Chief Executive's Award for Teaching Excellence (2013/2014)
Excellence Indicators for Teaching Practices for
<u>Curriculum Leadership</u>

Foreword

The *Excellence Indicators for Curriculum Leadership* are compiled for use as reference in assessing nominations for the Chief Executive's Award for Teaching Excellence (CEATE) (2013/2014).

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 Curriculum Leadership (i.e. to enable students' whole-person development and life-long learning capabilities through leading teachers to conduct whole-school curriculum planning and implementation, which is in line with the Seven Learning Goals set out by the Curriculum Development Council).

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 curriculum leadership, 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 (2013/2014)
October 2013

Excellence Indicators for Teaching Practices for <u>Curriculum Leadership</u>

1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Planning and Organisation	The teacher is able to: • formulate well-defined and prioritized school-based curriculum objectives integral to clear and concrete curriculum plans and assessment policy that properly align with recent educational development trends and curriculum reform, the Seven Learning Goals[1] set out by the Curriculum Development Council, the school's vision and mission, and students' learning diversity for effective learning in various Key Learning Areas (KLAs); • design a flexible and open curriculum framework making appropriate adjustments to the learning content and teaching strategies to cater for students' learning needs (including special educational needs); and allocate lesson time appropriately to provide students with a broad and balanced school-based curriculum for whole-person development; • take a leadership role in the development of the whole-school curriculum based on a coherent conceptual framework with reflective practices; foster students' knowledge, generic skills, values and attitudes development through curriculum content connecting learning with daily life; and provide students with diversified cross-curricular and life-wide learning experiences to cater for students' learning motivation, interests, abilities and needs; • assume a coordinating or leading role in enhancing close coordination among panels/committees to develop a balanced school-based curriculum framework, and assist panels/committees of relevant KLAs to formulate and implement curriculum plans in alignment with the goals defined in the curriculum framework with an aim to enhance the management of panels/committees and the quality of the school-based curriculum; and • incorporate the elements of independent learning and generic skills in the school-based curriculum to develop students' self-directed learning and life-long learning capacities, and generic skills such as communication skills, critical thinking ability and creativity.

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[1] Seven Learning Goals: Healthy Lifestyle, Breadth of Knowledge, Learning Skills, Language Skills, Habit of Reading, National Identity and Responsibility

Area	Performance Indicator	Examples of Excellence
	1.2 Curriculum Management	The teacher is able to: • assist the school in establishing a well-articulated mechanism to monitor curriculum implementation through a variety of methods in a timely and effective manner; adopt measures appropriate to the curriculum development emphases to assess the quality of the teaching programmes and learning activities as well as the effectiveness of curriculum development, learning and teaching; • take a leading role in conducting strategic review and reflection on the work in different KLAs to look for directions in identifying curriculum adaptation focuses and key development tasks in alignment with the latest trends in educational development; review with colleagues on the curriculum framework and students' performance in activities within and outside school through sharing and discussions; • lead members of the relevant panels/committees in conducting regular review on curriculum implementation, carry out concrete and effective curriculum evaluation exercise and follow-up actions, systematically maintain records of students' learning progress, and engage in timely sharing with stakeholders to improve teaching; • provide effective leadership in coordinating the relevant KLAs, subject curricula and 'Other Learning Experiences'; work closely with the coordinators concerned to continuously develop and improve the school-based curriculum, and develop a holistic plan for the school-based curriculum to ensure vertical and horizontal coherence for enhancing the effectiveness of learning and teaching; and • effectively manage the curriculum reform, continuously review curriculum policies and measures to improve student learning, properly deploy internal and external curriculum resources and support the professional development of teachers with a view to realising the agreed curriculum objectives and implementation measures.

Area	Performance Indicator	Examples of Excellence
Teaching	1.3 Strategies and Skills	The teacher is able to: • adopt a student-oriented approach in developing a broad and balanced curriculum with clear teaching objectives, and use appropriate teaching strategies and resources to promote class interaction, thereby helping students to construct knowledge, inspire their thinking and develop their potential, generic skills, learning ability, and positive attitudes and values; • cater for the needs of different learners through offering suitable feedback to enhance their confidence and interest in learning; extend students' learning experiences through providing life-wide learning opportunities to actively engage them in self-directed learning, sharing, collaborating and exploring in the process of learning, thus enabling them to enjoy learning, enhance their communications and creativity capabilities and nurture a sense of commitment; • timely adjust teaching and learning strategies/skills to cater for diverse learning needs and enable students with different abilities to make progress; encourage students to strive for learning excellence and pursue continuous improvement in order to realize their potential; • serve as a role model when demonstrating exemplar teaching strategies and skills that cater for students' abilities, learning needs and different learning objectives; and establish an interactive, inspiring and harmonious learning environment for students through flexible pedagogical approaches; • aptly deploy learning resources and information technology in line with the teaching objectives to create a learning environment conducive to enriching students' learning experiences and fostering their self-learning capacities; and • lead colleagues to discuss student performance and develop a clear understanding of the relationship between learning objectives and various teaching strategies; adopt a wide range of teaching strategies and multi-media teaching approaches to cater for students' different learning needs; and offer suitable feedback to help students consolidate what they have learned, thereby enhancing their confidence and interest in learning.

Area	Performance Indicator	Examples of Excellence
	1.4 Professional Knowledge and Attitude	The teacher is able to: • demonstrate expert knowledge of the current curriculum development in terms of objectives, pedagogy and subject content, including knowledge for practice, knowledge in practice and knowledge of practice; and take a lead in promoting a sharing culture among colleagues with a view to developing the school as a professional learning community; • demonstrate leadership in the development of the school-based curriculum, actively contribute to making school-based curriculum decisions (including planning, organisation, implementation and evaluation), and promoting collaboration among colleagues for more effective and timely efforts to identify and support students' diverse needs; • take a lead in exploring the complexity of the various factors that affect students' learning needs, promote proactiveness among colleagues in team collaboration, and take the initiative in sharing views and experiences for continuous improvement of the effectiveness of learning and teaching; • demonstrate expert professional knowledge and strive for excellence in teaching through the pursuit of lifelong learning; keep abreast of the new trends in various KLAs to gain a good grasp of the curriculum contents and the pedagogical content knowledge of relevant KLAs; actively engage in school-based curriculum development and value the reviews and reflections for proper follow up actions; and • take a leadership role through engaging colleagues in active collaboration in updating and exploring the subject knowledge and pedagogical content knowledge related to the new curriculum; serve as a role model in teaching and learning; provide assistance to other teachers and promote the professional growth of teachers through prompting professional dialogues among members of the learning community and fostering a culture of reflection and sharing.

Area	Performance Indicator	Examples of Excellence
Performance Assessment	1.5 Assessment Planning and Use of Information	The teacher is able to: • fully understand 'Assessment for Learning' and implement the school assessment policy in relevant KLAs; make use of different assessment modes and evaluation tools systematically in consideration of the teaching objectives of the relevant KLAs and align these tools with curriculum planning, students' ability and learning progression and other school-based contextual factors; and introduce such measures as student self-assessment, peer assessment and parent assessment to foster student learning; • adopt 'Enhancing Learning' and 'Optimizing Quality Curriculum' as the objectives in assessment and use a wide range of assessment modes pertinent to the teaching and learning objectives; review constantly the assessment modes and align them with the current curriculum objectives, conceptual framework and excellent practices in assessment; and continuously improve curriculum planning and learning strategies to enhance the quality of learning and teaching; • design effective formative and summative assessments according to the expected learning outcomes, teaching content and learning process; flexibly employ multi-dimensional assessment methods in the comprehensive assessment of students' learning; collect evidence of student learning and provide feedback on learning and teaching as a basis for improving and enhancing the effectiveness of learning and teaching; • systematically collect and record data and evidence relating to students' learning performance; make judicious use of the findings to feedback on curriculum planning, learning and teaching strategies for timely follow up actions to enhance the overall quality of learning and teaching; and • provide students with timely, reflective, positive and quality feedback, appropriate and timely encouragement as well as positive and constructive suggestions for improvement to help them sustain the incentive in learning and identify their strengths and weaknesses, and to guide them to build on strengths and overcome weaknesses.

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Attitude	The teacher is able to: • help students develop fundamental beliefs, values and attitudes, and make them believe that every student can learn and achieve; • set reasonable expectations for students and provide them with an appropriate curriculum to suit their capabilities so as to motivate and engage them in the process of learning; • recognise and value students' potential and achievements, and encourage students to adopt a proactive attitude towards learning for the pursuit of excellence; • take a leadership role in promoting among colleagues an awareness of the importance of establishing rapport with students with a view to cultivating a trusted teacher-student relationship in school; • inspire and foster in students of diverse backgrounds and abilities an interest in learning and help them achieve the desirable learning outcomes; encourage students to respect each other, work in collaboration and share ideas and achievements, thereby cultivating a caring and inviting learning atmosphere; and • inspire students to develop their potential and self-confidence, and encourage them to be self-disciplined, keep an open mind, respect other's views, and collaborate and share ideas with others willingly.

Area	Performance Indicator	Examples of Excellence
	2.2 Knowledge and Skills	The teacher is able to: • help students understand and acquire knowledge and skills in relevant KLAs and subjects so that they can actively construct new knowledge from their past experiences and prior knowledge, learn how to learn, develop positive values and attitudes so as to achieve whole-person development; • encourage students to learn by doing, take the initiative to gather, organise, synthesise and evaluate information, and enrich their learning experiences in the inquiry process to develop their ability to construct knowledge and foster self-learning; • encourage students to accept others' views and, appreciate their strengths and discern their weaknesses through others' feedback, strive for improvement and better understand the learning content; help students apply appropriate learning strategies and use a variety of resources to attain the learning targets, including adeptly applying information technology to learn and widen their learning space; and • help students form the habit of reading and master reading strategies, develop their high-order thinking ability and skills to solve problems and make enquiries with a logical, imaginative, creative and critical mind.

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: • constantly pursue professional knowledge and competencies, keep abreast of the latest trends and developments in education practices and policies, set himself/herself as a role model, develop good interpersonal relationships, participate in the professional development of novice teachers; and provide support to the teaching profession and the community such as conducting professional sharing activities, disseminating good practices, participating in educational research or publishing articles on teaching-related topics, and contributing to community services or voluntary work; • take the role as the key curriculum change agent, create an open and positive environment with a respect for consensus to facilitate discussions, promote professional exchange and sharing among teachers within and outside school on issues related to expertise in curriculum development and learning and teaching, and establish a network with other schools; • demonstrate a passion for continuous learning and self-improvement, take a lead in building up a culture of collegial professional learning and sharing, and create opportunities for teachers to apply what they have learned in the continuing professional development to their teaching; and • link teachers' individual learning to organisational learning in the school, build up their capacity to realize the concept of community of practice, develop a strong teaching team in the school, and nurture curriculum leaders.

4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 Support to School Development	The teacher is able to: • optimise the use of school resources and manpower, build consensus and consolidate the views received, give recognition and encouragement to partner teachers, and strategically strengthen teachers' professional dialogue, with the aims to enhance the professional capability of teachers and develop the school into a learning organisation; • hold clear visions and aspirations for education, always take into full consideration the views of different stakeholders in formulating school-based development strategies and measures that address students' needs, and flexibly deploy school resources and actively tap external resources to support the implementation of various measures, thus effectively enhancing whole-school development; • encourage home-school collaboration and recognize the importance in maintaining close communication with all stakeholders (e.g. parents, the community and the public) and solicit their views when developing a school-based curriculum commensurate with the school mission or stakeholders' concerns; and take the initiative to maintain close ties with the community and external organisations so as to facilitate school development, widen students' horizons and enrich their learning experiences; • inspire peers and colleagues to collaborate for improvement of learning and teaching; promote a sharing and collaborative culture among colleagues and stakeholders with a view to developing the school as a professional learning community; take a leadership role in promoting a consensus among colleagues on the actualisation of the school vision and mission through his/her own exemplary practices and sharing of experiences; focus energy on achieving continuous school development, and realise the essence of the school culture and ethos through different effective channels; and • tactically bring in external expertise to address the development needs of colleagues to promote school-based curriculum reform and enhance the effectiveness of learning and teaching; and strategically arrange interflow activities and programmes for teachers and students with a view to enhancing their development.

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