Chief Executive's Award for Teaching Excellence (2021/2022)
Excellence Indicators for Teaching Practices for
<u>Curriculum Leadership</u>

Foreword

The *Excellence Indicators for Teaching Practices for Curriculum Leadership* are compiled for use as reference in assessing nominations for the Chief Executive's Award for Teaching Excellence (CEATE) (2021/2022).

In drafting the Indicators, we have consulted a number of references, including curriculum documents (see References on pages 12 and 13). The Indicators have been formulated and structured in a way that reflects the complexity 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 achieve the desired learning outcomes; or
creatively adapted from exemplary teaching practices 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 helping students achieve the learning targets of the whole-school curriculum (i.e. fostering students' whole-person development, and nurturing lifelong and self-directed learning capabilities through leading teachers to conduct whole-school curriculum planning and implementation, which is in line with the Learning Goals/ curriculum aims 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.   The examples of excellence cited for each Indicator are provided for illustration only and should not be regarded as a checklist.   We hope that the Indicators will not only serve as an assessment tool, but may also highlight the qualities of an accomplished teacher in the area of 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 a loving concern for students.   Each 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 seek to identify inspiring, exemplary and effective teaching practices that can be shared with peers.   In assessing group nominations, we look at the effectiveness of teamwork by considering the contribution of each group member, their interactions, and how their concerted efforts have contributed to the desired outcomes.

The Assessment Working Group
Chief Executive's Award for Teaching Excellence (2021/2022)
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Excellence Indicators for Teaching Practices for Curriculum Leadership

1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Planning and Organisation	The teacher is able to: • keep pace with trends in education development, make a full effort to take forward curriculum reform measures, realise the learning goals/curriculum aims specified by the Curriculum Development Council, to set well-defined and prioritised school-based curriculum objectives, as well as clear and concrete curriculum plans and assessment policy based on the school's vision and mission and learner diversity, with a view to promoting students' lifelong learning capabilities and whole-person development; • play a coordinating or leadership role in developing a flexible and open school-based curriculum framework that caters for students' learning needs, providing opportunities for students to construct knowledge, foster generic skills, positive values and attitudes, and acquire the ability to integrate and flexibly apply what they have learnt; • lead colleagues in planning and implementing a whole-school curriculum based on a coherent conceptual framework that features reflective practices, and put in place a broad and balanced school-based curriculum to provide students with diversified, life-wide, integrated and holistic learning experiences that effectively cater for their learning motivation, interests, aptitudes, abilities and needs; • appropriately adapt curriculum contents and learning and teaching strategies to meet students' learning needs (including special educational needs), aligning their learning time with curriculum planning, creating space for them, and developing their abilities for independent and self-directed learning; • assist teachers of relevant Key Learning Areas (KLAs)/learning areas/subjects/committees to

Area	Performance Indicator	Examples of Excellence
		formulate and consistently implement curriculum plans that align with defined goals; co-ordinate and connect learning contents more effectively both within and across various KLAs/learning areas to enable students to apply what they have learnt in everyday life; enhance coherence and vertical development at all levels of curriculum planning to help students attain the learning objectives of different key stages and ensure a smooth interface between key stages; and • grasp the ongoing development and major emphases of curriculum renewal, incorporating appropriate learning elements strategically into the school-based curriculum in response to social changes, to deepen and sustain past achievements, and to ensure that students' learning is keeping up with the times.
	1.2 Curriculum Management	The teacher is able to: • assist the school in establishing a clear and systematic mechanism to timely and effectively monitor the implementation of the school-based curriculum through a variety of means; and keep abreast of the implementation of teaching plans and learning activities for the purpose of informing curriculum planning; • assist the school in selecting textbooks and learning and teaching resources of a high quality; and, through regular review, ensure that the contents and information of these materials are correct, complete, objective, impartial, and in alignment with learning goals/curriculum aims, as well as students' learning needs, levels, age and abilities while catering for learner diversity; • assume a leadership role in relevant KLAs/learning areas/subjects/committees to purposefully and strategically review and reflect on outcomes achieved, and fine-tune the direction of curriculum development through professional exchange and discussion; • systematically record students' learning performance and progress and make good use of assessment information and data to inform the review of curriculum framework and design, continuous curriculum development, and fine-tuning of curriculum planning and implementation, with a view to ensuring vertical continuity and lateral coherence of the school-based curriculum for improvement in learning and teaching effectiveness; and • continuously fine-tune the curriculum reform for "Learning to learn", focusing on the process and effectiveness of learning and teaching, deepening the positive impact of curriculum reform, and sustaining the improvement of the quality of learning and teaching; delineate emphases and set

Area	Performance Indicator	Examples of Excellence
		priorities for curriculum development based on the school context to promote ongoing renewal and improvement of the curriculum; suitably deploy curriculum resources within and outside the school to support professional development of teachers; and actively coordinate and communicate with different subject panels and committees to pursue curriculum objectives and take forward implementation measures as agreed for more effective learning and teaching.
Teaching	1.3 Strategies and Skills	The teacher is able to: • formulate clear and appropriate teaching objectives and learning contents using a student-centred approach; flexibly deploy diversified teaching strategies and resources to provide students with diverse interactive learning opportunities; and create meaningful learning contexts that suitably relate to students' everyday experiences so as to engage them in active learning and foster their positive attitudes and values; • take advantage of the dynamics of learner diversity to bring benefit to the learning of all students; cater for learner diversity at different levels to provide opportunities for all students to gain learning experiences that encourage whole-person development and to realise their potential; adjust the pace of learning and teaching according to students' progress; and adopt different modes of assignments and assessment for learning to identify students' strengths and learning difficulties and devise appropriate learning strategies accordingly; • lead colleagues in playing their role of Inspirational Co-constructors of Knowledge, engaging students in learning communities, where they construct knowledge as learning partners among themselves and with teachers; serve as a role model for students by displaying enthusiasm for learning; and create an interactive, inspiring and harmonious learning atmosphere and environment where students are inspired to strive for improvement in the learning process and reap the benefits of deep learning; • lead colleagues in discussing students' performance; have a good understanding of the relationship between learning targets and various teaching strategies and adopt appropriate teaching approaches to help students consolidate their learning, enhancing learning and teaching effectiveness; • improve his/her grasp and mastery of information technology; and apply information technology in teaching and assessment to bring about a paradigm shift as well as conceptual changes in learning and teaching, to improve students' knowledge, skills and attitudes so that they remain

Area	Performance Indicator	Examples of Excellence
		active and motivated under different modes of learning, and to cater for students' diverse social and emotional needs for the promotion of whole-person development [applicable to primary and secondary schools]; and
		• provide ample opportunities for young children to learn through exploration and engagement with the real world in order to better serve their developmental and learning needs; judiciously use information technology to provide children with interactive and interesting activities and experiences in play and cater for their diversity; and help them develop the right attitudes and habits in using electronic products. [applicable to kindergartens]
	1.4 Professional Knowledge and Attitude	The teacher is able to: • demonstrate extensive theoretical, practical and newly constructed expert knowledge with regard to the prevailing aims of education, overall aims of the school curriculum, learning goals/curriculum aims, pedagogies and curriculum contents; and effectively combine theory and practice as a reflective practitioner; • keep abreast of the new trends in curriculum development; have a good knowledge of curriculum contents and the Pedagogical Content Knowledge of relevant subjects; and stand as a role model of whole-person development by pursuing continuous personal growth through lifelong learning; • demonstrate curriculum leadership capabilities; proactively collaborate with colleagues; take an active role in promoting school-based curriculum development by participating in related planning, implementation and evaluation work; promote among colleagues a culture of learning and sharing; develop in the school a community of practice that focuses on enhancing students' learning outcomes; enhance professional competency through a sustained collaborative learning process; and manage and disseminate professional knowledge and good practices; and • take the lead in actively promoting collegial collaboration in updating and exploring knowledge related to curriculum, learning, teaching and assessment, with a view to facilitating collaboration across and development of relevant KLAs/subjects; support the work of other teachers and serve as a role model for teaching and learning; promote teacher professional development by encouraging professional dialogues among members of a learning organisation 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: • lead colleagues in formulating a whole-school curriculum plan, as well as assessment policies relevant to the objectives of curricular reforms, and taking concrete measures in the implementation and execution, improving the effectiveness of "assessment for learning" and "assessment as learning", and enhancing teachers' overall assessment literacy; • strategically and systematically use various assessment modes and tools to support curriculum planning, and cater for students' abilities, learning progress as well as other school contextual factors; and regularly review them to ensure that they align with current curriculum objectives and conceptual frameworks for assessment so as to keep improving curriculum planning and learning and teaching strategies; • design formative and summative assessment modes of different difficulty levels in accordance with curriculum objectives, learning focuses, expected learning outcomes and students' learning progress so as to cater for different levels of performance and learner diversity, and to provide students with equal opportunities to showcase what they have achieved; • systematically assess data on students' learning performance and evidence of student learning; analyse and continue to follow up on students' learning performance and learning difficulties; and use the information to inform curriculum planning and learning and teaching strategies with a view to improving the overall quality of learning and teaching; and • give students timely, positive and quality feedback along with concrete suggestions for improvement to help them reflect on their learning; and make effective use of assessment modes that involve different parties so that they can sustain their learning motivation, identify their strengths and weaknesses, and build on strengths and overcome weaknesses.

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Values and Attitude	The teacher is able to: • help students develop important core beliefs, values and attitudes, and convince them that everyone is capable of learning and can be successful in their learning; • set appropriate expectations for students having regard to learner diversity; and provide students with a curriculum that accommodates to their abilities in order to motivate and engage them in the learning process, helping them achieve the desired learning outcomes; • recognise and value students' potentials and achievements; and encourage students to adopt a proactive attitude towards learning, pursuing excellence, building self-confidence, cultivating self-discipline, keeping an open mind, respecting one another, and readily collaborating and sharing learning experiences and achievements with others, with a view to creating a caring and pleasurable learning atmosphere; • take the lead in enhancing colleagues' awareness of the importance of establishing a rapport with students so as to cultivate mutual trust between teachers and students in the school; • develop students' information literacy, and help them use information and information technology effectively and ethically and become informed and responsible citizens [e-learning not applicable to kindergartens]; and • actively promote values education, which covers such topics as the Constitution, Basic Law and national security education, both inside and outside the classroom, with a view to improving students' understanding of our country and cultivating a sense of national identity.

Area	Performance Indicator	Examples of Excellence
Student Development	2.2 Knowledge and Skills	The teacher is able to: • help students comprehend and acquire knowledge and skills from different KLAs and subjects, and encourage them to actively construct new knowledge by drawing upon past experiences and prior knowledge; • adapt learning and teaching strategies and skills timely to cater for students' diverse abilities, interests and learning needs; motivate students to learn; promote different levels of thinking; allow students of different abilities to learn at their own pace; as well as encourage students to engage in self-directed learning, seek continuous improvement and develop their potential; • encourage students to develop through an inquiry process the ability for independent learning by actively gathering, collating and comprehensively assessing information, thus enriching their learning experiences, strengthening their ability to construct knowledge, and instilling in them the spirit of self-directed learning; • help students make good use of their learning time, learning strategies and a variety of internal and external learning resources to achieve their learning targets, which include the ability to use information technology and e-learning resources appropriately in enhancing their independent learning ability and extending their learning space [e-learning not applicable to kindergartens]; • encourage students to accept others' views; help them identify their own strengths and weaknesses with the benefit of continuous feedback, so that they can strive for improvement and get a better grasp of the learning contents and related skills; and • contribute to the making of an entrepreneurial and creative ambience at school level and develop in students a positive world view and encourage them to grasp opportunities offered by the strengths and dynamics of Hong Kong as a global city.

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 Teaching Profession and the Community	The teacher is able to: • serve as a role model through the display of good moral character and positive values and the readiness to observe rules and the law; share his/her insights regarding the latest developments in education policy and local curriculum; participate in the work of professional educational bodies; and strive to enhance his/her professional competence, proactively reflect on his/her teaching practices and pursue continuous self-improvement; • perform the three professional roles of teachers, namely "caring cultivators" who support students' all-round growth, "inspirational co-constructors" who inspire students in constructing knowledge, and "committed role models" that exemplify the pursuit for professionalism; • perform the role of key facilitator in curriculum reforms; develop a shared vision for teachers; create an open and constructive discussion environment that values consensus; develop a culture of professional learning and sharing among colleagues; and seize opportunities to showcase the outcomes of continuing professional development in daily teaching; • promote the development and building up of a strong community of practice by making connections between teachers' own learning and the organisational learning in the school; assist the school in defining the responsibilities and roles of different school personnel in building a community of practice; and help reinforce the teaching team and groom curriculum leaders; and • build good interpersonal and inter-school networks to facilitate professional exchange and sharing among teachers within the school and across schools on professional knowledge regarding curriculum development and on learning- and teaching-related issues; and actively promote professional development in the community by participating in sharing activities and community services, producing exemplary teaching materials, taking part in educational research or publishing articles on teaching-related topics, sharing teaching experience, and supporting novice teachers' professional development.

4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 Support to School Development	The teacher is able to: • make good use of school resources and manpower to build consensus and consolidate views; readily recognise and encourage partner teachers; and strategically strengthen teachers' professional exchange with a view to enhancing the professional capability of teachers and developing the school into a learning organisation; • formulate school-based development strategies and measures that meet the needs of the school, teachers and students, and develop a school-based curriculum that aligns with the school's mission and addresses stakeholders' concerns by taking into full consideration the views of different stakeholders (e.g. parents, local community and the public); and flexibly deploy school resources and tap external resources to support the implementation of various measures and effectively promote the overall development of the school; • inspire colleagues to join hands in improving learning and teaching; promote a collaborative and sharing culture within the school; lead and assist them in identifying with and realising the school's vision and mission and promoting continuous school development by sharing teaching exemplars and experience; and highlight the essence of the school's culture and ethos through a variety of effective means; • maintain close ties with the local community, and based on the school's development needs, purposely engage external professional support services or enlist external institutions in collaboration programmes to provide opportunities for broadening teachers' and students' horizons, enriching students' learning experiences and fostering teachers' professional growth, with a view to effectively taking forward school-based curriculum reforms, enhancing learning and teaching effectiveness, and continuously maximising the benefits of the positive impacts and experiences of curriculum reforms; and • see parents as important partners in school development; effectively collect and follow up on the views of parents; promote diversified parent education activities to enhance students' knowledge and skills in educating their children; and work with parents to promote students' whole person development.

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