Excellence Indicators for Teaching Practices
for the English Language Education KLA

Professional Competence Domain

Area	Excellence Indicator	Component	Evidence of Excellence
Curriculum	1.1 Curriculum Planning and Organization	Curriculum goals and policies	• Formulate curriculum goals, policies and a strategic curriculum development plan based on the principle of life-long learning and whole-person development • Demonstrate curriculum leadership in the development of school-based curriculum
		Curriculum framework	• Cater for learner differences[1] • Devise open and flexible framework • Adapt contents of various key learning areas (KLAs) and integrate different elements to ensure students' balanced development • Develop students' nine generic skills (collaboration skills, communication skills, creativity, critical thinking skills, IT skills, numeracy skills, problem-solving skills, self-management skills, study skills)
		Allocation of learning time	• Arrange learning time appropriately and flexibly to cater for students' learning needs, enrich their learning experiences, and allow a better use of facilities and resources
	1.2 Curriculum Management	Coordination and collaboration in curriculum	• Adopt a sound mechanism to coordinate curriculum policies of various KLAs • Participate in curriculum decisions; exchange information and opinions on curriculum matters
		Monitoring and evaluation of curriculum implementation	• Establish a sound evaluation mechanism to monitor and review the curriculum implementation • Give timely feedback to teachers concerned and conduct concrete follow-ups subsequently

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[1] NOTE: The key indicators are underlined

Area	Excellence Indicator	Component	Evidence of Excellence
Teaching	1.3 Strategies and Skills	Planning and organizing teaching	• <u>Demonstrate great flexibility and responsiveness with continuous expansion of the repertoire of teaching methods and technologies</u> • <u>Critically monitor implementation of activities/programmes, making timely modifications; evaluate outcomes and the impact on students</u> • Have clear objectives and targets for English Language teaching. • Demonstrate exemplary teaching strategies that provoke thinking and arouse interests • Organize life-wide learning activities • Apply pedagogical skills in an integrated manner • Provide safety guidelines and facilities
		Catering for learner differences	• <u>Take a lead in exploring the various factors that affect student needs</u> • <u>Promote collaboration among colleagues for more effective and timely efforts to identify and support students' diverse needs</u> • <u>Adopt diversified teaching strategies and learning materials so as to take into account students' abilities, needs and interests</u> • Adjust teaching flexibly and give clear feedback to help students improve their learning
		Communication skills	• <u>Encourage and praise students to boost their self-confidence</u> • Use appropriate medium of instruction proficiently and accurately • Give instructions, explanations and demonstration clearly, lively and systematically • Use effective questioning techniques
		Class interaction	• <u>Encourage students to respect each other, work in collaboration and share ideas</u> • Encourage students to respond, enquire and participate in activities
		Class management	• <u>Handle contingencies and discipline problems properly</u> • Effectively organize learning activities, adjust the time and tempo of teaching flexibly • Create an atmosphere conducive to learning
	1.4 Knowledge and Attitude	Professional knowledge	• <u>Master the contents and teaching skills of the KLAs</u> • <u>Good linguistic knowledge of English and related skills</u> • <u>Good knowledge of second language acquisition and bilingualism</u> • <u>Good knowledge of English language education</u> • Well acquainted with the development of the teaching profession • Good knowledge of social-cultural aspects of English • Good general knowledge and cross-disciplinary knowledge

Area	Excellence Indicator	Component	Evidence of Excellence
Student Learning	1.5 Performance and Progress in the Learning Process	Learning attitude	• Create a stimulating and harmonious learning atmosphere
		Learning strategies	• Help students apply what they have learnt to their daily life • Provide students with adequate and equal opportunities to participate in activities
		Learning performance	• Through continuous feedback, encourage students to strive for improvement and build a positive learning attitude, with a view to achieving learning objectives.
Performance Assessment	1.6 Assessment Planning and Implementation	Assessment policy and system	• Formulate or assist in formulating a whole-school policy on assessment according to the curriculum goals and school needs • Policy explained to students and parents, with clearly defined objectives, criteria and guideline • Assessment system is in line with the school's policy and maintains fairness and openness • Suitably adopts formative and summative assessments • Frequency and arrangement of assessments are both appropriate • Conduct timely, holistic and concrete reviews and follow-ups • Review constantly the various assessment modes and aligns them with the current curriculum objectives
		Assessment practices	• Design suitable methods of assessment that truly reflect students' performance on knowledge, skills, attitudes and efforts made • Adopt different modes of assessment by various parties • Provide students with opportunities for reflection through peer assessment and self-assessment • Use diversified modes of assessment • Format and level suits the abilities and needs of students • Address learner differences appropriately
		Grading, marking and giving feedback	• Give appropriate reinforcement and encouragement • Give timely and useful feedback to help students improve • Prepare clear, comprehensive marking schemes with appropriate weighting • Identify students' strengths and weaknesses • Provide students with direction for improvement

Area	Excellence Indicator	Component	Evidence of Excellence
	1.7 Use of Assessment Information	Managing assessment information	• Record students' assessment information systematically and accurately so as to keep track of their learning progress
		Functions of assessment information	• Use assessment information to diagnose and evaluate the effectiveness of learning and teaching • Use assessment results consistently to develop programmes that improve student learning • Help students understand themselves and set targets for advancement • Inform parents of their children's learning progress through various means

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	• <u>Build up trust and rapport with students</u> • Patient, approachable and friendly, caring and always ready to encourage students • Adopt a liberal and democratic approach
	2.2 Social Development	Social competence, interpersonal relationship, and discipline	• Fair and able to give due respect to students' different viewpoints and care about their feelings
Students' Performance	2.3 Academic Performance	Academic-related achievement	• <u>Have appropriate expectations on students' learning</u> • <u>Inspire students of different background and abilities and motivate them to learn</u> • Cater for school-based student-oriented needs by appropriate adaptation of the curriculum to help students obtain the desired learning outcomes
	2.4 Non-academic Performance	Participation and achievement in cultural/ athletic and aesthetic activities/ social services, and physical fitness and health awareness	• Recognize and value students' achievement and potential • Encourage students to develop upon their strengths, take risks in learning and pursue excellence • Demonstrate rich knowledge and mastery of pastoral care work • Make positive impact on students for whole-person development and the development of generic skills

Commitment to the Profession and Community Domain

Area	Excellence Indicator	Component	Evidence of Excellence
Commitment to Profession	3.1 Competence and Attitude	Leads or collaborates with the staff in their work	• Value professional development and interdisciplinary collaboration • Promote updating of subject matter knowledge among colleagues in response to current curriculum developments • Take the initiative in exchanging ideas on good teaching practice, with a view to developing the school as a professional learning community • Produce exemplary teaching materials, conduct scholastic and/or action research and contribute articles on teaching related topics • Support the work of other teachers and disseminating exemplary teaching practices for continuing personal and professional development • Lead or participate in professional development of novice teachers e.g. mentoring program • Assume a leadership role in promoting close coordination among departments/committees
Commitment to Community	3.2 Links with Community and External Organizations	Links with community and external organizations	• Establish and maintain respected professional status in the community • Assume a leadership, facilitating or co-ordinating role in community services or voluntary work

Professionalism Domain

Area	Excellence Indicator	Component	Evidence of Excellence
Professionalism	4.1 Self-improvement	Continuous self-improvement	• <u>Able and willing to reflect on and evaluate critically their English teaching experiences</u> • Conscientious and committed to teaching • Demonstrate a positive but critically aware approach towards curriculum innovations in ELT
	4.2 Professional Development	Keeping abreast of latest educational development	• Maintain up-to-date knowledge about current educational practices and policies, like the trends and contents of the curriculum • Demonstrate and model strong ongoing personal and professional growth
	4.3 Role Model	Setting himself/ herself as a role model	• <u>Serve as a role model for students in showing sensitivity to social / community issues</u>

School Development Domain

Area	Excellence Indicator	Component	Evidence of Excellence
Activities and Curriculum	5.1 School-based Curriculum 5.2 School-based Activities	Organizing and developing school-based activities and curriculum	• Organize school-based activities for the learning and teaching of English Language Education KLA • Develop school-based curriculum and schoolwide activities that contribute to the effective learning of language
Collaboration	5.3 Home-school Co-operation 5.4 Collaboration with Stakeholders	Co-operation with parents and collaboration with stakeholders	• Have thorough understanding of and great sensitivity towards the diverse family factors that may affect students' learning processes • Establish effective communication with parents to support students' learning • Win support of the broader community in achieving school goals and priorities

Notes on the Indicators

1. The Indicators should be used as a reference tool.   The focus of assessment is on a nominee's practice as a whole, not on individual components.   Potential awardees are not expected to reach a high level of excellence in all domains, but may have their own strengths in specific areas of practice.

2. The emphasis in assessing an individual nomination and a group nomination is slightly different.   The former is focused on the impact of a teacher, his classroom practices and other personal qualities, while the latter is focused more on the collaboration among group members, and the impact on students and schools 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. Identifying potential awardees involve 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) the practices are inspiring, exemplary and/or innovative learning under the relevant context;
   (b) the practices have been refined through a process of reflection and/or collaboration, with evidence of desired student learning outcomes;
   (c) the teachers have made contribution to their schools and/or to the profession; and
   (d) there are elements in their teaching practices that may be shared with other fellow teachers, with a view to inspiring others to join the ranks of reflective practitioners seeking to pursue better learning and teaching.

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