

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

Excellence Indicators for Teaching Practices for the Technology Education Key Learning Area

Foreword

The *Excellence Indicators for Teaching Practices for the Technology Education Key Learning Area* 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 11 - 12). 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 Technology Education Key Learning Area (i.e. to develop technological literacy in students through the cultivation of technological capability, technological understanding and technological awareness to deal with the challenges of the future).

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 technology 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 (2012/2013)
October 2012

Excellence Indicators for Teaching Practices for the Technology Education Key Learning Area

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"> • plan and develop a coherent, balanced, systematic and flexible school-based curriculum by making appropriate adaptations to the central curriculum of Technology Education, having regard to students' needs, interests and abilities as well as the actual situation of the school and the strengths of its teachers, with a view to developing technological literacy in students through the cultivation of technological capability, technological understanding and technological awareness; • purposefully and meaningfully integrate the learning elements within the Technology Education KLA or content knowledge across KLAs, i.e. rearrange related learning elements in different subjects and identify a nexus of knowledge and skills required across subjects; and change the existing subject-based curriculum to a curriculum on life experiences of students to create more space for student learning; • help students understand technological contexts relating to activities of daily living, apply generic skills in different situations, effectively develop their creativity, their abilities to think critically, communicate and solve problems, and acquire safe work habits and a healthy lifestyle; • align himself or herself with new educational trends and the new culture of learning and teaching, and provide, on the basis of previous experiences and pedagogical strategies, a technology education curriculum that is receptive to changes, flexible and responsive to the latest developments; • adopt a diversified approach to curriculum design and purposefully plan life-wide learning activities, such as visits to various organisations or participation in technology competitions, so that students can carry out practical learning in authentic situations and understand the application of technologies in daily life; and

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> infuse the Four Key Tasks flexibly into different learning activities in Technology Education and cross KLA curricula to help students develop independent learning capabilities.
Teaching	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> take on an active role both in making curriculum decisions and in the exchange of information and ideas with colleagues for enhancing the effectiveness of curriculum implementation; reflect on and have a good understanding of teaching and learning performance as well as students' learning needs, and actively make appropriate adjustments to teaching plans accordingly; and use various technology education resources effectively and skilfully, with a view to facilitating practical learning in technology education and enabling students to apply skills that feature both hands-on and minds-on components.
	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> display a wide range of appropriate teaching strategies and techniques that contribute to creating a harmonious and inspiring atmosphere of learning; and draw up detailed, feasible, meaningful and effective teaching and learning plans emphasising both theory and practice that enable students to apply knowledge, skills and experiences purposefully to satisfy their needs in various aspects of daily life; use various teaching methods and resources skilfully and choose learning content according to students' abilities and interests, so that students are encouraged and motivated to learn while receiving appropriate support; shift from subject-based teaching and skills specific training to hands-on problem based learning, and lead students to have a clear understanding of how people solve their everyday life problems with the use of technology, as well as how the process could be replicated and transferred to solve endless new problems; foster integrated learning among students by allowing them to study various subjects grouped under both the Technology Education KLA and other KLAs, so that they can develop the ability to integrate common

Area	Performance Indicator	Examples of Excellence
		<p>learning elements acquired to process, interpret and solve complicated issues relating to technology;</p> <ul style="list-style-type: none"> • cater for learner diversity and special learning needs by making timely adjustments to learning and teaching strategies and skills, so as to allow students with varying levels of competence to progress at their own pace; encourage the more able students to strive for excellence in their studies; and motivate students to seek continuous improvement and develop their potential to the full; • reflect on and introduce innovative changes to the teaching strategies and skills adopted in lessons of the Technology Education KLA; • use classroom language skillfully and accurately and provide clear instructions and examples to deepen students' understanding of the subject matter; and ask questions of varying difficulties to stimulate students' thinking and facilitate exploratory learning; • provide students with diverse interactive learning opportunities and create meaningful learning contexts, so as to engage them as active learners; and • enable students to learn in a safe and orderly environment and to acquire safe and healthy work habits.

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"> ● have a good grasp of the curriculum and subject contents, integrate subject contents within the KLA, keep abreast of new trends in the KLA, and reflect actively for improvement of teaching practices; ● actively promote collaboration among colleagues in updating and exploring subject knowledge, and achieve excellence in teaching through team collaboration; ● contribute to the profession in a variety of ways such as actively participating in experience sharing sessions within or outside the school; ● demonstrate a genuine commitment to teaching with a strong sense of responsibility, have appropriate expectations of students, and recognise and value their potential and achievements; and ● assume different roles of a teacher appropriate to different learning and teaching strategies, including transmitter of knowledge, resource person, facilitator, counsellor and co-learner, so as to ensure that students achieve the expected learning outcomes.
Performance Assessment	1.5 Assessment Planning and Use of Information	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● devise, utilise and review various assessment modes, and ensure that they are aligned with current curriculum objectives, assessment beliefs and implementation methods; ● employ diversified assessment methods to evaluate students' learning process and outcomes to cater for learner diversity and consolidate the knowledge and skills they have acquired; ● use assessment results to review students' learning progress and to improve learning and teaching, provide students with timely encouragement and feedback, so as to foster them into reflective learners; and ● keep parents informed about their children's learning progress on a timely basis through different channels.

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Attitude	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● by setting a role model for students, foster their technological awareness, increase their awareness of the latest technological developments and of the positive and negative effects technologies may have on humanity and the environment, with a view to cultivating positive values and attitudes (e.g. encouraging respect for intellectual property and, in the process of decision-making, in addition to the limitations and cost-effectiveness, the impact on the individual, family, society and the sustainable development of the environment must also be assessed); ● foster students’ positive attitude towards life-long learning and encourage them to adopt a healthy lifestyle, so that they are well-prepared for future life and challenges; ● encourage students to develop upon their strengths, learn proactively and pursue excellence; ● encourage students to respect each other, work together and share their learning experiences, with a view to creating a harmonious atmosphere; ● through classroom and life-wide learning activities, nurture students’ curiosity about and interest in technology so that they can take up study in the area with confidence and an inquiring mind; and ● develop trust and rapport with students.
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● enable students to have a good grasp of technological knowledge, technological processes and the impact of technologies, and provide timely updates to keep them informed about the latest developments so that students may appreciate the rapidly changing nature of technology; ● develop students’ technological literacy through classroom and life-wide learning activities, with a view to enabling them to improve their everyday life by generating products and systems, and cultivate good attitudes and habits conducive to health and safety at work;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • strengthen students' generic and transferable skills, especially their capability for self-learning and exploratory thinking, through project learning, field study or presentation of works; • promote the use of appropriate learning strategies and different resources among students to achieve the desired learning goals, including using information technology to gather and organise information; and help students to master reading strategies and acquire the habit of reading, and harness study skills such as reasoning and analytical skills; and • provide students with the opportunities to acquire the essential knowledge and concepts, learn the processes and skills and develop an awareness of the impact of technology, so as to improve their everyday life and promote social and economic developments.

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"> • provide active support to the teaching profession and the community, such as contributing to professional sharing activities, sharing good teaching practices and participating in community or voluntary services; • produce exemplary teaching materials, participate in educational studies to try out teaching practices, or use of different channels, such as writing articles, to publicise proven practices; • provide support to the professional development of novice teachers such as taking up mentorship, provide assistance to colleagues and promote the culture of collaboration in teaching practices; • keep abreast of rapid technological and social developments and strive for continuous self-development and professional enhancement; and • effectively introduce new ideas and teaching practices in line with current educational and learning theories, with a view to improving and promoting technology education.

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"> • play a leading role among colleagues in the Technology Education KLA in reflecting on and improving the design and implementation of the school-based curriculum with reference to the latest developments in education policies and their impacts on school development, so as to promote the continuous development of technology education in the school; • promote among colleagues and stakeholders a consensus on and the actualization of the school vision and mission through setting a role model and sharing of experiences; and put the school culture and ethos into effect through a variety of effective channels; • inspire other colleagues to collaborate on the improvement of learning and teaching; • foster a culture of collaboration and sharing in the school with a view to promoting its development into a professional learning community; • assist in continuous school development through the ideas, products and systems generated from technology teaching and learning; and • actively foster home-school partnership to create a collaborative school environment.

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