

Executive Summary of the Moral and National Education Curriculum Guide (Primary 1 to Secondary 6)

The Moral and National Education Curriculum Guide (Primary 1 to Secondary 6) is prepared by the Curriculum Development Council of Hong Kong. It is recommended for use in primary and secondary schools to implement the Moral and National Education (MNE) subject by the Education Bureau (EDB).

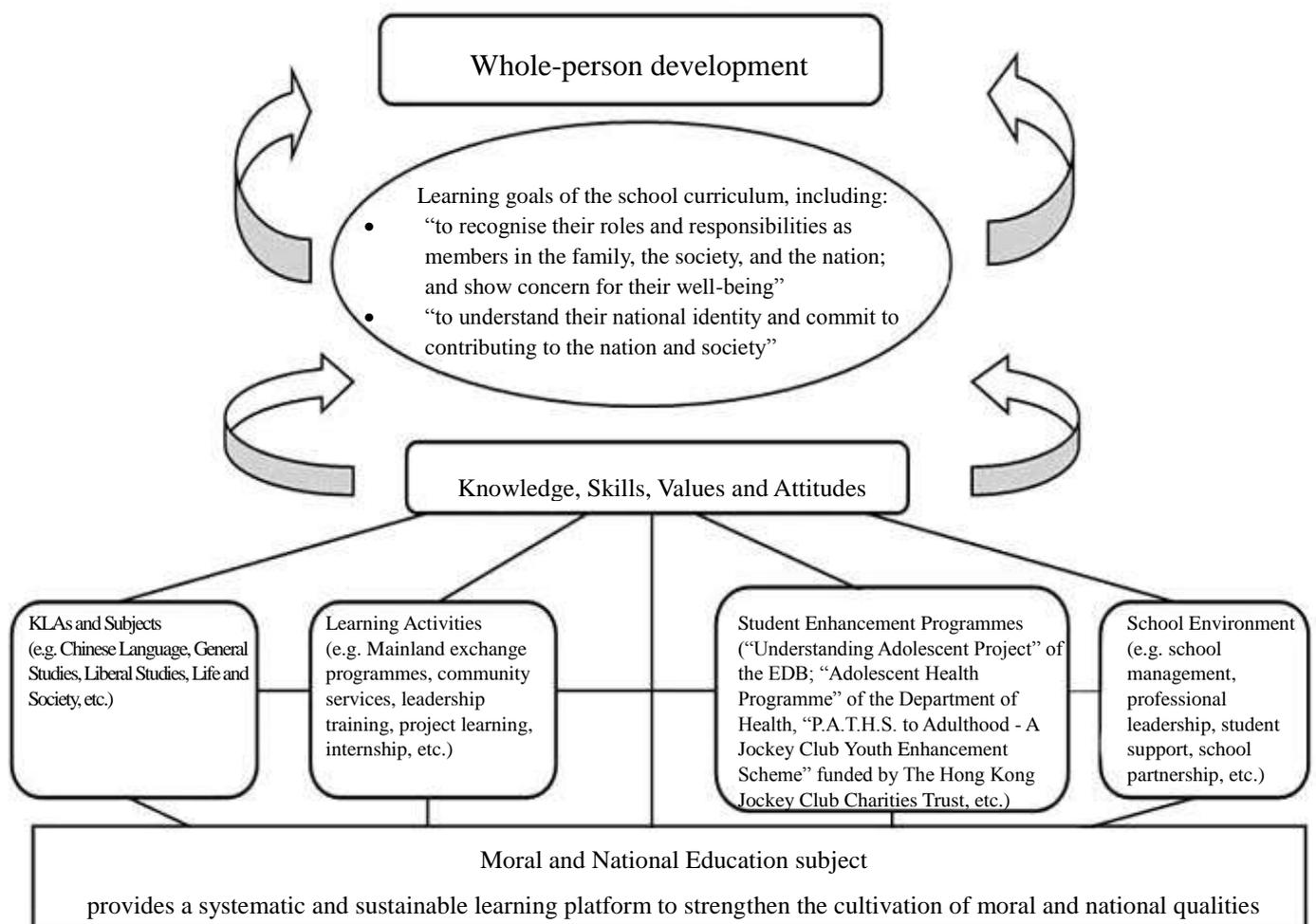
Key Messages

Chapter I: Introduction

- **Background:** Curriculum development is an ongoing process of enhancement. The position of moral and civic education has been set out in relevant curriculum documents. The Hong Kong Special Administrative Region is an inseparable part of the People's Republic of China. Since Hong Kong's return to the motherland, Hong Kong has fostered closer ties with the Mainland, leading to a general consensus among different sectors of society that national education is important to our younger generation. Thus, the Chief Executive stated in the "Policy Address 2010-11" in October 2010 that the Curriculum Development Council would be invited to review the curriculum framework for moral and civic education at primary and secondary levels. The MNE subject would be introduced to provide students with a systematic and sustainable learning experience that can cater for their developmental needs, and cultivate their moral and national qualities through a values-based curriculum.
- **Curriculum aims:** The MNE subject aims at cultivating students' positive values and attitudes through a continuous and systematic learning experience. It enables students to acquire desirable moral and national qualities, enriching their life and facilitating their identity-building in the domains of family, society, the country and the world. Apart from fostering in students aspirations and commitment to making contributions in the domains of family, society, the country and the world, the subject emphasises the development of students' independent thinking and autonomy so that they are able to distinguish right from wrong, and make informed decisions in a caring and reasonable manner.
- **Positioning of MNE in the school curriculum:** The MNE curriculum, which covers the four Key Stages in primary and secondary schools, is designed as a twelve-year curriculum in a holistic manner, providing a

continuous, daily-life and closely connected curriculum. The subject-based approach facilitates schools to have a more systematic and holistic planning and review of the implementation of MNE, including curriculum planning, learning and teaching strategies, assessment, etc., and ensures that students have a comprehensive and balanced MNE learning experience.

- Connection between MNE and KLAs/subjects and relevant learning experiences/activities:** The MNE subject is characterised by the cultivation of values that serve as the core of learning. The curriculum focuses on the implementation of MNE with life events as learning contexts. The MNE subject will also be encompassed in the learning of different KLAs/subjects and learning activities inside and outside school to help students identify and clarify values before these values are internalised and put into practice in daily life for the cultivation and consolidation of their moral and national qualities, thereby promoting whole-person development.



(Excerpted from Figure 1.2: Connection between the MNE subject and KLAs/subjects and related learning experiences/activities, Chapter I: Introduction)

- **Design principles of the curriculum:** The main design principles of the curriculum are based on the features and developmental needs of students at different Key Stages. Life events will provide entry points to help students enhance their identity in the personal, family, social, national and global domains, cultivate positive values and attitudes and acquire related knowledge and skills. Students will be able to lay a solid foundation for their growth with enhanced moral and national qualities, take action, enthusiastically participate and get well-prepared to make contributions to family, society, the country and the world through action and active participation.

Chapter II: Curriculum Framework

- **Design principles:** The MNE curriculum framework is designed to cultivate students' moral and national qualities by building on knowledge related to the topics covered in the various domains of the subject and including everyday life events in the learning contents. It is also developed on the basis of the knowledge, skills, values and attitudes that students acquire from different KLAs/subjects and related learning experiences/activities.



(Excerpted from Figure 2: Connections among various domains,
Chapter II: Curriculum Framework)

- **Curriculum contents at different Key Stages:** The adoption of a spiral learning approach at different Key Stages facilitates students to learn progressively and continuously in the same domain from junior level to senior. The holistic learning objectives for the five domains of the MNE subject include:
 - (a) **Personal domain:**

The overall learning objective for this domain is to help students develop the personal qualities of autonomy, self-love, self-discipline, self-confidence, etc, as well as positive attitudes and a healthy lifestyle, so that they are able to distinguish right from wrong, make reasonable judgements and put them into practice when facing adversities, doubts and challenges.
 - (b) **Family domain:**

The overall learning objective for this domain is to enhance students' recognition of their identity as a family member and understanding of their roles in the family, as well as help them maintain good relationships with family members and face family changes and challenges through developing their positive values and attitudes of care, sincerity and mutual respect, which are essential to leading a harmonious family life.
 - (c) **Social domain:**

The overall learning objective for this domain is to help students recognise their roles, rights and responsibilities in different situations, including contexts where they get along with friends, schoolmates and various people in the workplace and society, and be able to communicate and stay in harmony with them. Students are also enabled to show concern for society, actively participate in its development, and become informed citizens with independent thinking, insights and responsibility.
 - (d) **National domain:**

The overall learning objective for this domain is to help students enhance their national identity, understand their roles, rights and responsibilities as nationals, foster a sense of affection for the country, actively learn about the national situation and explore the opportunities and challenges of the country's development, such as achievements, difficulties, constraints and directions for improvement. It also helps students enhance national qualities such as the ability to distinguish right from wrong and to think independently. It encourages them to stay closely connected with the motherland, stand together in adversity, and contribute to the development and betterment of the country and its people.

(e) Global domain:

The overall learning objective for this domain is to guide students to recognise their roles, rights and responsibilities as global citizens, respect diverse cultures, and show concern for global issues with a view to enabling them to think from the perspective of a global citizen. It also enables them to make sound judgements in a caring and reasonable manner so as to foster world peace, justice, interdependence and sustainable development.

- **Suggestions on lesson time arrangement:** To provide sufficient learning opportunities for students and achieve the learning objectives of the MNE subject, schools should ensure that sufficient lesson time is allocated for the MNE subject. Schools should adapt the length and number of periods in accordance with the whole-school curriculum plans. The MNE subject should complement other related KLAs/subjects and learning experiences outside the classroom, such as learning activities and student development programmes so as to provide a holistic learning experience to promote MNE.

Primary to junior secondary

Based on the learning objectives and curriculum contents of the MNE subject, schools should flexibly allocate 3-5% of the total lesson time (around 1-2 periods per week) in the school timetable to implement the MNE subject in basic education (i.e. from Primary One to Secondary Three) (please refer to Chapter III: Curriculum Planning for specific suggestions on the MNE curriculum planning). Since schools should have already allocated appropriate lesson time for promoting moral and national education in different modes, they should be able to allocate lesson time for the implementation of the MNE subject.

Senior secondary

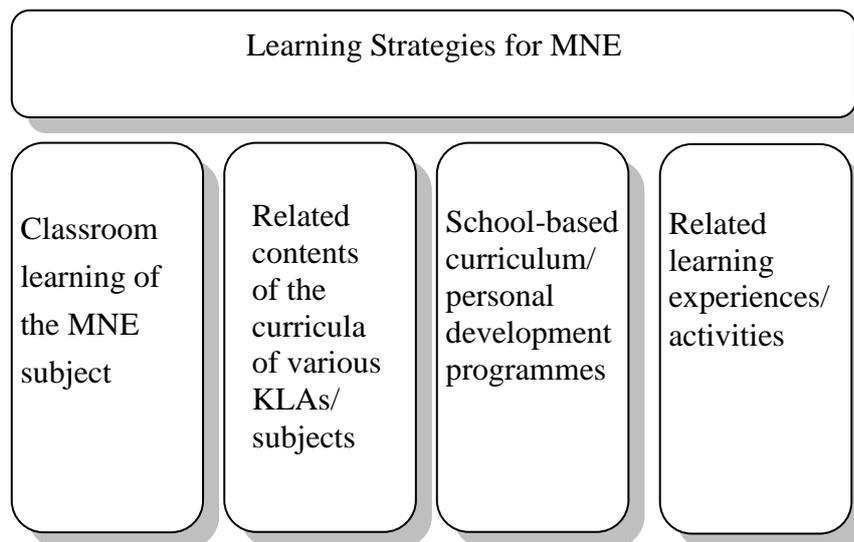
The learning objectives of Moral and Civic Education (MCE) in senior secondary are covered by Other Learning Experiences in which it is suggested that approximately 5% of the lesson time¹ be reserved for MCE, Community Service, etc., and Liberal Studies at senior secondary level, which covers part of the MNE curriculum, also helps promote moral and national education. The MNE curriculum planning at senior secondary level can be flexibly arranged and designation of fixed periods is not strictly required. However, schools must ensure that related learning objectives are fully addressed. Based on the understanding of students'

¹ Other Learning Experiences as suggested in the *Senior Secondary Curriculum Guide* are components of the Senior Secondary Curriculum in which at least 5% of the total lesson time (135 hours in 3 years) should be allocated to Moral and Civic Education, Community Service, and Career-related Experiences under Other Learning Experiences (OLE). Aims and expected outcomes of the above areas are designated for teachers to plan and implement OLE.

needs and progress, schools are also required to indicate how MNE has been implemented at senior secondary level in accordance with the specific learning objectives of the MNE curriculum in their Annual School Plan and School Development Plan. Meanwhile, the EDB will gather information to understand the implementation of MNE and the learning effectiveness of students at senior secondary level through various channels, including regular school visits, School Self Evaluation, External School Review, questionnaire surveys, etc.

Chapter III: Curriculum Planning

- **Planning direction:** The implementation of the MNE curriculum is on a “subject” basis. Curriculum planning should be based on the learning objectives of the MNE subject. Schools can help students strengthen their identity in various domains in view of the implementation of various KLAs/subjects as well as related learning experiences/activities and in coordination with the school contexts and students’ needs. Moreover, schools should integrate the implementation of MNE with school policies and daily practices such as team building, and guidance and discipline measures to provide a holistic learning environment and ample learning opportunities both inside and outside classroom for students to achieve the ultimate goal of the MNE subject of “cultivating people”.
- **Modes of implementation:** Suggestions for modes of implementing the MNE subject include:
 - (a) engaging students in classroom learning in the form of MNE lessons; making use of life events and issues from different domains as learning contexts to help students broaden their MNE knowledge base and cultivate their values;
 - (b) aligning the contents of various KLAs/subjects and the MNE curriculum to provide students with relevant knowledge, skills, values and attitudes, and enhance the learning and teaching effectiveness of the MNE subject;
 - (c) coordinating with school-based curricula such as life education lessons, personal growth lessons and student development programmes to cater for the needs of different schools and students, and facilitate the achievement of the learning objectives of the MNE subject; and
 - (d) providing related learning experiences/activities such as educational visits, exchange programmes and service learning opportunities in MNE learning in order to enhance students’ learning outcomes through authentic and real-life learning experiences.



(Excerpted from Figure 3.1: Learning strategies for MNE, Chapter III: Curriculum Planning)

- **Suggested modes of curriculum planning:** The curriculum framework and learning objectives suggested for the MNE subject aim to facilitate systematic curriculum planning in schools. Schools should adapt the curriculum and formulate specific learning objectives for all levels according to the curriculum aims and learning objectives for respective Key Stages, taking into consideration of the school contexts and students' needs. Schools should ensure a balanced approach towards the learning objectives and contents of the five domains to achieve the overall curriculum aims. Moreover, schools should provide students with comprehensive and balanced learning experiences through appropriate arrangements in view of the actual implementation of the school curricula (e.g. lesson time arrangement and curriculum effectiveness) and align with school learning activities (e.g. service learning, Mainland exchange programmes and co-curricular activity day) as well as school-based curriculum (e.g. lessons for life education, daily life education and personal growth education). When planning the MNE curriculum, the teaching teams have to cooperate to plan specific learning contents, teaching schedule, learning and teaching strategies, etc. Schools should also aptly use resources, support and diversified assessment strategies to enhance the learning and teaching of the MNE subject and continuously refine the curriculum.
- **Roles of stakeholders:** Stakeholders include school heads/principals, curriculum coordinators/MNE subject coordinator, teachers of the MNE subject, teachers of other subjects and parents. They should assume different roles in the promotion of the MNE subject and achieve teaching by aligning words with actions. Their roles include:

(a) School heads/principals

They should drive stakeholders towards the common goals, based on the learning objectives of the MNE subject and in consideration of the needs of the schools and students. They should lead and encourage teachers to implement the MNE subject through devising the “Annual School Plan” and the “School Development Plan” collaboratively. They should also be responsible for selecting the subject coordinator of the MNE subject, assist the formation of the teaching teams and encourage teachers to enhance their professionalism.

(b) Curriculum coordinator/MNE subject coordinator

They should understand fully the rationale, curriculum framework and implementation strategies of the MNE subject. They should lead MNE teachers to cultivate students’ moral and national qualities. They should communicate and collaborate with subject coordinators and relevant administration committees to enhance the overall learning effectiveness.

(c) MNE teachers

They should understand the concepts, objectives and curriculum framework of the MNE subject; plan the curriculum contents and devise strategies for learning, teaching and assessment; and participate actively in professional development and exchange programmes related to the MNE subject and put into practice what have been learnt to enhance the learning and teaching effectiveness.

(d) Other teachers

They should understand the objectives of and strategies for the implementation of the MNE subject, and join efforts with the MNE subject to cultivate students’ positive values and attitudes.

(e) Parents

Parents should support the promotion of MNE in school. They should keep in touch and maintain good communication with the school, and take an active part in school activities to jointly create a holistic learning and living environment for their children.

Chapter IV: Learning and Teaching

- **Guiding principles:** The learning and teaching of the MNE subject is student-centred. By integrating cognition, affection and action and placing equal emphases on learning and practice, the MNE subject helps cultivate

students' values and attitudes, enabling them to distinguish right from wrong, and enhance their independent thinking and judgement.

- **Learning and teaching process:** All stakeholders, including teachers, parents and students, play essential roles in the learning and teaching process of the MNE subject. They include:

(a) Teachers

To facilitate learning, teachers assume the roles of knowledge providers, moral enlighteners, learning facilitators and role models. They should respect independence and autonomy of students. Through teaching by aligning words with actions, they should also encourage students' participation and reflection.

(b) Parents

Parents should act as their children's role models. Teachers should include parent participation as one of the elements when designing learning activities to encourage parents to provide an environment conducive to cultivating the personal qualities of their children.

(c) Students

During the learning and teaching of the MNE subject, students should participate with enthusiasm, contemplate the issues concerned, be bold to express themselves, and at the same time respect others.

(d) Other stakeholders

Schools can enrich students' learning experiences through co-organising related activities such as project learning, visits and exchanges as well as service learning with tertiary institutions, government departments or non-governmental organisations.

- **Suggestions on learning and teaching strategies:** Teachers may choose appropriate learning and teaching strategies in view of practical needs. These strategies include:

(a) Teacher-student dialogues

During the process, teachers can give positive feedback on students' views and opinions, leading them to reflect on the values implicit in their words and deeds. A students' learning framework can be constructed to enable them to review and reflect upon their behaviour and beliefs, thus enhancing their understanding of the values they hold.

(b) Writing activities

Writing activities allow students to organise their thoughts without

being distracted by their surroundings and other sentiments. They enable a rational analysis on the issues concerned and lead to enhanced learning motivation.

(c) Group discussions

In clarifying values, teachers can act as facilitators to provide students with a free and open discussion platform. To avoid domination by a few and to stimulate deep and comprehensive thinking, every student is encouraged to participate in discussions.

(d) Discussion of controversial issues

The learning and teaching of controversial issues emphasises the thinking and judgement process experienced by students. Students should be guided to conduct analyses from diversified and multiple perspectives and make caring and reasonable judgements.

(e) Diversified modes of learning

Through different modes such as debates, role plays, group discussions and project learning as well as effective questioning, teachers should guide students to clarify the values embedded in the thinking process.

(f) Discerning events and topics for discussion from multiple perspectives

Teachers should guide students to understand events and topics for discussion in various domains from multiple perspectives, including the selection of “Character”, “Place”, “Event” and “Time” as entry points for thinking. For the national domain and the global domain, teachers can guide students to conduct an enquiry from the four analytical dimensions (namely “politics”, “society”, “humanities” and “technology”) so as to encourage a multi-dimensional understanding of the events and topics for discussion in each domain.

(g) Complementing “teaching by words” with “teaching with deeds”

“Teaching by words” includes discourse by teachers by means of explanation in the form of experience sharing and story-telling or sharing by the people involved, thus enhancing the learning effectiveness. “Teaching with deeds” emphasises the practice of good moral conduct by teachers or paragons in the daily life contexts.

Chapter V: Assessment

- **Assessment principles:** “Curriculum”, “assessment” and “pedagogy” are interconnected. Schools are suggested to flexibly adopt different modes of assessment, including “formative assessment” and “summative assessment”. Assessment should be conducted in three dimensions, i.e. “cognitive”, “affective” and “action” dimensions to facilitate student learning.
- **Assessment strategies:** The assessment strategies of the MNE subject stresses assessment for learning. Teachers should adopt diversified, continuous assessment strategies and provide positive feedback for students to reflect their learning performance and outcomes. The strategies will also serve as important reference for continuous refinement of the teaching of the MNE subject. When choosing assessment strategies for the MNE subject, teachers may consider the following key points:

(a) Principles

Based on the overall performance of students, teachers should adopt formative assessment and summative assessment strategies with flexibility by inviting different stakeholders to participate in assessment. At the same time, teachers should provide positive feedback in demonstration of students’ learning performance and achievements so as to enhance their confidence and help them develop positive attitudes.

(b) Direction

Assessment should aim at enhancing learning. Teachers should help students understand their performance in the MNE subject throughout the whole learning process under different learning contexts. In addition, teachers need to state explicitly to students the assessment objectives, methods and standards to enhance students’ learning motivation and effectiveness to facilitate their learning from assessment.

(c) Modes

Apart from teachers’ participation in assessment, schools can also consider, in view of the school contexts and needs, inviting other stakeholders, e.g. students, peers and parents to participate in assessment to reflect students’ learning performance and achievements from multiple perspectives.

(d) Time

To cater for practical needs, assessment may be conducted at different learning stages; for example, at timely intervals at the beginning, in the middle and at the end of the term. Continuous verbal and written feedback on students' performance will encourage their continuous improvement.

- **Modes of assessment and demonstration of learning outcomes:** Schools can use diversified modes to assess and demonstrate students' learning outcomes. Modes of assessment include integrating students' learning experiences with assessment, integrating project learning with assessment, understanding the learning effectiveness by self-assessment questionnaire, reflecting students' learning outcomes in student reports, demonstrating learning outcomes with learning portfolios and assessment through classroom learning and post-lesson assignments.

Chapter VI: Learning and Teaching Resources

- **Selection criteria:** Diversified learning and teaching resources and a wide range of multimedia resources should be used to meet students' needs for the MNE subject. Selected resources should enable effective demonstration of positive values and attitudes and facilitate learning from diversified and multiple perspectives.
- **Different types of learning and teaching resources:** The commonly used learning and teaching resources for the MNE subject include textual materials, non-textual materials, websites, learning scenes, experience sharing, as well as curriculum resources and support services provided by the EDB, other government departments and related organisations. Different types of resources have their own advantages and can be complementary to one another. Teachers should make use of different types of resources flexibly to improve learning and teaching effectiveness.
- **Management and development of learning and teaching resources:** Schools are encouraged to establish a mechanism for systematic resources management and development. The mechanism should be regularly reviewed and refined for broadening the learning and teaching resources for whole school participation, inter-school collaboration and inter-organisational cooperation.

Appendices and References

- **Appendices:** To meet the needs of the learning and teaching of the MNE subject, the appendices further illustrate the rationale of the curriculum and implementation strategies, including “Generic Elements in the School Curriculum: Values and Attitudes”, “Moral and National Education: Review Tools”, “Key Issues on Learning and Teaching through Life Events”, “Learning and Teaching of Controversial Issues “, “Discussion of Controversial Issues: Examples of Questions for Consideration”, “Suggestions for Modes of National Education”, “Moral and National Education: Assessment Form (Example)”.
- **References:** A list of over 700 entries, comprising references and websites from different regions, in Chinese and English, is provided for teachers’ reference to implement the MNE curriculum.

All comments and suggestions on the Curriculum Guide could be sent to Moral, Civic and National Education Section, Curriculum Development Institute, Education Bureau (Address: Room 402, 4/F, Kowloon Government Offices, 405 Nathan Road, Yau Ma Tei, Kowloon; email: mcne@edb.gov.hk).

Moral, Civic and National Education Section,
Curriculum Development Institute,
Education Bureau
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