

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

Excellence Indicators for Teaching Practices for the

Personal, Social and Humanities Education Key Learning Area

Foreword

The *Excellence Indicators for the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA)* 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 10 - 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 PSHE KLA (i.e. to enable students to understand themselves, society and the world at large, maintain a healthy personal development, and contribute to the well-being of the family, the local community, the nation and the world as confident, informed and responsible persons).

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 PSHE, 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 the Personal, Social and Humanities Education Key Learning Area

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"> • adopt appropriate curriculum modes to organise the major learning elements of the six strands of the PSHE KLA (personal and social development, time, continuity and change, culture and heritage, place and environment, resources and economic activities, social system and citizenship) in the light of the school context and students’ diverse needs, with a view to enhancing effective learning and reflecting the essence of this KLA; • ensure smooth interface between the PSHE curriculum of different learning stages through curriculum design, which builds on the learning experiences acquired in the previous learning stage and aims to lay a solid foundation for learning in the next stage, avoiding overlap and bridging any gaps in the curriculum; • plan and develop a set of coherent, balanced, systematic and flexible school-based curriculum with clear learning objectives to help students build a broad knowledge base, understand history and culture, embrace a global outlook, connect knowledge with life, and address social issues from different perspectives; and make appropriate curriculum adaptation to cater for students’ diverse abilities and aptitudes, so as to foster effective learning; • master the basic and interconnected concepts in the PSHE KLA to provide students with the relevant learning experiences for the development and application of generic skills, critical thinking skills in particular, so that students can handle personal and social issues in different situations and make sound judgements; • design a curriculum which can provide students with different opportunities to engage in participatory learning and proactive discussion of a variety of issues, thereby clarifying, reflecting on and fostering positive values and attitudes, so as to nurture students’ healthy perception of history and culture, positive and inclusive attitudes, and sense of responsibility to nature, their nation and humanity; • promote life-wide learning by extending the learning environment from classroom to the wider social context and utilise community resources to provide students with the opportunity to acquire knowledge and skills in the humanities and social sciences through observation and experiencing social dynamics, thereby helping them reflect on their personal, social, academic and working experiences and preparing them for participation in society; and

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> connect the content of learning with life and social issues in the teaching process to foster students' awareness of current affairs, help them understand themselves, society and the world at large and enable them to contribute to the well-being of the family, the local community, the nation and the world as open-minded, confident and responsible persons.
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> take a leading role in working closely with colleagues of this KLA to develop a holistic plan for school-based curriculum to ensure vertical and lateral coherence between the PSHE KLA and other KLAs; formulate effective mechanism to monitor and evaluate curriculum implementation, and take forward concrete follow-up measures to continuously enhance the school-based curriculum for the advancement of learning and teaching; actively participate in sharing and exchanging of ideas, resources and strategies with colleagues on curriculum and pedagogical content knowledge to promote a sharing culture among colleagues; and collaborate with colleagues in reviewing and improving the school-based curriculum, and to make flexible and effective use of learning time and quality resources to cater for learner diversity and to enrich students' learning experiences.
Teaching	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> formulate different learning objectives, adjust learning requirements, adopt suitable strategies, flexibly organise learning activities and prepare different learning materials to suit the learning abilities, needs and interests of different students so that students with different abilities and aptitudes can actively participate in learning activities; focus on enhancing students' learning skills and encourage them to engage in enquiry learning for the acquisition of knowledge and concepts necessary for this KLA, the development of the ability to construct knowledge on their own, deepening their understanding of human society as well as the development of sound values so that they will have the ability to judge between right and wrong and make decisions, and be able to lead a positive life ; provide cross-disciplinary learning elements such as cross-disciplinary project learning activities to help students make connections across knowledge areas; adopt innovative and effective teaching strategies to connect the learning contents with students' life experiences so as to stimulate their interest and help them derive meaning from learning; design a wide range of learning contexts that aligned with the curriculum to help students develop generic skills and positive values and attitudes through experience and active participation;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • flexibly choose and make good use of suitable learning and teaching resources and strategies such as information technology, field studies and project learning to enhance students' motivation in learning and improve the effectiveness of learning and teaching; and • demonstrate good performance skills in the classroom, attend to students' learning needs and performance, and create and maintain a safe, harmonious and inspiring learning atmosphere.
	1.4 Professional Knowledge and Attitude	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • display a thorough understanding of the curriculum objectives and areas as well as the subject content and pedagogy in the PSHE KLA, and apply them effectively; • attach importance to active learning and persistence in problem-solving, and be a role model for students in the development of enquiry skills and attitudes; • reflect and review constantly for self-improvement, and show passion and commitment for PSHE; • assume different roles, varying from a resource person to a mentor, consultant, assessor and adviser to enable students to become independent and self-directed life-long learners; • show care and respect for students, recognise and value their potential and achievements with appropriate expectations; and • build trust and rapport with students.
Performance Assessment	1.5 Assessment Planning and Use of Information	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • draw up a detailed assessment mechanism; make effective use of a wide repertoire of assessment modes and evaluation tools systematically, and align them with curriculum planning, students' learning progress and other student-based or school-based contextual factors; • attach importance to an assessment system which facilitates the all-around development of students, incorporate the assessment of generic skills into the system, and give equal emphasis to the assessment of knowledge and concepts; • record and document assessment results systematically, and use them readily and effectively to improve learning and teaching, monitor students' progress, cater for learner diversity, review teaching practices and inform planning and design of teaching; • enhance formative assessment, give timely, useful and positive feedback to students to help them sustain the momentum in learning, identify weaknesses and strengths, and to guide them to build on strengths and overcome weaknesses;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • adopt a wide variety of assessment activities at different levels of difficulty to provide opportunities for students with different aptitudes and abilities to fulfill their potential, and to cater for learner diversity; • optimise the use of students' self-assessment and peer assessment to engage them in self-reflection and discussion, and enable them to consolidate their learning and make improvements; and • 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.

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"> • enrich students’ learning experiences, help them maintain healthy personal development, develop their moral and social values, and enable them to establish meaningful relationships between learning at school and the personal, social and environmental issues they encounter in daily life; • nurture students’ healthy perception of history and culture, positive and inclusive attitudes, and sense of responsibility to nature, their nation and humanity, so that they will identify with their own nation and culture, embrace a holistic and broad global outlook, and contribute to the well-being of the family, the local community, the nation and the world as confident, informed and responsible persons; • encourage students to remain open-minded, approach an issue with multiple perspectives, respect others’ views, collaborate and share ideas with others readily; • help students develop the important values of perseverance, responsibility, commitment and respect for others; • help students develop a 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; and • encourage students to respect each other, work in collaboration and share ideas and achievements, thereby cultivating a pleasant learning atmosphere.
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • equip students with rich knowledge in the PSHE KLA so that they have an in-depth understanding of themselves, the local community, the nation and the world, and can build a solid knowledge base to deepen their understanding of history and culture, and develop a global perspective; • provide students with the opportunity to broaden their knowledge base to cover various KLAs so that they can consider issues from multiple perspectives, analyse issues objectively and make reasonable judgments; • guide students to ask meaningful questions, plan their own process of learning and search for their own answers; • develop students’ generic skills and capability for critical analysis, judgement, adaptability and practical skills necessary for addressing social and life issues, so that they can cope with the ever-changing personal and social environment; and • guide students to carry out enquiry learning for knowledge construction, and the development of imagination, creativity, an inquiry attitude, as well as independent thinking, logical thinking, critical thinking and high-order thinking skills.

3. Professional 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"> • keep abreast of the latest developments in concepts, policies and teaching practices in the PSHE KLA, present views and ideas to address the impact of related issues; • design sound teaching exemplars, actively involve in educational research to try out teaching practices, or disseminate effective teaching practices through different channels, such as publishing articles; • introduce effectively new ideas and teaching strategies, with regard to contemporary education or learning theories, to improve and promote curriculum development and teaching practices of the PSHE KLA; • pursue continuous learning and foster teachers’ professional development; • set an example and serve as a role model; • provide mentorship for novice teachers and contribute to teachers’ professional development within and outside the school; • actively support other teachers, and promote a culture of collegial collaboration and sharing; and • contribute actively to the community and the teaching profession, such as participation in professional sharing activities, disseminating of good teaching practices, and involvement in community services or voluntary work, etc.

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"> • fully collaborate with different stakeholders, and contribute to support student learning and school development in accordance with the school mission; • inspire colleagues and other stakeholders to work together to improve learning and teaching of the PSHE KLA; • encourage collaborative lesson planning to promote a sharing and collaborative culture among colleagues with a view to developing the school as a professional learning community; • give active support to home-school collaboration; and • take a leadership role among colleagues in promoting a consensus on and the actualisation of the school vision and mission through his/her own exemplary practices and sharing of experience, focus energy on achieving continuous school development, and realise the essence of the school culture and ethos through a variety of effective channels.

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