

Chief Executive's Award for Teaching Excellence

2011 / 2012

Nomination Guidelines

Nomination Period: 11.7.2011 - 7.10.2011



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Chief Executive's Award for Teaching Excellence

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Recognising Teaching Excellence Fostering Professional Development



- Nomination Guidelines -

I Foreword

It is very pleasing news for the teaching profession to note that the Chief Executive's Award for Teaching Excellence (CEATE) has succeeded in recognising over 500 accomplished teachers in different Key Learning Areas or key areas since its launch in 2003. The scope of CEATE has also been extended to include worthwhile themes and new areas of concern since last year. CEATE (2011/2012) is the third CEATE of the second round and open to teachers involved in Arts Education Key Learning Area (KLA), Information Technology in Education and Pre-primary Education.

II Objectives

2.1 CEATE aims to:

- (a) recognise accomplished teachers who demonstrate exemplary teaching practices;
- (b) enhance the professional image and the social status of teachers, thereby gaining society's recognition of the teaching profession and fostering a culture of respect for teachers;
- (c) pool together accomplished teachers through the CEATE Teachers Association to facilitate sharing of good practices; and
- (d) foster a culture of excellence in the teaching profession.

2.2 CEATE is **not** intended to prescribe a rigid model of excellence for every teacher. Instead, it seeks to recognise effective teaching practices and stresses the promotion of a culture of excellence and collaboration. It symbolises the awarded teachers' excellent efforts and dedicated commitment.

III Eligibility

3.1 **Both individual and group nominations are accepted.** CEATE (2011/2012) is open to teachers of

- (a) primary, secondary and special schools who teach subjects under the Arts Education KLA¹;
- (b) primary, secondary and special schools who are involved in the use of Information Technology in learning and teaching; and
- (c) kindergartens² under Pre-primary Education.

3.2 Nominees should meet the following criteria:

- (a) Nominees should be teachers registered under the Education Ordinance, Cap 279 (except those who are exempted under Section 9(1)(a) of the Ordinance);

¹ Visual Arts and/ or Music teachers employed by the Government of the Hong Kong Special Administrative Region to teach in the Arts and Technology Education Centre are eligible for nomination. However, they should also meet other criteria as listed in the Nomination Guidelines.

² Including kindergarten-cum-child care centres and schools with kindergarten classes.

- (b) Nominees should have been involved in teaching the subject(s) [for nominees under paragraph 3.1(a)] or key area [for nominees under paragraph 3.1(b)] or the Pre-primary Education programme(s) [for nominees under paragraph 3.1(c)] relevant to their nominations on or before the 2010/11 school year and will continue to do so in the 2011/12 school year; and
- (c) Immediately before the close of nomination, nominees should have at least three consecutive years of teaching experience in local schools which offer a full curriculum. For group nominations, at least half of the members of the group should meet the criterion.

3.3 Teachers who are not permanent residents of Hong Kong and those who were awarded in the previous CEATEs may also be nominated if they meet the above criteria. However, only “new” teaching practices which are substantially different from the practices awarded in previous CEATEs to the same nominee(s) would be considered for any kinds of award.

3.4 Principals are not eligible for nomination.



IV Awards

4.1 All nominators and nominees will each be given a souvenir.

4.2 As CEATE seeks to encourage collaboration among teachers, **there is no limit to the number of the awards to be given.** There are two kinds of Awards:

- (a) Award for Teaching Excellence
Nominees who have demonstrated excellence holistically in the four domains of assessment: Professional Competence, Student Development, Professionalism and Commitment to the Community, and School Development, and particularly in the domains of **Professional Competence** and **Student Development**, will be considered for the Award.
- (b) Certificate of Merit
Nominees who are approaching and very close to the above standard of excellence in the four domains will be considered for the Certificate of Merit.

4.3 The awardees and the recipients of the Certificate of Merit will receive the following prizes:

Item	Awardee	Recipient of Certificate of Merit
(a) Cash Award	Individual Nomination \$10,000	\$5,000
	Group Nomination \$20,000	
(b) Continuing Professional Development Scholarship and Relief	Individual Nomination \$50,000	Individual Nomination \$15,000
	Group Nomination \$ 70,000	Group Nomination \$20,000
(c) Dissemination Grant	\$17,000	
(d) Trophy / Certificate	(i) A trophy for nominations presented with the Award (ii) A certificate for nominations presented with the Certificate of Merit (iii) A personal trophy for each awarded teacher	

4.4 All awarded teachers will also be offered membership of the Chief Executive’s Award for Teaching Excellence Teachers Association. They will share their teaching practices with fellow teachers through the Association.

4.5 Nominators of the nominations granted the Award and the Certificate of Merit will receive book coupons in the value of \$2,700 and \$500 respectively.

V Dissemination Activities of the Awarded Teachers

Awarded teachers are required to participate in dissemination and sharing activities organised by the Education Bureau and the Chief Executive’s Award for Teaching Excellence Teachers Association within one year after the Award Presentation Ceremony according to the dissemination plans submitted together with the

nominations. Awarded teachers are required to provide articles accompanied by photos and teaching materials that are relevant to the awarded teaching practices for use in the CEATE Compendium/ Showcase/ Exhibition to foster a culture of professional collaboration and excellence. Awarded teachers will be required to open their classrooms for observation by other teachers in Hong Kong. Awarded teachers may also participate in other dissemination and sharing activities that suit their strengths, interests and schedules. The Education Bureau will provide suitable assistance.



VI Nomination

6.1 Nomination period

Nominations will be accepted from 11 July 2011 to 7 October 2011.

6.2 Nominators

- (a) Each nomination should be made by one nominator in his or her personal capacity. Self-nomination is also accepted.
- (b) Nominators should be school heads, colleagues of the nominees, peers or experienced educators.
- (c) Nominators have to obtain prior consent of the nominees before making nominations.
- (d) Nominators may refer to paragraph 7.2(a) of the Nomination Guidelines when filling in the Nomination Form.

6.3 Nominees

- (a) Nominees are required to describe their philosophy of teaching and what constitutes excellence in Arts Education KLA, Information Technology in Education or Pre-primary Education and to reflect on their teaching practices. Nominees are also required to give an account of their teaching practices, how these practices are implemented and their effectiveness. Nominees should cite examples to illustrate. Nominees may refer to paragraph 7.2(b) of the Nomination Guidelines when filling in the Nomination Form.
- (b) Each nominee can be nominated once only at each CEATE, irrespective of individual or group nomination.

6.4 Seconders

- (a) Each nomination (including self-nomination) should be seconded by two to three persons in their personal capacity.
- (b) Seconders should be school heads, colleagues of the nominees, peers, experienced educators, students (including past students) or parents.

6.5 Group nominations

- (a) Each group should comprise not more than five teachers. If a teaching practice has been developed by a group of more than five teachers, the group has to decide among themselves who the “core members” or “representatives” are, and select among themselves a group leader. This will facilitate consideration of the nomination by the Assessment Panel.
- (b) The contribution of each group member, the interactions of the group, and how the efforts of the group have contributed to the desired outcomes will need to be explained. The professional competence of each and every group member and the overall performance of the group as an entirety will be taken into account when considering whether the group will be recommended for the Award or the Certificate of Merit.

6.6 School heads

The school heads of the nominees should either be the nominators or the seconders of the nominations. The school heads are encouraged to release their teachers, if awarded, to organise or participate in post-award dissemination and sharing activities within one year after being awarded.

6.7 Students and parents

Nominees may incorporate views of students and/ or parents in the nominations. Also, the Assessment Panel may interview the nominees’ students and/or their parents during school visits for a more thorough understanding of the teaching practices through the eyes of students and/ or their parents.

VII Filling in the Nomination Form

- 7.1 The Nomination Form is separately provided on the CEATE website (www.ate.gov.hk). Nominators and nominees **should read the Nomination Guidelines carefully** before filling in the Nomination Form. Nominators and nominees may browse the CEATE website for more information.

7.2 The following are points to note when filling in the Nomination Form:

(a) Nominators

State briefly in not more than 500 words the reasons for nominating the nominees and the nominees' outstanding attributes. The description may be prepared in either Chinese or English.

(b) Nominees

(i) Describe the following in not more than 15 pages:

- A reflection of their teaching practices and their philosophy of teaching or conceptual framework on what constitutes excellence in Arts Education KLA, Information Technology in Education or Pre-primary Education.
- Relevant examples and details to illustrate the outcomes and effect in respect of the four domains of assessment as set out in paragraph 9.3 of the Nomination Guidelines. Nominees may refer to the suggested questions in the **Appendix**.
- What teaching practices they will disseminate and how they will take forward their dissemination, if awarded.

(ii) For group nominations: describe the contribution of each group member clearly, particularly those who do not have three or more consecutive years of teaching experience in local schools.

(iii) Submit a video-recorded lesson (up to a maximum of 60 minutes) contained in one CD together with a one-page outline of the lesson, which should be an authentic, continuous lesson without editing, to demonstrate the teaching practices of the nominee/ group. The video recordings submitted should be saved in "wmv", "mpeg" or "mpg" format.

(iv) Provide the year plan/ teaching schedule of the previous school year (2010/11) on the subject(s)/ key area relevant to their nominations to give background information to the Assessment Panel.

(v) Append, if necessary, supplementary information, such as teaching projects, lesson plans (not more than five), PowerPoint presentations and photos to help describe the teaching practices.

(vi) Prepare the description in either Chinese or English.

(vii) Be prepared that the Assessment Panel may request the submission of more detailed information as evidence when necessary.

- (c) Seconders

Describe briefly in not more than 300 words why the nomination is supported. The description may be prepared in either Chinese or English.

7.3 Format

- (a) All information should be typed with 1.5 line spacing in font 12 points or above (Times New Roman for English and 細明體 for Chinese) and printed on both sides of A4 paper.
- (b) The prescribed format and maximum number of pages allowed should be strictly followed. **Non-complying nominations will not be considered.**

VIII Submission of Nomination Forms

The completed Nomination Forms and all the enclosures should be submitted in **triplicate (including the original)**, in person or by post, to the Chief Executive's Award for Teaching Excellence Secretariat, 17/F., Murray Building, Garden Road, Central, Hong Kong on or before 7 October 2011.

IX Assessment Mechanism

9.1 What is "teaching practice"?

For the purpose of CEATE, "teaching practice" refers to the learning experiences provided by a teacher that facilitate the learning of students as a result of the teacher's professional knowledge and skills in lesson planning, teaching pedagogy, curriculum and assessment design, adaptation of materials, etc.

9.2 Assessment criteria

- (a) Assessment of nominations will focus on four domains of assessment. Recognising that teaching practices cannot be separated into discrete areas, the Assessment Panels will adopt a **holistic approach** when considering the nominations. The focus of CEATE is on learning and teaching.
- (b) For the purpose of 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 KLA/ key area concerned.
 - For Arts Education KLA, it means developing creativity and imagination; developing skills and processes; cultivating critical responses and understanding arts in context.
 - For Information Technology in Education, it means improving students' learning outcome with information technology and developing their information literacy.
 - For Pre-primary Education, it means fostering children's holistic and balanced development in cognitive, language, physical, affective, social and aesthetic aspects through arousing their curiosity and providing them with integrated, diversified and pleasurable learning experiences.

9.3 Domains of Assessment

(a) Professional Competence

Evidence of exemplary practices in professional competence may include but is not limited to

- (i) mastery of subject/ professional knowledge, skills and communication ability;
- (ii) setting appropriate learning objectives for lessons in accordance with the learning targets of the subject/ key area, as well as effective organisation and planning of teaching to ensure students' attainment of the learning targets;
- (iii) developing appropriate teaching strategies and using suitable teaching skills to suit the diversified needs of different students, the context and environment;
- (iv) effective classroom instruction, class interaction, class management and/ or implementation strategies of programmes/ projects/ activities;

- (v) adopting a student-centred teaching strategy, designing learning activities that are related to the daily lives of students, providing students with various learning experiences, enabling students to scaffold their knowledge and establishing positive value and attitude; and
- (vi) effective assessment of student learning, and appropriate use of assessment information.

(b) **Student Development**

Evidence of exemplary practices in student development may include but is not limited to

- (i) catering for school-based or student-oriented needs by appropriate adaptation of the curriculum to help students attain the desired learning outcomes;
- (ii) inspiring students of different backgrounds and abilities and motivating them to learn;
- (iii) making positive impacts on students in whole-person development and the development of generic skills;
- (iv) providing pastoral care services and student activities;
- (v) building trust and rapport with students;
- (vi) For Arts Education KLA: adopting appreciating, creating and performing activities, complementing teaching with diversified learning and teaching strategies to develop students' aesthetic sensitivity, creativity, critical thinking skills and communication skills, while nurturing their positive values and attitudes, and life-long interest in the arts;
- (vii) For Information Technology in Education: providing adequate learning opportunities to develop students' competence in using information technology for learning and in daily life, to enjoy learning and develop self-learning skills; using information technology as a tool wisely for building up learning communities and enhancing collaborative and interactive learning; and fostering students to use information technology ethically; and
- (viii) For Pre-primary Education: nurturing children's interest in learning and their positive learning attitudes, as well as catering for their developmental needs to help them develop and apply the basic skills to lay the foundation for life-long learning; and nurturing children's positive values and good habits to prepare them for future life and whole person development.

(c) **Professionalism and Commitment to the Community**

Evidence of exemplary practices in professionalism and commitment to the community may include but is not limited to

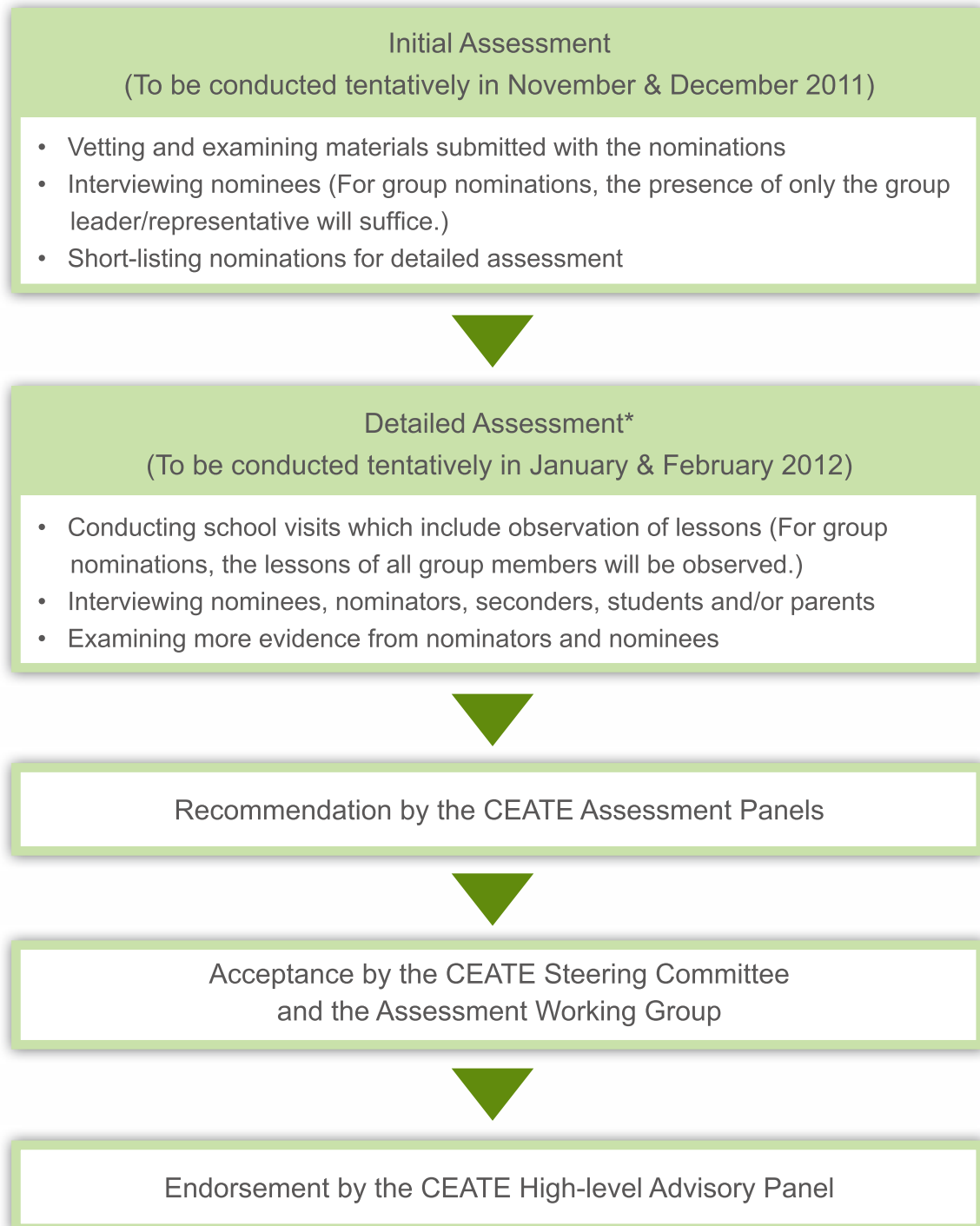
- (i) the drive to pursue continuous self-improvement and professional development;
- (ii) keeping themselves abreast of developments in education practices and policies, for example, the trends and content of the curriculum;
- (iii) setting themselves as role models;
- (iv) proactively providing support to the teaching profession and the community, such as participation in and contribution to professional sharing activities, dissemination of good practices, and involvement in community services or voluntary work;
- (v) producing exemplary teaching materials, involving in or contributing to educational research, and/ or publishing of articles on teaching-related topics; and
- (vi) participating in the professional development of novice teachers.

(d) **School Development**

Evidence of exemplary practices in school development may include but is not limited to

- (i) encouraging home-school collaboration;
 - (ii) inspiring peers and colleagues to collaborate for improvement of learning and teaching;
 - (iii) promoting a sharing and collaborative culture among colleagues and stakeholders with a view to developing the school as a professional learning community; and
 - (iv) taking a leadership role among colleagues and stakeholders in promoting a consensus on and the actualisation of the school vision and mission through one's own exemplary practices and sharing of experience, focusing energy on achieving continuous school development, and realising the essence of the school culture and ethos through a variety of effective channels.
- (e) The focus of assessment is on the Professional Competence domain and the Student Development domain. In particular, learning and teaching will be emphasised. However, all nominees should demonstrate good competence in all domains of assessment in order to be considered for any kinds of award.

X Assessment Procedure



* Nominees who are unable to make themselves available for detailed assessment will be treated as withdrawals.



XI CEATE Assessment Panels

- 11.1 Three Assessment Panels, each comprising experts and academics in the respective education field, experienced school heads, experienced frontline teachers and a parent, will be set up to examine the nominations and recommend the ones to be awarded. The assessment results will be submitted to the CEATE Steering Committee and the Assessment Working Group for acceptance. They will then be verified and endorsed by the CEATE High-level Advisory Panel, whose decision is final.
- 11.2 Information on members of the CEATE Assessment Panels will be available on the CEATE website.



XII Handling of Information

- 12.1 All information provided for the assessment of nominations will be treated in confidence. Nomination Forms and supporting documents submitted will not be returned. For nominations that are awarded, all information provided for the purpose of assessment may be used, distributed, disseminated, published and/ or reproduced for the purpose of disseminating good teaching practices by the Education Bureau or any organisations or agents appointed or authorised by it. Information provided in other nominations will be destroyed within two months after the Award Presentation Ceremony.
- 12.2 The relevant personal data (e.g. names of nominees and seconders) provided in the Nomination Form may be disclosed to public sector schools or private schools, other education institutions or organisations and other related persons or bodies, including their authorised agents or representatives for the same purpose mentioned above.
- 12.3 Personal data provided in the Nomination Form and the supporting materials will be handled according to the provisions stated in Section IV of the Nomination Form.



XIII Declaration of Interests

All persons involved in the processing and assessment of nominations, including members of the CEATE Secretariat and the Assessment Panels, will be required to declare interests prior to working on any cases. The decision of the Education Bureau with regard to matters related to conflict of interests will be final.



XIV Enquiries

For enquiries, please call 3150 8582 or e-mail to ate@edb.gov.hk.



Appendix

Suggested Questions for Use by Nominees when Preparing Nominations

A reflection of your teaching practices and your/ your group's philosophy of teaching or conceptual framework on what constitutes excellence in Arts Education KLA, Information Technology in Education or Pre-primary Education.

1. Describe how you conceive "effective teaching" with reference to Arts Education, Information Technology in Education or Pre-primary Education. (What constitutes effective/ exemplary/ innovative teaching? What criteria would you use to judge whether a teaching practice is effective or excellent? How does an effective practice contribute to improving learning and teaching?)
2. Briefly describe how you formulate and implement your concept of effective teaching mentioned above. Is your teaching practice based on any education/ learning theories?

Four Domains of Assessment

Professional Competence

3. How would you describe your professional competence? Use actual incidents/ examples to illustrate your excellent performance in subject knowledge, teaching skills, classroom management, designing an assessment mechanism conducive to effective learning, solving problems encountered in teaching, developing students' higher order thinking skills, cultivating positive values and attitudes among students, addressing learning differences, etc.

Student Development

4. How have students' attitude and their learning outcomes changed? Give an account of the learning outcomes of your students. You can cite example(s) to illustrate (a) how students of different backgrounds and abilities are inspired and motivated to learn; and/ or (b) in what way you have made a positive impact on students, e.g. purposeful application of knowledge and skills.

Professionalism and Commitment to the Community

5. Reflect on the inspiration obtained from your teaching practices. How does it affect your professional development?
6. Describe what you have done to promote teachers' professionalism, e.g. to engage in continuing professional development programmes, to conduct action research, to serve as role models, etc.
7. How can your teaching inspire teachers in other schools? You may describe how the teaching practices can be applied generally in other schools, how the experiences gained and inspiration distilled from the teaching practices can be shared effectively, etc.

School Development

8. How successful have you been in fostering changes in the teaching culture of your school? You may describe the continuing professional development activities and education research in which you have participated, how you have led colleagues/peers in the quest for excellence and improvement in learning and teaching, etc.
9. How has your teaching inspired colleagues of your school? You may also describe your achievements in helping to develop your school.

Dissemination Plan

10. What good teaching practices would you disseminate and how would you share your practices should you be awarded? Briefly state your plan of dissemination and how you are going to implement your plan.



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