

Primary School

To be filled in by

General Studies Coordinator\*

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

The Curriculum Development Institute (CDI) of the Education and Manpower Bureau has commissioned the Division of Social Studies of City University of Hong Kong to conduct the captioned Survey. 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 School Head or the representative of your school on or before 28 July 2003.

The survey will be conducted in an anonymous manner. All the information collected will be **kept in strict confidence** and will be used only for the evaluation of the curriculum implementation. 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 General Studies, please pass the questionnaire to the panel head or teacher who is most familiar with the subject. When filling in the questionnaire, the teacher should respond from the perspective of the General Studies 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
Students will <ul style="list-style-type: none"> <li>• recognize their roles and responsibilities as members of the family, society and the nation; and show concern for their well-being</li> <li>• understand their national identity and be committed to contributing to the nation and society</li> <li>• develop a habit of reading independently</li> <li>• engage in discussion actively and confidently in English and Chinese (including Putonghua)</li> <li>• develop creative thinking and master independent learning skills (e.g. critical thinking, information technology, and self-management)</li> <li>• possess a breadth and foundation of knowledge in the eight Key Learning Areas</li> <li>• lead a healthy lifestyle and develop an interest in, and appreciation of, aesthetic and physical activities</li> </ul>						

2. The statements below refer to the aims of the General Studies curriculum. To what extent do you agree with these aims?	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Don't Know
Every learner <ul style="list-style-type: none"> <li>• should maintain a healthy personal development and become confident, rational and responsible citizens</li> <li>• should recognise their roles and responsibilities as members of the family and society and show concern for their well-being</li> <li>• should develop a sense of national identity and be committed to contributing to the nation and the world</li> <li>• should develop curiosity and interest in the natural and technological world as well as understand the impact of science and technology on society</li> <li>• should develop a care and concern for the environment</li> </ul>						

3. The statements below refer to the short-term (2002-06) focuses of curriculum development in General Studies. 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"> <li>• To adapt the existing General Studies curriculum according to the new one by re-organizing the existing content and removing obsolete content so as to create more learning space</li> <li>• To promote thematic and project approaches in junior primary curriculum, and strengthen the interface with the kindergarten education so as to provide a smooth interface with the kindergarten curriculum</li> <li>• To adopt a thematic approach and a life event approach, to integrate students' learning experiences and to strengthen the role of General Studies in moral and civic education</li> <li>• To promote life-wide learning to widen the scope of learning beyond the school setting</li> <li>• To develop students' independent learning ability through diversified learning experiences including project learning, information technology (IT) for interactive learning, scientific exploration and the design of simple technological products</li> <li>• To enhance students' interest and curiosity in science and technology, and develop students' innovative abilities</li> <li>• To put emphasis on students' affective development and develop a sense of belonging to our community and home country</li> </ul>						

4. Have you read the following key curriculum documents? If you have, to what extent do you find the documents helpful in leading the General Studies 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>General Studies for Primary Schools Curriculum Guide (Primary 1 – Primary 6)</i>						
c) <i>Personal, Social &amp; Humanities Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)</i>						
d) <i>Science Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)</i>						
e) <i>Technology Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 3)</i>						

5. 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**

6. As a curriculum leader / teacher of General Studies, - 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) Plan a school-based curriculum to facilitate continuity across Kindergarten and Primary One										
h) Plan a school-based curriculum to facilitate continuity across Primary Six to Secondary One										
i) Lead teachers to design appropriate learning tasks and activities to help students work towards the learning targets and objectives										

	Confidence Level					Competence Level				
	Low < ----- > High					Low < ----- > High				
	0	1	2	3	4	0	1	2	3	4
j) Through the use of GS, cross-subject, or cross-KLA project learning to develop students' learning to learn ability										
k) Work collaboratively with the school head, the librarian and teachers in promoting a kind of reading culture in school										
l) Promote students' learning through reading										
m) Promote moral and civic education through learning and teaching of General Studies										
n) Incorporate life-wide learning activities										
o) Develop students' positive values through service learning										
p) Strengthen values education by using a life event approach										
q) Promote interactive learning through the use of information technology										
r) Use effective strategies to cater for learner diversity, e.g. make use of flexible grouping, readjust learning objectives, or vary the amount of support provided to students										
s) Use assessment as basis for providing feedback to students to enhance their learning										
t) Promote assessment for learning through adopting different modes of assessment (e.g. observation, discussion, oral report, portfolio, and project)										
u) Adopt assessment by different parties (e.g. peer assessment, self assessment, evaluation by parents)										
v) Assign various types of homework (e.g. drawing, oral presentation etc.) other than pen and paper or written assignment										

	Confidence Level					Competence Level				
	Low <-----> High					Low <-----> High				
	0	1	2	3	4	0	1	2	3	4
w) Set homework with the aid of different materials rather than relying on the General Studies workbook provided by the publisher										
x) Assign appropriate amount of homework and students should be given sufficient time for completing the homework.										
y) Select diversified learning resources to cater for students' learning need										
z) Utilise community resources to enhance life-wide learning										

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

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### Section C Teachers' Professional Development

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

	Not Effective	Slightly Effective	Effective	Very Effective	No Opinion
9. 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?					
a) Discussion among colleagues					
b) Collaborative lesson planning					

	Not Effective	Slightly Effective	Effective	Very Effective	No Opinion
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 the way and extent of effectiveness): _____					

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

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## Section D Effectiveness of Learning and Teaching Strategies

11. Has your school implemented the following strategies in the learning and teaching of General Studies? 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) Develop learning objectives from learning targets and design learning activities accordingly						
b) Develop school-based General Studies curriculum based on central curriculum framework						
c) Provide students with appropriate learning experiences related to the different strands, development of generic skills, as well as positive values and attitudes						
d) Adopt inquiry-based learning approach						
e) Use effective strategies to cater for learner diversity (e.g. make use of flexible grouping, adapt learning objectives, or vary the amount of support provided to students)						

	Not yet Implemented	Implemented, and it is				
		Not Effective	Slightly Effective	Effective	Very Effective	No Opinion
f) Adopt diversified modes of assessment to provide feedback for improving student learning						
g) Design appropriate assessment activities to replace some of the tests and examinations						
h) Use a wide variety of quality resources such as magazines and multimedia resources to complement the content of textbooks						

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

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### Section E Factors Affecting the Curriculum Reform

13. To what extent are the following factors helpful in implementing the General Studies curriculum reform in your school?	Not Helpful	Slightly Helpful	Helpful	Very Helpful	No Opinion
a) Teachers increasingly aware of the need to develop students' learning skills and positive values and attitudes through General Studies					
b) More schools develop different modes of planning in General Studies building on their strength and student need					
c) Students have greater interest in General Studies when it is learnt in daily life context					
d) More parents show support to General Studies learning					
e) Availability of more learning resources and opportunities for life-wide learning					
f) More opportunities for teachers to participate in the professional development of General Studies					



14. Have the following factors hindered, helped or not affected the implementation of the General Studies curriculum reform in your school?	Seriously Hindered	Slightly Hindered	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						

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

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## Section F Impact of the Implementation of the General Studies Curriculum Reform

16. To what extent do the students benefit from the implementation of the General Studies curriculum reform in your school?	Not Significant      < ----- >      Very Significant				
	0	1	2	3	4
a) Students' motivation and interest in learning General Studies are enhanced					
b) Students' communication skills are enhanced					
c) Students' critical thinking skills are enhanced					
d) Students' creativity is enhanced					
e) Students can develop a healthy lifestyle					

	Not Significant 0	< ----- > 1	2	3	Very Significant 4
f) Students can manage their daily life needs and live in a harmony with other people					
g) Students can develop a keen interest in observing the environment and cultivate a sense of curiosity in the natural and human world					
h) Students can develop an awareness of their role in society and their national identity					
i) Students can develop basic knowledge, investigative skills and problem-solving capabilities in science and technology					
j) Students can conduct inquiry with an open mind					
k) Students can connect what they have learnt to daily life					
l) Students can develop investigative skills and problem-solving capabilities to solve daily life problems					
m) Students can develop positive values and active attitudes					

17. How far have you benefited in your own professional development from implementing the General Studies curriculum reform in your school?	Not Significant 0	< ----- > 1	2	3	Very Significant 4
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					

18. Other views and suggestions for this section (Impact of the Implementation of the General Studies Curriculum Reform):

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## Section G School Curriculum Planning

	Not yet planned	Planned, but not yet developed	Already begun to develop
19. As a curriculum leader in the General Studies, have you planned the school-based curriculum of this subject from now to 2006?			

	Not yet planned	Planned, but not yet developed	Already begun to develop
20. What is the state of affairs in your school with regard to the following modes of curriculum planning and organization?			
a) A balanced coverage of Personal, Social and Humanities Education (PSHE), Science Education (SE) and Technology Education (TE) elements throughout primary 1-6			
b) Design school-based curriculum with different emphases on various Key Learning Areas(KLAs) at different levels to meet the interests of students			
c) Adopt a diversified curriculum organization to accommodate further integration of General Studies with other KLAs (e.g. the two languages, Arts Education and Physical Education) in addition to PSHE, SE and TE			
d) Allocate adequate lesson time to General Studies weekly (allocate 12-15% of the total lesson time)			
e) Create curriculum space to promote life-wide learning			
f) Allocate not less than 15 hours at Key Stage 1 and 20 hours at Key Stage 2 on project learning			
g) Allocate not less than 15 hours at Key Stage 1 and 20 hours at Key Stage 2 on investigative activities in relation to science and technology			

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

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## 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 – 2 years

3 – 5 years

6 years or above

2. Qualifications (multiple options acceptable)

Teacher's Certificate

Advanced Certificate in Teacher  
Education

Bachelor's Degree

Postgraduate Diploma/ Certificate of Ed

Master's 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, Soc & Humanities Ed

## Section I Additional Comments

1. In your opinion, what additional measures will facilitate the implementation of the General Studies curriculum reform?  

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2. In your opinion, what other obstacles will hinder the implementation of the General Studies curriculum reform?  

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3. With regard to the implementation of the General Studies curriculum reform, what insights would you like to share?  

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4. Other comments/recommendations:  

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**~ End of Questionnaire. Thank you ! ~**