Chief Executive's Award for Teaching Excellence (2011/2012)
Excellence Indicators for Teaching Practices for the
<u>Information Technology in Education</u>

Foreword

The *Excellence Indicators for Teaching Practices for the Information Technology in Education* are compiled for use as reference in assessing nominations for the Chief Executive's Award for Teaching Excellence (CEATE) (2011/2012).

In drafting the Indicators, we have consulted a number of references including curriculum documents (see References on pages 11 - 14). 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 and proven to be effective in enhancing students' motivation and/or in 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 coherent 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 the Information Technology in Education (i.e. to improve students' learning outcome with information technology and to develop their information literacy).

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 information technology in 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 loving concern for students. Every nomination will be assessed according to the four domains mentioned above by adopting a **holistic approach** based on professional knowledge and judgment.   However, as the focus of CEATE is on learning and teaching, we are looking for exemplary and effective teaching practices that are inspiring and can be shared.   In assessing group nominations, we will also consider the effectiveness of teamwork as measured by the contribution of each group member, interactions among group members, and how the concerted efforts of group members have contributed to the desired outcomes.

The Assessment Working Group
Chief Executive's Award for Teaching Excellence (2011/2012)
October 2011

Excellence Indicators for Teaching Practices for the Information Technology in Education

1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Design and Organisation	The teacher is able to : • plan and develop a student-centred, balanced, flexible and well-articulated school-based curriculum, designed with appropriate applications of Information Technology (IT) and relevant pedagogical principles on e-Learning, in the Key Learning Areas(KLA) and at different learning stages to strengthen the effectiveness of learning and teaching and to cater for learner diversity; • integrate IT / e-Learning into the curriculum to promote the development of students' information literacy which includes managing the information effectively; developing critical thinking, problem-solving, and decision making skills with the use of IT; and acting as good digital citizens; • implement effective pedagogical approaches, curriculum emphases and priorities with the use of IT / e-Learning, preferably enriched with innovative practices, for example, game-based educational resources, mobile learning projects, use of learning management systems, etc. in curriculum planning / design to promote self-directed learning and cater for students' diversified learning abilities and styles; • strengthen within and across the KLAs and other key areas, and take forward various learning and teaching activities in different curriculum contexts, providing multifarious scenarios for students to apply their IT skills, thereby enriching their learning experiences for life-long learning and whole-person development; • engage students in self-directed and collaborative learning which goes beyond spatial and geographical limits with diversified and flexible learning for the purpose of constructing and scaffolding their knowledge

Area	Performance Indicator	Examples of Excellence
		efficiently; and • collaborate with stakeholders and other relevant sectors, for example, the tertiary institutions, IT sector, educational publishers, and content providers for sustainable and scalable development of e-Learning resources to meet the needs of students, teachers and schools.
	1.2 Curriculum Management	The teacher is able to : • formulate effective mechanism to facilitate school quality assurance, monitoring and evaluation of students' performance in e-Learning, in line with the information literacy framework covering the domains of IT knowledge, skills and attitudes; • take forward concrete follow-up measures on the evaluation of using IT / e-Learning and share the experience amongst colleagues to improve the curriculum design and pedagogical practice; and • participate actively in sharing and exchanging of innovative ideas and resources on using IT / e-Learning with colleagues to enhance learning and teaching effectiveness.
Teaching	1.3 Strategies and Skills	The teacher is able to : • plan and integrate IT / e-Learning meaningfully into the school curriculum, in relevant KLAs / key areas, and take forward the teaching effectively to ensure students' attainment of the learning targets; • demonstrate the pedagogical approaches to use the right technology at the right time for the right task to suit the needs of their students; • engage students in self-directed and collaborative learning by designing diversified learning activities and flexible e-Learning solutions, for example, mobile learning, use of open source web applications on the

Area	Performance Indicator	Examples of Excellence
		Internet, game-based educational resources, learning management depository, and encourage students to participate in relevant IT contests, etc. to motivate students and strengthen learning effectiveness;
		• provide students with ample opportunities to access diversified e-Learning resources to enhance their learning;
		• facilitate collaborative learning and to develop their communication and information skills in the learning and teaching process;
		• maintain an inspiring and harmonious learning atmosphere which is conducive to positive and effective learning and teaching processes; and
		• demonstrate good classroom skills and effective use of e-Learning resources to cater for students' learning needs and achievement.
	1.4 Professional Knowledge and Attitude	The teacher is able to : • display sound professional knowledge, IT competence and skills for the implementation of IT in education / e-Learning, which are reflected effectively in the curriculum objectives, planning and design of subject contents and pedagogies; • reflect and strive for self-improvement to sustain personal professional development and growth; demonstrate a passion for IT in education / e-Learning and commitment to promoting IT in education in school education; • assume the different roles of a teacher to address issues on cyber safety in the school and work closely with the parents to ensure students' healthy use of the Internet;

Area	Performance Indicator	Examples of Excellence
		• demonstrate genuine care and respect for students; recognise and value students' potential and achievement with appropriate expectations; and • build up trust and rapport with students.
Performance Assessment	1.5 Assessment Planning and Use of Information	The teacher is able to : • draw up a systematic detailed assessment schema with effective use of assessment modes and evaluation tools, and align them with the curriculum planning / design, teaching progression and other student-based / school-based and standardized components with due emphases on formative assessment with a view to building up individual student's profile in IT competence / information literacy; • collect and record systematically the important information of performance-based assessments to facilitate continual reflection and feedback on teaching and learning for further progress; • demonstrate self-reflective practices in regular reviews of the assessment mechanism and loop the evaluation / assessment results for further improvement;

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Attitude	The teacher is able to : • inspire students of different backgrounds and abilities to develop interest and positive attitude in using IT and to achieve the desired learning outcomes with the use of various IT tools; • enrich students' learning experiences with diversified e-Learning activities and make positive impact on their self-directed, lifelong learning, and whole-person development; • encourage students to work cooperatively in and beyond the classroom for more interactions and collaborations; • develop students' respect of intellectual property rights, copyright and data privacy to prevent students from infringing related laws; and • enhance students' awareness of the need for protecting oneself when using the Internet, and realise the importance of accurate and reliable information as well as their responsibility regarding the use of information and IT tools.
	2.2 Knowledge and Skills	The teacher is able to : • equip students with IT capabilities and ability to use appropriate IT tools to facilitate learning; • develop students' ability to identify the information needed, to collect / retrieve relevant information from sources and to manage the data collected; • develop students' ability, at appropriate level, to use IT tools to synthesise, summarise, compare and contrast information from multiple digital sources;

Area	Performance Indicator	Examples of Excellence
		- develop students' ability to generate information in IT environments and communicate with particular audience for sharing such information; - develop students' ability to evaluate the integrity of digital information; - develop students' ability to practice the safe, legal and responsible use of information; and - develop students' ability in self-directed learning and capacity for learning to learn.

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	The teacher is able to : • pursue continuous self-improvement and professional development in IT in education / e-Learning to demonstrate and model strong ongoing personal and professional growth, exert positive influence on peers and lead professional development activities; • demonstrate good understanding and knowledge of current development in IT in education / e-Learning policies and practices, and present views and ideas to address the impact of related issues; • introduce feasible measures / solutions to promote IT in education / e-Learning for scalable and sustainable development in future; • develop exemplary teaching strategies; produce innovative and effective e-Learning resources to enrich digital learning and teaching; actively involve in research project on IT in education / e-Learning or contribute articles on relevant topics; • provide active support to colleagues (including mentorship to new teachers), the teaching profession and the community, for example, parents and the other sectors, via setting up websites for teachers, conducting professional development programmes, promulgating how e-Learning materials / resources are being developed and applied, and sharing the experiences and project outcomes for collaboration and wider adoption; and • maintain networks with peer schools and collaborative partners of other sectors to continue the development of e-Learning solutions / resources for integration into the latest school curriculum at different learning stages, including the new academic structure for secondary schools, as well as providing support to students.

4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 Support to School Development	The teacher is able to : • inspire colleagues and other stakeholders to work together to improve learning and teaching with the use of IT; • take a leadership role to actualize IT in education / e-Learning to realise the school vision and belief through demonstrating exemplary practices and sharing of experiences on technological, pedagogical, e-Learning and IT management related issues; • promote a sharing and collaborative culture among colleagues and stakeholders with a view to developing the school as a harmonious and professional learning community on IT in education / e-Learning; • contribute to developing close links with parents and collaborative partners of the other sector to support students' learning in relation to the school mission and vision; • assist the school in the formulation of a school-based IT in education development plan to effect cultural change and capacity building, foster collaborative efforts among the school management, teachers and technical support staff, develop strategies on students learning through the use of IT, and effectively manage IT resources and facilities; and • effect the continuous development and sustain the effectiveness of e-Learning on strengthening the quality of learning and teaching holistically.

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