

Chief Executive's Award for Teaching Excellence (2020/2021)

Excellence Indicators for Teaching Practices for

Special Educational Needs

Foreword

The *Excellence Indicators for Teaching Practices for Special Educational Needs* are compiled for use as reference in assessing nominations for the Chief Executive's Award for Teaching Excellence (CEATE) (2020/2021).

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 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 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 with special educational needs (SEN) achieve their learning targets (i.e. having regard to the

individual circumstances of students with SEN, help them overcome their limitations and difficulties, attain the learning level in accordance with their abilities, and realise their potential at different stages of development so that they can become increasingly independent with adaptability and the learning to learn capabilities to embrace the challenges in life).

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 Special Educational Needs, 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 are looking for inspiring, exemplary and effective teaching practices that can be shared with colleagues. 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 (2020/2021)
December 2020

Excellence Indicators for Teaching Practices for Special Educational Needs

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"> • develop holistic, systematic and sustainable policies and initiatives that are in alignment with trends in education development and school development plans to ensure effective implementation of the Whole School Approach to Integrated Education; strive to ensure that curriculum access for every student with special educational needs (SEN) is enhanced through differentiation; and continually refine planning in the light of the school’s context and students’ needs; • develop a flexible and open curriculum framework under the principle of “one curriculum framework for all”, strategically plan a broad and balanced school curriculum and promote collaboration between Key Learning Areas (KLAs)/subject panels, with a view to enhancing the effectiveness of learning and teaching; • ensure vertical and lateral coherence of the curriculum to help students achieve all-round and balanced development in terms of knowledge, skills, generic skills and values and attitudes, having regard to students’ intellectual and psychological development, interests and abilities at different key stages; • set realistic expectations with regard to students’ academic, social and affective development, determine the scale of curriculum adaptation with reference to students’ starting points, and offer a wide range of life-wide learning activities and Other Learning Experiences to cater for students’ different needs, interests and aspirations; • incorporate elements of the four Key Tasks into the school curriculum to help students develop generic skills, independent learning abilities as well as positive values and attitudes, with a view to promoting their

Area	Performance Indicator	Examples of Excellence
		<p>whole-person development;</p> <ul style="list-style-type: none"> • establish a systematic support mechanism, including setting up a designated team to support students and actively promoting early identification and early intervention for students with SEN through a multi-disciplinary team approach; and • strengthen external liaison with professionals, community resources providers, parents, etc. to better coordinate the efforts and resources of various parties for supporting students with SEN in the school and assimilate the experience into day-to-day operations so as to maintain organizational growth and long-term viability.
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • assist the school in establishing a clear and structured monitoring mechanism; timely review the effectiveness of the curriculum and support measures, and make necessary adjustment to plans and strategies; • display qualities of curriculum leadership in promoting close communication and collaboration between KLAs/subject panels, and facilitating multi-disciplinary collaboration or experience sharing, with a view to making general classrooms and the learning and teaching opportunities more inclusive to produce high quality teaching for all; and • pool and flexibly deploy different resources to support learning and teaching by providing teachers with easy access to resources and learning materials in relation to integrated or special education.

Area	Performance Indicator	Examples of Excellence
Teaching	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • help students identify learning objectives, achievement targets and expected level of performance according to their prior knowledge, abilities and learning needs by adopting a student-centred approach; • contribute to developing inclusive classrooms and fostering a pleasant learning atmosphere; • systematically adapt teaching content, learning process and outcomes, and flexibly adopt different pedagogical approaches or differentiated instruction in the light of students' learning abilities, interests and learning characteristics; continually refine classroom teaching to enable students with different abilities to make progress, including encouraging the more capable students to strive for excellence in learning, thus improving overall learning and teaching effectiveness; • provide students with meaningful learning contexts, and relate the content suitably to students' daily-life experiences, thus promoting students' active learning; • create opportunities for experiencing success, and help students acquire a wide range of learning experiences so as to develop their multiple intelligences and potentials; • use a variety of e-learning tools and resources to enrich students' learning experiences inside and outside the classroom; help them develop and apply media and information literacy, and teach them various learning strategies and skills to enhance their learning abilities and promote self-directed learning; and • get a good grasp of individual students' diverse learning needs and the extent of learning difficulties they encounter and provide appropriate learning support, including assistive devices, appropriate learning tools, special assignments and individual education plans, to cater for learner diversity and help them overcome their limitations and difficulties, so that they can attain the learning level in accordance with their abilities.

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"> • keep abreast of new trends in relevant KLAs and integrated or special education, and understand major renewed emphasis of the ongoing curriculum renewal in order to actively develop and refine the curriculum and teaching strategies for students with SEN; • demonstrate professional knowledge, skills and sensitivity; commit himself/herself to pursuing continuous self-improvement; review and reflect on the outcomes of his/her work; and strive for excellence in teaching; • use relevant identification tools and various methodologies to identify students' special educational needs at an early stage, and closely communicate and collaborate with parents, other related professionals and specialists to provide effective support for these students; • assume the role of a reflective practitioner who effectively combines theory and practice; • assume the role of a Caring Cultivator who supports students' all-round growth; • assume the role of an Inspirational Co-structor who constructs knowledge together with students; • keep an open mind and foster a culture of acceptance and tolerance; teach students with SEN with enthusiasm; have appropriate expectations of students' achievements and provide them with relevant support; and attach importance to their whole-person development; and • match words to deeds; teach with dedication, enthusiasm and a strong sense of responsibility; and lead by example while serving as a role model.

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"> • get a good grasp of the relationship between curriculum, learning and teaching and assessment; and develop concrete and effective school-based assessment practices in the light of learning targets, learning processes, assessment objectives and learner diversity, with a view to improving the effectiveness of learning and teaching; • conduct evidence-based evaluations with findings drawn from students’ performance as well as learning and teaching effectiveness; • employ various forms of assessment, strategies and tools to capture a comprehensive picture of students’ performance and capabilities, including the changes they experience during the course of learning, and learning difficulties of individual students being diagnosed, with a view to making adjustment to plans and strategies accordingly; • make effective use of “assessment for learning” and “assessment as learning” to enhance learning effectiveness; strategically implement “assessment for learning” to provide students with timely and quality feedback; and guide students to reflect on their learning through self and peer assessment; • steer colleagues and other school personnel in implementing effective assessment criteria and policies, systematically collecting and recording evidence on students’ learning performance in various areas, and sharing and exchanging with stakeholders in a timely manner, with a view to jointly improving learning and teaching; and • establish the mode of assessment for home-school cooperation, collaborate with parents to observe and record students’ learning progress at home, and share experience and insights on how to foster students’ learning.

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Values and Attitude	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • contribute to the fostering of a harmonious and caring culture, and promote students’ understanding of and respect for individual differences through different activities; • make use of student diversity with a view to creating an interactive environment for collaborative learning so as to foster students’ understanding of one another’s strengths; • provide students with authentic and meaningful learning experiences, and systematically instil in them moral qualities, as well as positive values and attitudes to promote their whole-person development; • value the contribution of all students; encourage them to ‘have a go’ where ‘mistakes’ are managed well and built upon, thus reinforcing their belief that everyone can be a successful learner; • accommodate students’ special educational needs to enable them to advance their potential, and mutually affirm and respect each other in a pluralistic society; • build rapport and trust with students; create an open and inspiring atmosphere to arouse students’ interest in learning; encourage them to express their views freely and involve them in dialogue about their learning and plans for the future; and • have a positive influence on students’ lifelong learning, whole-person development, development of learning to learn and generic skills.

Area	Performance Indicator	Examples of Excellence
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • help students understand and master knowledge and skills in relevant KLAs/subjects, and make good use of different learning strategies and resources to achieve the expected learning outcomes; • encourage students to accept others' views readily, recognize their strengths, identify their weaknesses and opportunities for enhancement from feedback of others so that they can actively seek improvement and get a better grasp of the learning content; • collaborate with different teams in the school to strengthen mental health education and foster students' emotion management skills, social skills and resilience, thus boosting their confidence in interacting with others and facing challenges; • help students develop basic communication and self-care skills, master independent living skills, and plan for their future in the light of their capabilities and needs, with a view to improving their quality of life; • develop students' abilities to think and make decisions independently so as to prepare them better for further studies, employment and a fulfilling life in the future; • help students understand themselves, identify their own strengths and develop their confidence and skills in life planning, thus enabling them to explore multiple pathways; and • help students develop a reading habit, master reading strategies, gain proficiency in using information technology for learning, develop generic skills and a healthy lifestyle (such as through active participation in physical and aesthetic activities, and appreciation of sports and the arts), thereby widening the scope of learning and nurturing their lifelong learning capabilities.

3. Professionalism and Commitment to the Community Domain

Area	Performance Indicator	Examples of Excellence
Professionalism and Commitment to the Community	3.1 Contribution towards the Profession and Community	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • serve as a Committed Role Model of professionalism; • pursue continuous self-improvement and strive for excellence; • effectively adopt new ideas and teaching practices in the light of prevailing education or learning theories with a view to enhancing and promoting integrated or special education; • share quality and exemplary teaching designs, participate in educational research in relation to SEN, publish articles or produce relevant resource packages for sharing with the profession; • provide mentorship as well as training and professional development activities for novice teachers and staff; • actively contribute to the community and teaching profession, such as showing enthusiasm for participating in professional development activities, and sharing insights as well as outcomes of reflective practices and lesson studies; and • take part in community services or voluntary work and help the public develop a proper and positive understanding of students with SEN.

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"> • lead and assist colleagues in identifying with and realising the school’s visions, missions and values with regard to the development of integrated or special education; • participate in planning and organising professional development activities in relation to teaching students with SEN within and outside the school to enhance the capacity of the teaching team; • inspire and support colleagues in joint efforts to improve learning and teaching and promote a collaborative and sharing culture within and outside the school; and encourage colleagues to actively participate in educational research, cross-school and multi-disciplinary collaborations and professional networks with a view to developing the school into a community of learning and practice; • actively promote home-school collaboration, regard parents as important partners in school development, and maintain close communication with parents to promote students’ whole-person development through concerted efforts and enhance parents’ knowledge and skills for educating their children; and • flexibly deploy school resources and tap external resources to support the implementation of various measures, thus effectively promoting the development of the school as a whole.

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