

Women's Commission

Promotion of Values Education in Schools

This paper briefs Members on the promotion of values education in schools by the Education Bureau (EDB).

2. Education is about building a good character and cultivating virtues. Fostering students' development of positive values and attitudes has been one of the key learning goals of the school education in Hong Kong. The EDB adopts a "multi-pronged and co-ordinated" approach and supports schools in promoting values education through updating the curriculum guides continuously, developing learning and teaching resources, providing training for teachers, as well as organising student activities, etc., with a view to nurturing students' moral character within and beyond classroom and enabling them to show concern about society, the country and the world with a sense of national identity, appreciate Chinese culture and develop a sense of responsibility and commitment to society and the country.
3. A brief introduction on the EDB's promotion of values education in schools and the latest development are set out in the Power-point presentation materials at **Annex**.
4. Members are invited to note the content of this paper.



Promotion of **Values Education** in Schools

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Curriculum Development Institute

Education Bureau

21.9.2022

“Multi-pronged and co-ordinated” Approach

- To support schools in promoting values education through updating the curriculum guides continuously, developing learning and teaching resources, providing training for teachers, as well as organising student activities, etc., with a view to nurturing students' moral character within and beyond classroom and enabling them to show concern about society, the country and the world with a sense of national identity, appreciate Chinese culture and develop a sense of responsibility and commitment to society and the country.

What is **values education**?

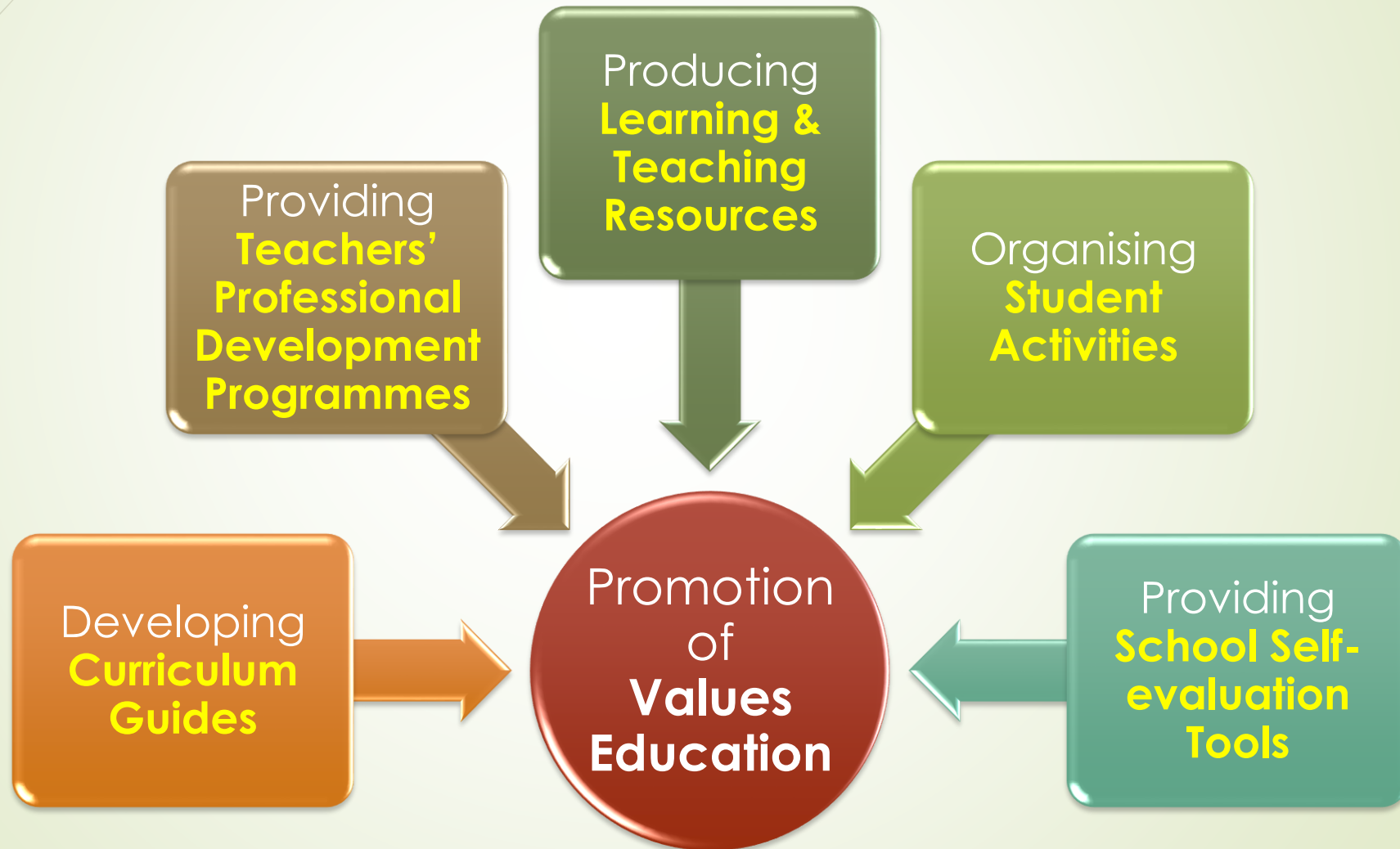
- Values education is a collective term for different cross-curricular themes, such as moral and civic education, national education (including Constitution, Basic Law and national security education), anti-drug education, life education, sex education, education for sustainable development.
- The goal of values education is to nurture in students an **“internal compass”** to navigate through different challenges in life with morality, positive attitudes and perseverance, and practise good behaviour.



Approaches to promote

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- A “**Multi-pronged and co-ordinated**” approach to promote values education



Curriculum

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➤ Related Curriculum Guides

- The **Kindergarten Education Curriculum Guide** (2017)
- The **Primary Education Curriculum Guide** (Pilot Version) (2022)
- The **Secondary Education Curriculum Guide** (2017)
- Overarching curriculum document relating to values education : The **Moral and Civic Education Curriculum Framework** (2008)
- **Values Education Curriculum Framework** (Pilot Version) (2021)



The Kindergarten Education Curriculum Guide (2017)

- “Fostering children’s moral development” as one of the developmental objectives

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The curriculum aims mentioned above set out our expectations of children’s development:

Curriculum Aims	Expectations on Children
To foster children’s balanced development in the domains of ethics, intellect, physique, social skills and aesthetics	<ul style="list-style-type: none">• To show courtesy and develop basic concept of right and wrong (Ethics)• To acquire basic cognitive and communicative abilities (Intellect)• To maintain good health and undergo wholesome development both physically and psychologically (Physique)• To enjoy their social life and apply basic social skills (Social skills)• To enjoy participation in creation and appreciation of arts, and be creative and imaginative (Aesthetics)
To help children develop good living habits and a strong and healthy body	<ul style="list-style-type: none">• To acquire self-care abilities (Good living habits)• To be able to put into continuous practice of their own accord a physically and psychologically healthy lifestyle (A strong and healthy body)
To foster in children an interest in learning, an inquisitive mind and eagerness to explore	<ul style="list-style-type: none">• To be curious, and fond of observing their environment and discerning how things are interrelated (An interest in learning and an inquisitive mind)• To be capable of using the senses of sight, hearing, taste, smell and touch to explore, and understand new things of their environment (Eagerness to explore)
To instil in children positive values and attitudes	<ul style="list-style-type: none">• To understand themselves, respect and care for others, have passion for life and exhibit good behaviour (Positive values)• To be optimistic and confident, and be courageous in facing changes in life and growth (Positive attitudes)

The Primary Education Curriculum Guide (Pilot Version) (2022)

- “National Identity” and “Positive Values and Attitudes” as two of the learning goals of the primary school curriculum

小學教育更新的七個學習宗旨

1. 透過國民及國家安全教育，認識國家和中華文化，培養國家觀念和國民身份認同；
2. 懂得分辨是非，能適切地履行自己在家庭、社會和國家所擔當的責任，展現堅毅、尊重他人、誠信和關愛等正面價值觀和態度，並作出合情合理的判斷和行為；
3. 具備連貫八個學習領域的知識基礎和視野，為個人成長和發展作好準備；
4. 積極主動地以兩文三語與人溝通；
5. 全面發展共通能力和探究思維，獨立和主動學習；
6. 培養廣泛閱讀的興趣和主動閱讀的習慣，以理性和負責任的態度運用資訊及資訊科技；
7. 建立健康的生活方式，發展個人興趣和潛能，樂於與不同社群相處，培養對體藝活動的興趣和基本欣賞能力，達至身心均衡發展。



- “Strengthening values education (including life education, national education and national security education)” as one of the major renewed emphases of the primary school curriculum



The Secondary Education Curriculum Guide (2017)

- “Strengthening values education” as one of the major renewed emphases

Figure 2.2 Overview of the Updated Seven Learning Goals of Secondary Education



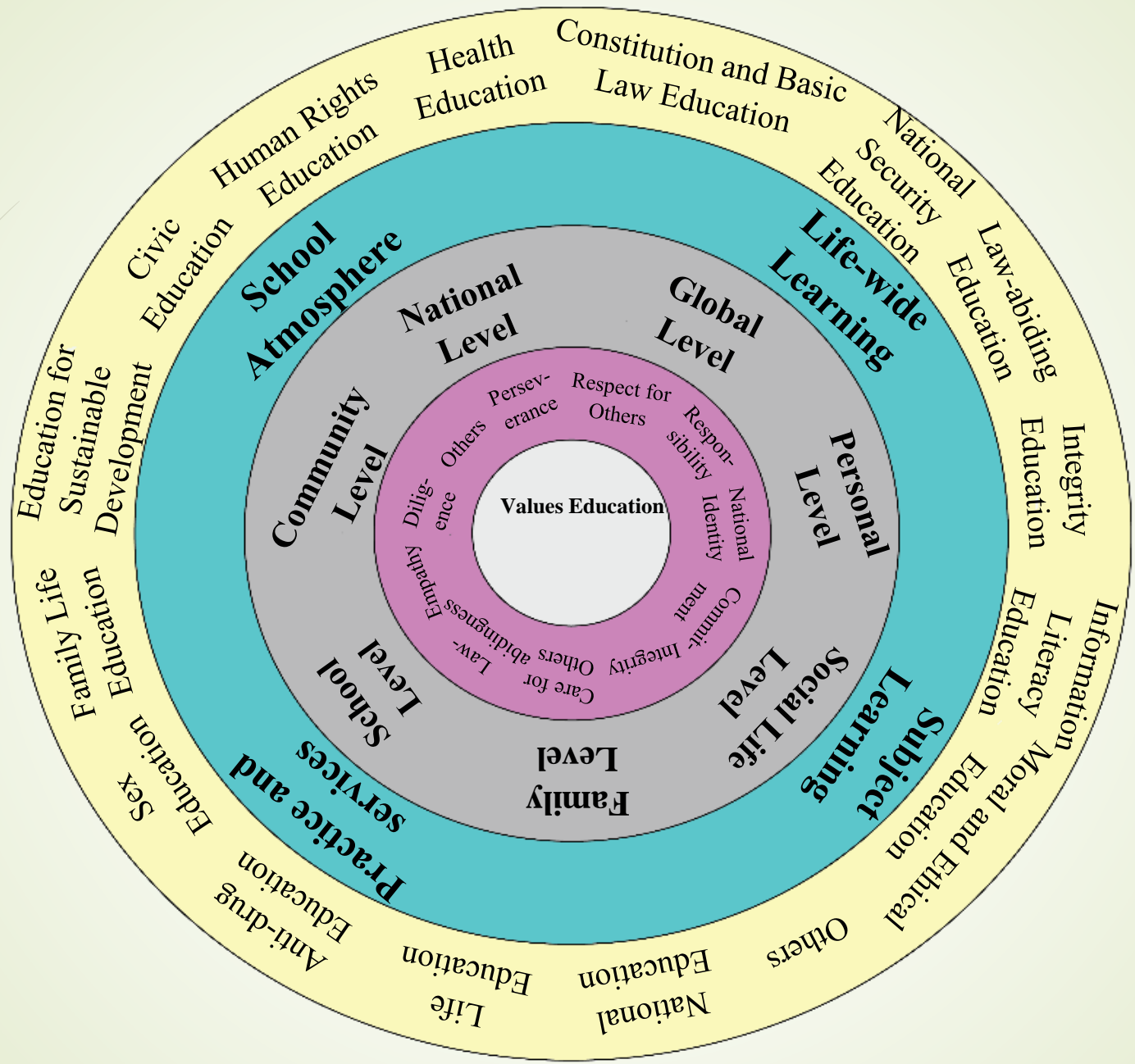
Figure 2.3 Updated Seven Learning Goals of Secondary Education

The Updated Seven Learning Goals of Secondary Education

To enable students to

- become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society;
- acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels;
- become proficient in biliterate and trilingual communication for better study and life;
- develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work;
- use information and information technology ethically, flexibly and effectively;
- understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career; and
- lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts.

- All local secondary schools should aim at helping students achieve the updated seven learning goals through adopting the school curriculum for secondary education, planning and implementing their school curriculum, taking into account their students' abilities, interests and needs.



Priority values and attitudes

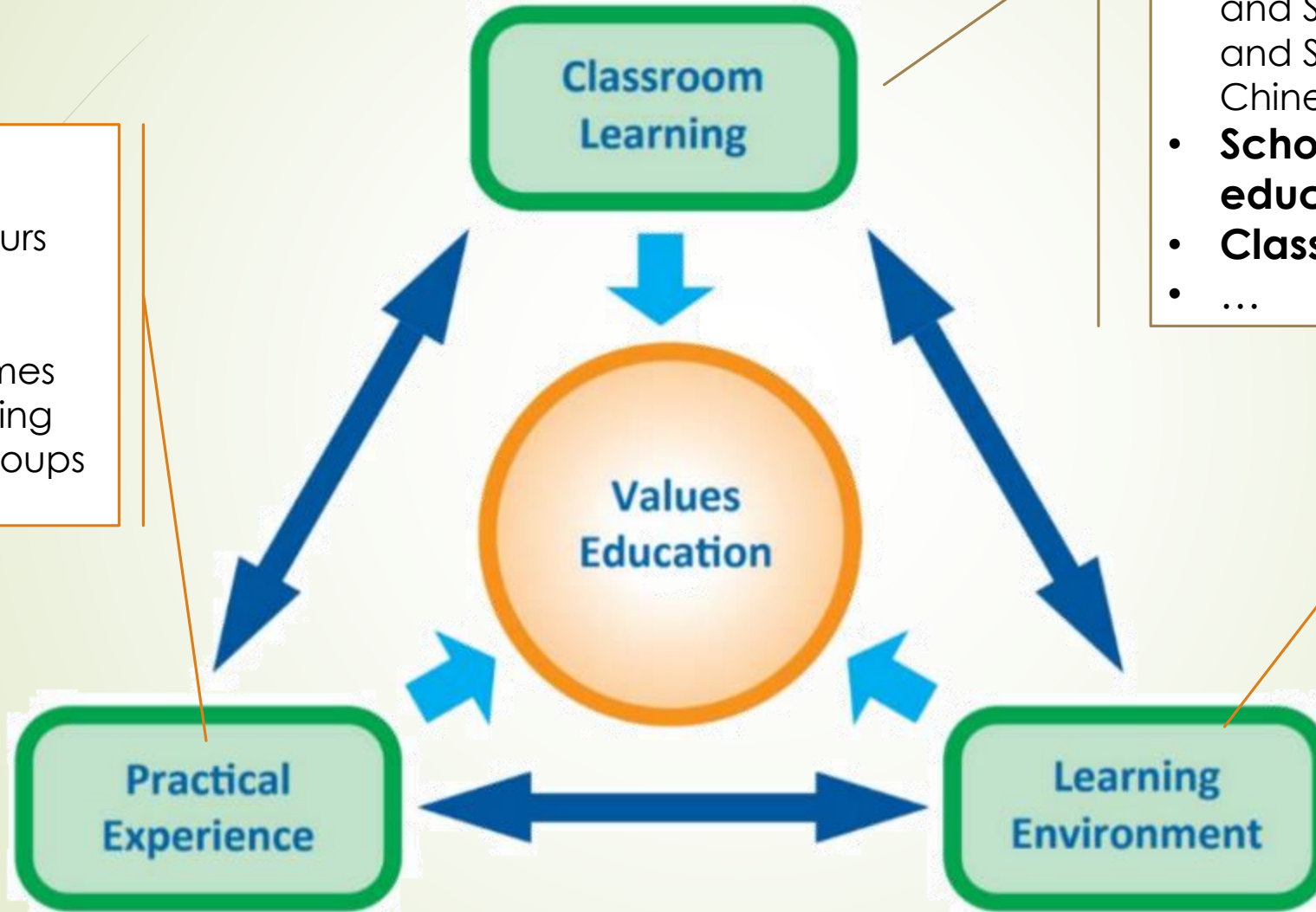
➡ **Priority values and attitudes** as the directions for schools to promote values education

- ➡ Perseverance (堅毅)
- ➡ Respect for Others (尊重他人)
- ➡ Responsibility (責任感)
- ➡ National Identity (國民身份認同)
- ➡ Commitment (承擔精神)
- ➡ Integrity (誠信)
- ➡ Care for Others (關愛)
- ➡ Law-abidingness (守法)
- ➡ Empathy (同理心)
- ➡ Diligence (勤勞)



Modes of implementation in schools

- Field visits
- Mainland exchange tours
- Leadership training
- Award schemes
- Service learning
- Uniformed groups
- ...



- **Lessons:** Chinese/English Language, Religious Studies, General Studies (primary), Life and Society (JS), Citizenship and Social Development (SS), Chinese History (secondary)
- **School-based life/moral education lessons**
- **Class periods**
- ...

- Daily interaction with students
- Environmental settings
- Support from Stakeholders
- ...

Professional Development Programmes for Teachers

- In the modes of **short-term course, seminar, conference and workshop**
- For teachers of different posts and ranks, e.g. new teachers, values education coordinators, curriculum leaders, school heads
- On different themes/education domains, e.g.
 - *Fostering Children's Positive Values through Picture Books* (for **kindergarten teachers**)
 - *Whole-School Curriculum Planning in Values Education* (primary & secondary) (for **school heads, co-ordinators and teachers**)
 - *Building Resilience in Students* (for **primary and secondary school teachers**)
 - *Enhancing the Awareness of Cyberbullying and Internet Gambling* (for **secondary school teachers**)
 - *Induction Programme of Values Education for Teachers* (for **primary and secondary new teachers**)



Learning & Teaching Resources

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- Various learning and teaching resources have been produced to support schools' values education implementation.
- e.g. **short films, animations, comics, short stories, board games and life event exemplars**



價值觀教育 (生命教育)
初中全書中
教育局德育、公民及國民教育組製作
2020年12月

生活事件事例
「守護生命 全賴有你」



Engagement of parents and community stakeholders

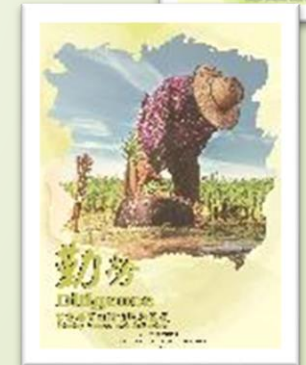
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➤ Parents

- the EDB has organised **parents' talks**, produced **animations**, **posters** and **parent booklets** to help them understand the importance of values education at home.

➤ Community stakeholders

- Examples of engaging other government departments and non-government organisations to promote values education:
 - **the Family Planning Association** and **the Hans Andersen Club** to produce resources related to sex education
 - **the Equal Opportunities Commission** to co-run PDPs on anti-discrimination
 - **the Independent Commission Against Corruption** to produce resources and co-run PDPs on integrity education
 - **the Hong Kong Federation of Youth Groups** to co-run PDPs on sex education and the promotion of information literacy
 - **the Caritas Youth and Community Service** to co-run PDPs on building resilience in students
 - **the Hong Kong Family Welfare Society** to co-run PDPs on promotion of information literacy
 - **the Society for the Prevention of Cruelty to Animals** and **the Hong Kong Guide Dogs Association** to co-run PDPs on animal care



Programmes to engage schools in cultivating a conducive school environment

- **“My Pledge to Act” campaign** (我的行動承諾)
 - “Be grateful and treasure what we have, stay positive and optimistic” (感恩珍惜，積極樂觀)
- Understanding Adolescent Project (成長的天空計劃) (for primary schools)
- Enhanced Smart Teen Project (多元智能躍進計劃) (for secondary schools)



School Self-evaluation Tools

- **Assessment Program for Affective and Social Outcomes (APASO)**
 - To provide support for schools' self-evaluation for understanding their students' development in the **affective and social areas**
 - To review the needs of students in whole-person development
- **School-based methods**
 - Daily observation
 - School-based questionnaires
- **The EDB to understand the quality of learning and teaching of schools**
 - Inspections
 - Curriculum development visits

Holistic approach and shared responsibility

- Values education should continue to be implemented through **the integration of cognition, affection and action (知、情、行)**
- A holistic and whole-school approach for creating a conducive atmosphere in schools to promote values education
- The EDB will continue to support through
 - Providing multifarious teacher **professional development opportunities**
 - Providing **learning and teaching resources**
 - Organising **student activities**
 - Strengthening **parent education, home-school cooperation and partnership with other government departments and NGOs**
- **It is the shared responsibility of the community to support students' development of positive values and attitudes!**

End