

Chief Executive's Award for Teaching Excellence (2010/2011)

Excellence Indicators for Teaching Practices for

Special Education (Special Schools)

Foreword

These Indicators are compiled for use as reference in assessing nominations for the Chief Executive's Award for Teaching Excellence (CEATE) (2010/2011).

In drafting the Indicators, we have consulted a number of references including curriculum documents (see References on pages 10–11). The Indicators have been formulated and structured in a way that reflects the complexities of teachers' work and the diverse nature of teachers' competencies.

For the purposes of the CEATE, teaching excellence means teaching practices that are –

- (i) outstanding and/or innovative with proven effectiveness in arousing students' motivation in learning and/or helping students to achieve the desired learning outcomes; or
creatively adapted from exemplary teaching practices from elsewhere to suit the local (i.e. school-based and/or student-based) context with proven effectiveness in enhancing students' learning outcomes;
- (ii) based on a related conceptual framework, showing reflective practices;
- (iii) inspiring and can be shared with colleagues to improve the quality of education; and
- (iv) instrumental in achieving the learning targets of Special Education (Special Schools) (i.e. to enable students with special

educational needs to develop their full potential, and to nurture their personal development in a way that can accommodate individual differences).

The Indicators fall within four domains, namely, (1) Professional Competence, (2) Student Development, (3) Professionalism and Commitment to the Community, and (4) School Development. The first two domains focus on recognising teaching excellence and the other two on fostering teachers' professional development and building a culture of teaching excellence.

The Indicators are to be used only as a framework for recognising excellent teaching practices; they are not intended to prescribe a rigid model of excellence for every teacher. We hope that the Indicators will not only be used as an assessment tool, but may also highlight the qualities of an accomplished teacher in the area of special education, so as to motivate teachers to pursue professional excellence.

All awardees must possess the essential qualities of a professional teacher such as professionalism and concern for students. Every nomination will be assessed on four domains mentioned above by adopting a holistic approach based on professional knowledge and judgment. Since the primary focus of the CEATE is on learning and teaching, the exemplary and effective teaching practices we are looking for must be inspiring and sharable. In assessing group nominations, we will also consider the effectiveness of teamwork reflecting the contribution of each member, cooperation among members, and how the concerted efforts of members have contributed to the desired outcomes.

The Assessment Working Group on Special Education (Special Schools)

Chief Executive's Award for Teaching Excellence (2010/2011)

October 2010

Excellence Indicators for Teaching Practices for Special Education (Special Schools)

1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Design and Organisation	<p>The teacher is able –</p> <ul style="list-style-type: none"> ● to develop and set out a comprehensive and balanced school-based curriculum according to students’ special educational needs, in order to enhance students’ knowledge, develop their diverse potentials to the full, and sharpen their independent learning and living skills under the principle of “one curriculum framework for all”; ● to establish clear and attainable learning goals for students at different learning stages and demonstrate leadership in developing the school-based curriculum; ● to design and adopt a variety of curricula with challenging contents to suit different learning styles and abilities of students, so that they may realise their full potential; ● to achieve an effective integration of the elements of the Four Key Tasks in curriculum planning, with a view to developing the generic skills as well as positive values and attitudes among students, thus ensuring their all-round and balanced development; ● to plan and organise diverse cross- and extra-curricular activities to enrich students’ learning experience, reinforce and consolidate their learning, and broaden their horizons; ● to design learning activities with reference to students’ different abilities and starting points, in order to cater for the special learning needs of individual students.
	1.2 Curriculum Management	<p>The teacher is able –</p> <ul style="list-style-type: none"> ● to monitor/follow up/review the implementation of a curriculum, carry out curriculum evaluation

Area	Performance Indicator	Examples of Excellence
		<p>with concrete and effective follow-up work, keep a systematic record of students' learning progress, as well as exchange and share with stakeholders in a timely manner to improve teaching;</p> <ul style="list-style-type: none"> ● to develop and improve school-based curricula continuously, provide comprehensive and well-structured curricula, and enhance the effectiveness of learning and teaching through collaboration work with subject panel heads. ● to have a good understanding of the curriculum goals under the New Senior Secondary (NSS) academic structure, as well as the contents and teaching methods of related NSS subjects; to facilitate the implementation of the NSS curriculum; and to enhance the interface between the basic education and NSS curricula.
Teaching	1.3 Strategies and Skills	<p>The teacher is able –</p> <ul style="list-style-type: none"> ● to design different learning plans and activities reflecting the learning targets, and to ensure that students can attain the learning targets of the Key Learning Areas (KLAs)/subjects; ● to use diversified teaching strategies and multimedia to cater for differing learning needs of students; to have a clear grasp of the relationship between the given learning targets and teaching strategies; and to adopt appropriate teaching techniques with a view to enhancing teaching effectiveness and enabling students to have a good grasp of what they have to learn; ● to employ different teaching methods and offer a variety of learning activities to match students' abilities and special learning needs, in order to enable them to acquire the skills for learning to learn/independent living; ● to adopt a student-centred approach, make connections across subjects, and demonstrate competence in designing learning activities that are related to everyday life contexts, thus providing diverse learning experiences for students to build knowledge and develop the abilities needed for independent living;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> ● to fulfil the role of a learning facilitator with an emphasis on training in multiple-perspective thinking, and to encourage learning through exploration, with a view to enhancing the development of students' understanding and thinking abilities; ● to make skilful use of questioning and feedback techniques with a view to promoting interactions in the classroom context, in order to enhance learning; ● to demonstrate good classroom management skills, encourage participation, stimulate discussion, and create a caring classroom atmosphere conducive to active learning; ● to build collaborative relationships with stakeholders including parents, relevant specialists (e.g. speech therapists, physiotherapists, school social workers, and houseparents) and community members, so that students may have sufficient support to develop their potentials and engage in active learning to meet the challenges ahead.
	1.4 Professional Knowledge and Attitude	<p>The teacher –</p> <ul style="list-style-type: none"> ● is able to demonstrate a strong commitment to and enthusiasm for teaching, a sense of responsibility, and appropriate expectations for students; ● has a deep understanding of the abilities of students with special educational needs, respect their differences, recognise and value their efforts and achievements, and constantly encourage them to develop their strengths and potentials to the full; ● is able to keep abreast of new trends in the relevant KLAs, have a good grasp of the subject contents, engage actively in developing school-based curricula, value the outcomes of reviews and reflections, and closely follow up on those outcomes; ● has profound professional knowledge, pursues personal development continuously through lifelong learning, and strives for excellence in teaching;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • is able to provide support and assistance to his or her peers to conduct educational research in developing effective techniques for learning and teaching; • is able to build trust and rapport with students.
Performance Assessment	1.5 Assessment Planning and Use of Information	<p>The teacher is able –</p> <ul style="list-style-type: none"> • to flexibly employ multi-dimensional assessment methods and utilise formative and summative assessments in the overall evaluation of students’ learning for improving the effectiveness of learning and teaching; • to use assessment results to diagnose individual students’ learning condition and provide them with timely encouragement, concrete feedback and feasible suggestions for improvement; • to facilitate peers and other school personnel (such as speech therapists, physiotherapists, school social workers and houseparents) to adopt effective criteria and strategies for assessment and to provide comprehensive and specific assessment reports at appropriate times, so that all stakeholders can have a better understanding of students’ learning progress, to enhance the effectiveness of learning and teaching; • to encourage parents’ active participation in student assessment in order to develop a culture of broad involvement in assessment to help enhance students’ learning; • to attach importance to the review of various assessment modes, and to ensure that they are aligned with the current curriculum objectives.

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Attitude	<p>The teacher is able –</p> <ul style="list-style-type: none"> ● to encourage students to take an initiative to learn and to cultivate in them a positive attitude; ● to exert positive influence on students’ lifelong learning and whole-person development; ● to help students actualise their potential and to increase their confidence and sense of achievement for meeting future challenges; ● to provide students with guidance on how to maintain a harmonious relationship with their fellow classmates and develop mutual trust with their teachers.
	2.2 Knowledge and Skills	<p>The teacher is able –</p> <ul style="list-style-type: none"> ● to develop students’ generic skills in observation, problem solving and critical thinking, and to help them apply what they have learnt to enhance their quality of living; ● to nurture students’ independent thinking and decision-making abilities for the mastery of study skills and/or pre-vocational skills; ● to help students develop basic communication skills, self-care abilities and independent skills for daily living; ● to enhance students’ language ability and communication skills, and to provide them with guidance on how to express their thoughts and ideas and communicate with others correctly; ● to help students understand their own abilities, set targets for advancement at different stages and develop the capacity for self-learning to prepare themselves for life and/or work; ● to help students understand and acquire knowledge and skills in various KLAs/subjects so that they can actively construct new knowledge from their past experience and prior knowledge, to nurture them learning to learn.; ● to help students master social/emotional skills in order to maintain positive peer relationships and work collaboratively with others, as well as to live with others in harmony.

3. Professionalism and Commitment to the Community Domain

Area	Performance Indicator	Examples of Excellence
Professionalism and Commitment to the Community	3.1 Contribution to the Profession and the Community	<p>The teacher is able –</p> <ul style="list-style-type: none"> ● to pursue continuous self-improvement and professional development; ● to set an example and serve as a role model for students; ● to design quality exemplary teaching materials and co-curricular activities, to actively participate in or contribute to educational research, as well as to write and publish articles on teaching-related topics; ● to provide active support to the teaching profession and the community by participating in professional sharing activities, sharing teaching experiences, and joining community services or voluntary work; ● to support the professional development of novice teachers by serving as a mentor and to promote the spirit of collaboration in teaching; ● to keep abreast of the latest developments in education practices and policies on students with special educational needs; ● to help the public maintain a proper understanding of students with special educational needs; ● to network with other schools/education practitioners for professional sharing.

4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 Support to School Development	<p>The teacher is able –</p> <ul style="list-style-type: none"> ● to provide leadership in the development and design of school-based activities and inspire peers to improve learning and teaching; ● to promote a sharing and collaborative culture across different KLAs and/or subject panels in the school, with a view to developing the school as a professional learning community; ● to take a leading role among peers through sharing teaching practices and experiences to promote a consensus views on the actualisation of the school vision and mission so as to continuous school development; and to realise the essence of the school culture and ethos through a variety of effective channels; ● to actively communicate and collaborate with parents; to help them develop a sense of identity and pride in the school culture and ethos; ● to arouse an awareness of social changes among peers so as to help students brace themselves for future challenges.

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