

## **Excellence Indicators for Teaching Practices for the Chinese Language Education KLA (Chinese Language)**

### **Professional Competence Domain**

Area	Excellence Indicator	Component	Evidence of Excellence
Curriculum	1.1 Curriculum Planning and Organization	Curriculum goals and policies	<ul style="list-style-type: none"> <li>• Formulate curriculum goals, policies and a strategic curriculum development plan based on the principle of life-long learning and whole-person development</li> <li>• Demonstrate leadership and collaboration in the development of school-based curriculum</li> </ul>
		Curriculum framework	<ul style="list-style-type: none"> <li>• Devise an open and flexible framework</li> <li>• Adapt contents of Chinese and various key learning areas (KLAs) where appropriate</li> <li>• Cater for students' different abilities</li> </ul>
		Allocation of learning time	<ul style="list-style-type: none"> <li>• Arrange learning time flexibly and appropriately to cater for students' learning needs, enrich their learning experiences, and allow a better use of facilities and resources</li> </ul>
	1.2 Curriculum Management	Coordination and collaboration in curriculum	<ul style="list-style-type: none"> <li>• Assist in coordinating curriculum plans of Chinese language and various KLAs</li> <li>• Participate in curriculum decisions and exchange information and opinions on curriculum matters</li> </ul>
		Monitoring and evaluation of curriculum implementation	<ul style="list-style-type: none"> <li>• Establish a sound mechanism to monitor and review the curriculum implementation</li> <li>• Review with other teachers the curriculum implementation and conduct concrete follow-ups</li> </ul>
Teaching	1.3 Strategies and Skills	Planning and organizing teaching	<ul style="list-style-type: none"> <li>• Have clear objectives and targets for Chinese language teaching</li> <li>• Inspire students to think and motivate them to learn</li> <li>• Apply pedagogical skills flexibly to cater for students' needs and interests in different teaching environments</li> <li>• Critically monitor implementation of activities/programmes, making timely modifications; evaluate outcomes and the impact on students</li> </ul>

Area	Excellence Indicator	Component	Evidence of Excellence
		Catering for learner differences	<ul style="list-style-type: none"> <li>• Promote collaboration among colleagues for more effective and timely efforts to identify and support students' diverse needs</li> <li>• Adopt diversified teaching strategies and learning materials so as to take into account students' abilities, needs and interests</li> <li>• Adjust teaching flexibly and give clear feedback to help students improve their learning</li> </ul>
		Communication skills	<ul style="list-style-type: none"> <li>• Use appropriate medium of instruction proficiently and accurately</li> <li>• Give instructions, explanations and demonstrations clearly, lively and systematically</li> <li>• Use effective questioning techniques</li> <li>• Encourage and praise students to boost their self-confidence</li> </ul>
		Class interaction	<ul style="list-style-type: none"> <li>• Encourage students to respond, enquire and participate in activities</li> <li>• Encourage students to respect each other, work in collaboration and share ideas</li> </ul>
		Class management	<ul style="list-style-type: none"> <li>• Effectively organize learning activities, adjust the time and tempo of teaching flexibly</li> <li>• Create an atmosphere conducive to learning</li> </ul>
	1.4 Knowledge and Attitude	Professional knowledge	<ul style="list-style-type: none"> <li>• Well acquainted with the development of the teaching profession</li> <li>• Chinese proficiency (including reading, writing , listening and speaking)</li> <li>• Good subject knowledge (including that of Chinese characters, phonetics, syntax, literature, culture and language education)</li> <li>• Good knowledge of social-cultural aspects of Chinese Language education</li> <li>• Good knowledge of Chinese language education (e.g. reading and writing towards learning)</li> <li>• Good general knowledge and basic cross-curricular understanding</li> <li>• Good knowledge of the nine generic skills under the new curriculum i.e. collaboration skills, communication skills, creativity, critical thinking skills, IT skills, numeracy skills, problem-solving skills, self-management skills and study skills</li> </ul>

Area	Excellence Indicator	Component	Evidence of Excellence
Student Learning	1.5 Performance and Progress in the Learning Process	Learning attitude	<ul style="list-style-type: none"> <li>• Create a stimulating, interesting and harmonious learning atmosphere</li> </ul>
		Learning strategies	<ul style="list-style-type: none"> <li>• Help students apply their knowledge of Chinese Language to their daily life</li> <li>• Provide students of different characters and abilities with adequate and equal opportunities to participate in activities</li> </ul>
		Learning performance	<ul style="list-style-type: none"> <li>• Through continuous feedback, encourage students to strive for improvement and build a positive learning attitude</li> </ul>
Performance Assessment	1.6 Assessment Planning and Implementation	Assessment policy and system	<ul style="list-style-type: none"> <li>• Formulate or assist in formulating a whole-school policy on assessment according to the curriculum goals of Chinese language and Putonghua teaching in line with school needs</li> <li>• Explain the policy to students and parents with clearly defined objectives and assessment guidelines, and strive to enhance learning and teaching based on the assessment results</li> <li>• Suitably adopt formative and summative assessments</li> <li>• Conduct timely, holistic and concrete reviews on assessment policy and systems to sum up timely effectiveness and inadequacies, and ensure early follow-ups</li> <li>• Review constantly the various assessment modes and align them with the current curriculum objectives</li> </ul>
		Assessment practices	<ul style="list-style-type: none"> <li>• Adopt different modes of assessment by various parties</li> <li>• Provide students with opportunities for reflection through peer assessment and self-assessment</li> <li>• Design suitable methods of assessment that truly reflect students' performance on knowledge, skills, attitudes and efforts made</li> <li>• Extensive scope of assessment</li> <li>• Format and level suit the abilities and needs of students</li> <li>• Cater for learner differences</li> </ul>
		Grading, marking and giving feedback	<ul style="list-style-type: none"> <li>• Identify students' strengths and weaknesses</li> <li>• Give appropriate reinforcement and encouragement</li> <li>• Provide students with direction for improvement</li> <li>• Give timely and useful feedback to help students improve their learning</li> </ul>
	1.7 Use of Assessment Information	Managing assessment information	<ul style="list-style-type: none"> <li>• Record students' assessment information systematically and consistently so that both the school and teachers can keep track of their learning progress for reference in teaching</li> </ul>

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		Functions of assessment information	<ul style="list-style-type: none"> <li>• Use assessment information to diagnose and evaluate the effectiveness of learning and teaching</li> <li>• Use assessment results to develop programmes that improve student learning</li> <li>• Help students understand themselves and set targets for advancement</li> <li>• Inform parents of their children's learning progress through various means</li> </ul>

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## Student Development Domain

Area	Excellence Indicator	Component	Evidence of Excellence
Attitude and Behaviour	2.1 Attitude and Affective Development	Self-concept, attitude towards learning and values	<ul style="list-style-type: none"> <li>• Patient, approachable, caring and always ready to encourage students</li> <li>• Adopt a liberal and democratic approach</li> <li>• Build up trust and rapport with students</li> </ul>
	2.2 Social Development	Social competence, interpersonal relationship, and discipline	<ul style="list-style-type: none"> <li>• Fair and able to give due respect to students' different viewpoints and care about their feelings</li> </ul>
Students' Performance	2.3 Academic Performance	Academic-related achievement	<ul style="list-style-type: none"> <li>• Have appropriate expectations on students' learning</li> <li>• Cater for school-based student-oriented needs by appropriate adaptation of the curriculum to help students obtain the desired learning outcomes</li> <li>• Inspire students of different background and abilities and motivate them to learn</li> </ul>
	2.4 Non-academic Performance	Participation and achievement in cultural/ athletic and aesthetic activities/ social services, and physical fitness and health awareness	<ul style="list-style-type: none"> <li>• Recognize and value students' achievement and potential</li> <li>• Encourage students to develop upon their strengths, adopt a proactive attitude towards learning and pursue excellence</li> <li>• Demonstrate rich knowledge and mastery of pastoral care work</li> <li>• Make positive impact on students for whole-person development and the development of generic skills</li> </ul>

## Commitment to the Profession and Community Domain

Area	Excellence Indicator	Component	Evidence of Excellence
Commitment to the Profession	3.1 Competence and Attitude	Leads or collaborates with colleagues in their work	<ul style="list-style-type: none"> <li>• Value professional development and cross-curricular collaboration</li> <li>• Promote updating of subject matter knowledge among colleagues in response to current curriculum developments</li> <li>• Take the initiative in exchanging ideas on good teaching practices to promote professional sharing among teachers</li> <li>• Produce exemplary teaching materials, conduct scholastic or action research, and contribute articles on teaching related topics</li> <li>• Give support to other teachers, serve as a role model and disseminate exemplary teaching practices for continuing personal and professional development</li> <li>• Lead or participate actively in professional development of novice teachers e.g. mentoring programme</li> <li>• Lead or participate actively in collaboration among departments/committees</li> </ul>
Commitment to Community	3.2 Links with Community and External Organizations	Links with community and external organizations	<ul style="list-style-type: none"> <li>• Participate actively in development and implementation of education policies of government through various means</li> <li>• Assume a leading, facilitating or co-ordinating role in community activities</li> </ul>

## Professionalism Domain

Area	Excellence Indicator	Component	Evidence of Excellence
Professionalism	4.1 Self-improvement	Continuous self-improvement	<ul style="list-style-type: none"> <li>• Devoted and committed to teaching</li> <li>• Make continuous reflection on Chinese Language teaching</li> <li>• Demonstrate a positive but critical approach towards innovations in the curriculum</li> </ul>
	4.2 Professional Development	Familiar with the latest educational development	<ul style="list-style-type: none"> <li>• Keep abreast of current education policies, e.g. the trends and contents of the curriculum</li> <li>• Demonstrate and model strong ongoing personal and professional growth</li> </ul>
	4.3 Role Model	Setting himself/herself as a role model	<ul style="list-style-type: none"> <li>• Serve as a role model for students and show sensitivity towards community affairs and social values</li> </ul>

## School Development Domain

Area	Excellence Indicator	Component	Evidence of Excellence
Activities and Curriculum	5.1 School-based Activities 5.2 School-based Curriculum	Organizing and developing school-based activities and curriculum	<ul style="list-style-type: none"> <li>• Develop appropriate and systematic school-based curriculum and assessment mechanism for Chinese Language for effective learning. Organize effective and diversified internal and external activities</li> </ul>
Collaboration	5.3 Home-school Co-operation 5.4 Collaboration with Stakeholders	Co-operation with parents and collaboration with stakeholders	<ul style="list-style-type: none"> <li>• Have thorough understanding of the family factors that may affect students' learning processes</li> <li>• Establish effective communication with parents to support students' learning</li> </ul>



## Notes on the Indicators

1. The Indicators serve as a reference tool only. The focus of assessment should fare on a nominee's teaching practice as a whole as well as individual components. Potential awardees are expected to have their own strengths in specific areas of practice, rather than a high level of excellence in all domains.
2. A slight difference should be noted in the emphasis of assessment for an individual nomination and a group nomination. The former should focus on the impact of a teacher, his classroom practices and other personal qualities, while the latter should focus more on the collaboration among group members and the impact on schools and students brought about by the group as a whole.
3. Potential awardees should demonstrate that they have effective learning and teaching skills in the particular school context. Identification of potential awardees involves professional knowledge and judgement with reference to the Indicators. The Indicators show typical evidence of excellence only and do not prescribe a rigid model of excellence.
4. In line with the objectives of the Award Scheme, potential awardees are expected to have the following qualities, in addition to having effective teaching practices -
  - (a) able to make the teaching practices inspiring, exemplary and/or innovative under relevant context;
  - (b) able to refine the teaching practices through a process of reflection and/or collaboration, with evidence of desired learning outcomes;
  - (c) able to make contribution as a teacher to the school and/or to the profession; and
  - (d) able to make the teaching practices available for sharing among other fellow teachers, with a view to inspiring others to become reflective practitioners seeking to pursue better teaching and learning.

- Ends -