive and actively participating in curriculum development are important in nurturing sports culture.</p>

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Example 1: Outstanding athletes promote physical activities

Having the local outstanding athletes present the prizes on sports day, the winners are further aroused to excel.

(Source: HKCWC Fung Yiu King Memorial Secondary School)

