

# **Chief Executive's Award for Teaching Excellence (2013/2014)**

## **Excellence Indicators for Teaching Practices for**

### **Liberal Studies**

#### **Foreword**

The *Excellence Indicators for Liberal Studies* 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 11). 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 Liberal Studies (i.e. to enable students to make connections among different disciplines, to examine issues from a variety of perspectives, to construct personal knowledge of immediate relevance to themselves in today's world; and to develop their independent learning capabilities and cross-curricular thinking).

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 Liberal Studies, 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 Liberal Studies

## 1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Planning and Organisation	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• develop and plan a balanced three-year school-based curriculum on Senior Secondary Liberal Studies in accordance with the rationale and aims of the curriculum as well as the nature and contents of the subject, to cater for learner diversity and help students acquire knowledge, skills and attitudes progressively for enhancing effective learning;</li> <li>• incorporate effectively the elements of the Four Key Tasks and the Five Essential Learning Experiences into curriculum planning to enhance students' various generic skills, enrich and widen their learning in Liberal Studies, foster their capacity for life-long learning and whole-person development;</li> <li>• take into consideration curriculum emphases and priorities, as well as teaching modes relating to pedagogical content knowledge and theories (e.g. developmental issue-enquiry approach) in designing a wide variety of cross-module enriching learning experiences to help students connect and apply the knowledge and concepts acquired under the areas of study in different subjects and Liberal Studies, thereby broadening students' perspectives, and enabling them to respect pluralism of cultures and views and develop positive values and attitudes;</li> <li>• in curriculum planning, select appropriate social issues as the focus of study to cater for students' interests, prior knowledge and personal experiences, enhance their understanding and concern about themselves, their society, their nation and the world, and develop their sense of national and global identities; and</li> <li>• by making reference to teachers' expertise, students' characteristics and the school context, connect learning and teaching with assessment effectively and undertake periodic reviews on students' progress through various assessment strategies; flexibly and effectively adapt school-based curriculum and learning and teaching strategies to enable students to have a thorough understanding of the learning and assessment objectives for achieving various learning outcomes.</li> </ul>

Area	Performance Indicator	Examples of Excellence
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• formulate effective mechanism to take forward concrete and effective follow-up measures in order to monitor curriculum implementation, evaluate learning and teaching effectiveness, and to keep refining the school-based curriculum;</li> <li>• take a leading role in working closely with panel members and other subject teachers to develop a holistic plan for the school-based curriculum to ensure vertical and lateral coherence and articulation of the Liberal Studies subject and other subjects, thus manifesting the connecting role Liberal Studies play in the whole-school curriculum;</li> <li>• participate actively in sharing and exchanging of ideas with colleagues on curriculum and pedagogical content knowledge to enable effective accumulation and transfer of teaching experiences and professional knowledge; and</li> <li>• cater for learner diversity by making flexible and effective use and management of various curriculum-related resources, which include the use of materials from various sources, to highlight that social issues can be viewed from multiple perspectives, with a view to enhancing learning effectiveness.</li> </ul>
Teaching	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• plan, organise and take forward effectively the teaching work in the light of students' varied abilities and needs to ensure the attainment of the expected learning targets;</li> <li>• adopt a student-oriented approach to design cross-module issue-enquiry learning activities that are related to students' daily life, and provide students with self-directed learning experiences for broadening and reinforcing their knowledge base, strengthening their enquiry skills and abilities to connect and apply knowledge acquired across KLAs, thereby stimulating students' curiosity and promoting active and self-directed learning as well as the pursuit and construction of knowledge;</li> <li>• adapt creatively or adopt innovative and effective learning and teaching strategies, such as leveraging teacher-student and student-student interactions, to help students acquire a thorough understanding of the issues enquired, master related facts and abstract concepts, analyse the core of the question, broaden students' perspectives and foster various high order thinking skills, so that they can understand the reality and social trends as reflected by social issues, and hence can give balanced considerations to different views and make reasonable judgements;</li> <li>• demonstrate good performance skills in the classroom, recognise students' learning needs and performance, and create and maintain a safe, harmonious and inspiring learning atmosphere for students;</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> <li>• when guiding students to examine social issues, demonstrate open-mindedness and tolerance towards the views and values held by other people, and accept, encourage and appreciate students' contributions in the classroom, so as to help students develop respect for others and a positive attitude towards life; and</li> <li>• review and revise teaching strategies to cater for learner diversity, motivate and support students in their pursuit of continuous improvement and development of knowledge, skills and positive attitudes.</li> </ul>
	1.4 Professional Knowledge and Attitude	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a thorough understanding of the curriculum aims, objectives and contents as well as the trends of development in learning, teaching and assessment; select appropriate perennial and contemporary issues, and apply them in teaching effectively; and take the initiative to share the experience with colleagues for the advancement of learning and teaching;</li> <li>• take a leading role in promoting the sharing of subject-related pedagogy among colleagues and in exploring and timely updating subject content knowledge, with a view to enhancing their professional competence and developing the panel as a professional learning community;</li> <li>• assume different roles of a teacher, varying from a transmitter of knowledge to a resource person, facilitator, collaborator, counsellor, assessor and adviser, to enable students to become independent and self-directed life-long learners;</li> <li>• show care and respect for students, recognise and value their potential and achievements with appropriate expectations, build trust and rapport with students, create a pleasant and effective learning atmosphere, and encourage students to engage in proactive learning; and</li> <li>• show passion and commitment for the teaching of Liberal Studies, actively pursue continuous learning, strive for excellence in teaching, be a reflective practitioner and seek self-improvement, and act as a role model for other teachers and students in the development of enquiry skills and attitudes relating to Liberal Studies.</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>• demonstrate a high level of assessment literacy; draw up assessment strategies aligned with the learning goals and a detailed assessment mechanism; make good use of a wide repertoire of assessment modes and evaluation tools systematically, and integrate them into the teaching contents, homework, tests and examinations with a view to making an overall assessment of students' understanding of concepts and knowledge as well as their high order thinking skills;</li> <li>• give timely, continuous, focused and positive feedback and encouragement to students to help them identify their strengths and weaknesses and sustain the momentum in learning, and to guide them to build on strengths and overcome weaknesses for attaining the intended learning outcomes;</li> <li>• optimise the use of students' self-assessment and peer assessment to promote mutual encouragement and self-reflection, consolidate students' learning and equip them to become life-long learners;</li> <li>• record and document assessment results systematically, and use them readily and effectively to facilitate, enhance and monitor students' learning, cater for learner diversity, review teaching practices and inform planning and design of teaching; and</li> <li>• conduct regular review of the assessment mechanism to ensure that it incorporates the reflective element, and connect the assessment results with the effectiveness of learning and teaching for further improvement.</li> </ul>

## 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"> <li>• recognise and value the potential and achievements of students of diverse backgrounds and abilities, and inspire and encourage students to adopt a proactive attitude towards learning and pursue excellent learning outcomes;</li> <li>• enrich students’ learning experiences and motivate them to pursue self-directed and lifelong learning for promoting whole-person development;</li> <li>• use different learning and teaching strategies to arouse students’ interest in Liberal Studies, e.g. encourage students to actively participate in classroom learning, show concern and appreciation for their own culture, other cultures and universal values, and become responsible citizens;</li> <li>• show respect for different cultures and views and tolerance of differences; which sets a good example for students in the handling of conflicts or different values, which may then be internalised by students for developing positive values and active attitudes towards life; and</li> <li>• be a role model and encourage students to take the initiative to establish harmonious interpersonal relationships with others.</li> </ul>

Area	Performance Indicator	Examples of Excellence
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• effectively develop and strengthen students' skills for enquiry learning, including self-management skills, critical thinking skills, creativity, problem-solving skills, communication skills and information technology skills, so as to help students become life-long learners;</li> <li>• develop students' ability to connect knowledge of different disciplines, and enable them to develop multiple perspectives on perennial and contemporary issues in different contexts, e.g. cultural, social, economic, political and technological contexts, so that they can give balanced considerations to different views and make reasonable judgements, as well as present their views and arguments clearly;</li> <li>• formulate long-term and sustainable learning and teaching strategies, design different types of enquiry issues to deepen students' understanding of themselves, their society, their nation, the human world and the physical environment with the purpose of broadening students' knowledge base, enhancing their social awareness, sense of national identity and global perspective;</li> <li>• through a variety of learning and teaching activities, enable students to participate in the learning community in various ways, encourage students to build on their existing knowledge and fulfil their potential; and</li> <li>• provide opportunities and assistance for students to initiate self-directed learning, which includes the process of setting goals, formulating and implementing plans, solving problems, analysing data, drawing conclusions, reporting findings and conducting evaluations, to enable students to construct knowledge in the ever-changing social environment.</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>• set himself/herself as a role model by pursuing continuous self-improvement and professional development;</li> <li>• demonstrate good understanding and knowledge of the current development in Liberal Studies, and provide views and suggestions on curriculum development;</li> <li>• effectively introduce contemporary education or learning theories and teaching practices into Liberal Studies to improve and promote the professional development of the panel;</li> <li>• design sound teaching exemplars, involve actively in educational studies to try out teaching practices, or disseminate effective teaching practices through different channels, such as publishing articles;</li> <li>• help novice teachers pursue professional development, provide mentorship for them, actively support other teachers and promote collegial collaboration in teaching practices; and</li> <li>• contribute actively to the community and the teaching profession, such as participation in professional sharing activities, dissemination of good practices, and involvement in community services or voluntary work, etc.</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>• set himself/herself as a role model by leading and assisting panel members to achieve continuous school development in collaboration with stakeholders and realise the essence of the school culture and ethos through a variety of effective channels, having regard to the school vision, the aims of Liberal Studies and the strengths and needs of the school and students;</li> <li>• help colleagues form a professional learning community to share effective teaching practices and experiences for promoting a sharing and collaborative culture in the school;</li> <li>• make good use of internal and external resources to provide students with a diversified and real-life learning environment, thereby contributing to school development; and</li> <li>• actively foster home-school partnership to create a collaborative school environment.</li> </ul>

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