

# **Chief Executive's Award for Teaching Excellence (2012/2013)**

## **Excellence Indicators for Teaching Practices for Guidance and Discipline**

### **Foreword**

The *Excellence Indicators for Teaching Practices for Guidance and Discipline* are compiled for use as reference in assessing nominations for the Chief Executive's Award for Teaching Excellence (CEATE) (2012/2013).

In drafting the Indicators, we have consulted a number of references including curriculum documents (see References on pages 12 - 13). 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 Guidance and Discipline (i.e. to create a caring and inviting school atmosphere conducive to developing students' positive values, attitudes and behaviour, and to provide appropriate guidance for students with behavioural and emotional difficulties).

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 guidance and discipline (including career guidance), 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 (2012/2013)  
October 2012

# Excellence Indicators for Teaching Practices for Guidance and Discipline

## 1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Design and Organisation	<p>The teacher is able to :</p> <ul style="list-style-type: none"> <li>• effectively implement a student-oriented and whole school approach to guidance and discipline; and provide appropriate school-based curriculum and learning programmes to develop students’ positive values, attitudes and behaviour for whole-person development;</li> <li>• adopt the policy of whole school approach to guidance and discipline to foster students’ growth and development, and encourage all teachers and students to jointly establish an accommodating school environment with a harmonious, inclusive culture;</li> <li>• properly implement clear, fair and reasonable school rules as well as reward and punishment system to provide a safe, healthy and harmonious school environment for students;</li> <li>• introduce comprehensive and appropriate guidance and discipline programmes or career guidance programmes to cater for the different personal growth, social and career needs of students, provide them with developmental, preventive and remedial guidance services, and make effective use of the relevant referral mechanism;</li> <li>• adopt the whole school approach to guidance and discipline at school, form, class and individual student levels; and encourage various divisions and sections to work in collaboration to effectively and flexibly coordinate the school’s efforts in student development;</li> <li>• provide a variety of programmes on personal growth education with equal emphasis on knowledge/skills/attitudes to effectively promote students’ growth at different stages and help them reflect on their personal, social, academic and career experiences; and</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> <li>• take forward projects in collaboration with parents, school social workers, external organisations and the community by flexibly bringing in resources from government departments and non-government organisations to provide students with meaningful learning experience and help them set their development goals.</li> </ul>
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• provide effective leadership in coordinating various key learning areas, subject curricula and/or other learning experiences and working closely with the coordinators concerned for continuous development and improvement of the school-based curriculum and enhancing the effectiveness of student development;</li> <li>• properly manage and utilise resources relating to guidance and discipline to support the various learning and developmental needs of students;</li> <li>• effectively evaluate the efficacy of school-based student support services through a sound monitoring mechanism, and carry out flexible adjustments and follow-up actions in a timely manner;</li> <li>• effectively coordinate school-based guidance and discipline measures or career guidance measures to promote understanding and acceptance among teachers, parents and students;</li> <li>• make good use of resources from external organisations and those in the community (such as tertiary institutions, professional bodies, disciplined services, uniformed groups, social welfare organisations, etc.) to support the implementation of various programmes/activities; and</li> <li>• conduct regular review of the school-based curriculum to ensure that learning contents can cater for the diverse learning and developmental needs of students; and collect feedback from various stakeholders to enable timely reviews and revisions.</li> </ul>

Area	Performance Indicator	Examples of Excellence
Teaching	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• create an interactive environment for learning activities/in the classroom and motivate students to reflect, solve their problems and set personal development goals through adopting creative teaching strategies, positive encouragement measures as well as effective questioning and explanatory skills under the school-based remedial support programmes/during lessons;</li> <li>• identify needy students at an early stage for referral to in-school/external professional services and adopt appropriate follow-up support measures, so as to effectively enable students to overcome problems encountered at different developmental stages;</li> <li>• provide students with a variety of challenging posts to nurture them as student leaders in a systematic way;</li> <li>• provide abundant opportunities for students to participate in activities organised by the school and external organisations, in order to enhance their understanding of physical and mental health issues (such as the dangers of drug abuse, peer bullying, etc.);</li> <li>• provide abundant opportunities for students to participate in career guidance activities, and provide them with quality career-related experiences;</li> <li>• value the diversity of students, and provide various kinds of support services and activities to suit their different developmental needs;</li> <li>• design appropriate learning activities and enhance the elements of personal development in various subjects through cross-subject collaboration, thereby enabling students to consolidate the life skills they have acquired; and</li> <li>• effectively provide appropriate individual or group counselling to students with behavioural and emotional difficulties, thereby enabling them to make steady progress with marked improvements and engage in learning/integrate into school life.</li> </ul>

Area	Performance Indicator	Examples of Excellence
	1.4 Professional Knowledge and Attitude	<p>The teacher is able to :</p> <ul style="list-style-type: none"> <li>• keep abreast of and put into practice the concepts of whole school approach to guidance and discipline as well as student development work and put them into practice, and actively promote collaboration among group members;</li> <li>• show a supporting, accommodating and encouraging attitude towards students to make them feel valued, thus fostering a culture of care and respect;</li> <li>• show concern for students' whole-person development, demonstrate enthusiasm for teaching, and have a sense of responsibility and appropriate expectations for students;</li> <li>• understand each student from their perspective taking into account their developmental needs, maintain sincere communication with students and express his/her perceptions and expectations of them, and motivate students by giving them timely educational encouragement and praise so that mutual trust and respect as well as a good relationship can be built up between teachers and students;</li> <li>• respect the uniqueness of each student, appreciate the efforts students made and facilitate their growth and development according to individual needs and abilities;</li> <li>• set an example and serve as a role model for students, inspiring them to strive for improvement; and engage in self-reflection and continuous self-improvement and professional development; and</li> <li>• keep abreast of the latest developments in career guidance to help students explore career options and develop their goals.</li> </ul>

Area	Performance Indicator	Examples of Excellence
Performance Assessment	1.5 Assessment Planning and Use of Information	<p>The teacher is able to :</p> <ul style="list-style-type: none"> <li>• attach great importance to the learning process, collect stakeholders’ views and observations to monitor students’ performance and progress in behaviour, values and attitudes systematically, and review guidance and discipline programmes and activities regularly to evaluate the effectiveness of their implementation and fine-tune the curriculum and teaching practices accordingly;</li> <li>• give students quality feedback, opportunities for reflection as well as appropriate and timely encouragement, and assess students’ academic and non-academic performance so as to make positive and constructive suggestions for improvement;</li> <li>• develop systematic support strategies for parents by assessing their needs, and provide relevant parent education for enhancing parent-child communication and parenting skills; and</li> <li>• review regularly and implement the school-based guidance and discipline or career guidance strategies for assessment and follow-up.</li> </ul>

## 2. Student Development

Area	Performance Indicators	Evidence of Excellence
Student Development	2.1 Attitude	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• help students develop a positive outlook on life and values, and prepare them for learning and everyday life by fostering in them a positive and optimistic attitude, a sense of commitment and the courage to change;</li> <li>• inspire students to develop their potential and self-confidence, and nurture their self-discipline as well as respect and care for others;</li> <li>• cultivate a sense of responsibility in students so that they are willing to accept and bear the consequences of their own acts, and help them distinguish right from wrong as well as reform and mend their ways;</li> <li>• help students develop career aspirations and positive work ethics (such as integrity and commitment);</li> <li>• guide students to respect diversity and maintain a harmonious relationship with fellow classmates; and</li> <li>• encourage students to choose appropriate study or career pathways that suit their personal attributes, interests and abilities.</li> </ul>
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• help students establish and adopt positive behaviour, so that they can make wise and reasonable decisions in real life situations;</li> <li>• encourage students to think independently and engage in self-reflection, enhance their responsiveness and autonomy, and help them develop a healthy lifestyle;</li> <li>• help students enhance their self-confidence, self-esteem and resilience to adversity as well as develop good self-management, problem-solving and leadership skills;</li> <li>• enhance students' understanding of behavioural problems (such as the dangers of drug abuse) and help them develop a healthy lifestyle, practical life skills and refusal skills to resist temptations, in order to ensure that they grow up with good physical and psychological health;</li> </ul>



Area	Performance Indicators	Evidence of Excellence
		<ul style="list-style-type: none"> <li>• raise students' awareness of the physical and mental changes in the growth process, enhance their communicative and collaborative skills, teach them the skills to manage their emotions, and help them develop good social behaviour;</li> <li>• guide students to conduct self-assessment, understand their personal interests, potential and aptitude as well as keep abreast of the latest developments in various study and career pathways, so that they can plan their future career and set realistic and achievable development and career goals; and</li> <li>• help students master basic life and work skills (such as decision-making and interviewing skills etc.) and apply the life skills, knowledge and attitudes acquired to everyday life and learning.</li> </ul>

### 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 to:</p> <ul style="list-style-type: none"> <li>• attach great importance to professional conduct and pursue continuous self-improvement and professional development;</li> <li>• set an example and serve as a role model for peers in pursuit of excellence;</li> <li>• produce exemplary teaching materials, involve in or contribute to educational research to try out teaching practices, or disseminate effective teaching practices through different channels, such as publishing articles;</li> <li>• actively take part in professional training and sharing activities for teachers held within and outside the school, and pursue continuous learning to enhance professional knowledge and skills;</li> <li>• maintain good communication and close contact with the community and external organisations, and actively provide support to community or voluntary services; and</li> <li>• provide support to the professional development of novice teachers and promote collaboration in teaching practices.</li> </ul>

## 4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 Support to School Development	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• take a leading role among peers in promoting and realising the school vision, mission and values, collaborate with stakeholders for the continuous development of the school, and secure a consensus among colleagues to work for the common goal of nurturing students;</li> <li>• put in place a mechanism for close and effective communication and collaboration through optimising the use of external resources with the participation of parents, and facilitate students' growth and development jointly with parents through the school-based guidance and discipline work;</li> <li>• gauge the professional development needs of peers and encourage them to take part in suitable training activities to enhance their knowledge and skills on guidance and discipline, integration and anti-drug education so that the school may develop into a professional learning community; and</li> <li>• take a leading role among peers in actively taking part in the school's guidance and discipline work (including career guidance), creating a caring school environment and culture, and making concerted efforts to build up a harmonious teacher-student relationship through team work.</li> </ul>

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