

# Excellence Indicators for Teaching Practices for Language Education in Kindergartens

## Professional Competence Domain

Area	Excellence Indicator	Evidence of Excellence
Curriculum	1.1 Curriculum Planning and Organization	<ul style="list-style-type: none"> <li>● Present a pre-primary language curriculum/ programme centered on devising and providing an enriched language learning environment, in which children can develop their language proficiency through trying out, exploration and interpersonal interaction.</li> <li>● Set objectives of learning to help children develop good verbal and non-verbal communication skills, understanding what people say and be able to express their ideas clearly and effectively. These communication skills include facial expressions, body language, words, phrases and eventually more elaborate sentences. The principle in designing language activities aims at stimulating children's thinking and enhancing their language skills.</li> <li>● Set appropriate language goals in accordance with children's development, instead of prescribing a set rigid progress abide by children's age. Benchmarking for learning achievements should also accommodate children's individual difference in abilities.</li> </ul>
	1.2 Curriculum Management	
Teaching	1.3 Strategies and Skills	<ul style="list-style-type: none"> <li>● Appropriate teaching, learning and assessment methods and strategies are used in line with students' ability and interests to arouse children's learning interest, enhance their learning and achieve the learning objectives.</li> </ul>

Area	Excellence Indicator	Evidence of Excellence
	1.4 Knowledge	<ul style="list-style-type: none"> <li>● Show ability to communicate with children in a friendly and effective manner; make good use of verbal and non-verbal communication skills. The clarity and fluency of speech serve as a role model for students.</li> </ul>
Student Learning	1.5 Performance and Progress in the Learning Process	<ul style="list-style-type: none"> <li>● Assessment/ evaluation based on effectiveness of learning outcome of children is evident throughout. The teaching methods may be refined from time to time to enable children to fully extend their potential and to address the needs and interests of children of different abilities.</li> </ul>
Performance Assessment	1.6 Assessment Planning and Implementation	<ul style="list-style-type: none"> <li>● Maintain a close relationship with children and show an understanding of their needs and abilities. He/she/they should show willingness to listen to children, and give encouragement, advice and positive reinforcement while talking to each individual child.</li> </ul>
	1.7 Use of Assessment Information	<ul style="list-style-type: none"> <li>● The whole program should reflect the teacher(s) knowledge in directions and vision of pre-primary education.</li> <li>● Students' progress are suitably assessed by formative and/or summative assessments. Teacher(s) show awareness of student's range of abilities, and reflect these in their teaching.</li> </ul>

## Student Development Domain

Area	Excellence Indicator	Evidence of Excellence
Attitude and Behaviour	2.1 Attitude and Affective Development	<ul style="list-style-type: none"> <li>● Effectiveness of good teaching is mirrored and revealed by how much the students enjoy and benefit from it.</li> <li>● Students exhibit rapport and trust to their teachers, reflecting teacher(s)'s ability to provide warmth and pastoral care aside from teaching skills.</li> </ul>
	2.2 Social Development	<ul style="list-style-type: none"> <li>● Fair and able to give due respect to students' different views and care about their feelings.</li> </ul>
Students' Performance	2.3 Academic Performance	<ul style="list-style-type: none"> <li>● The program and class teaching show that children have ample opportunity to learn through play, daily activities, exploration and sensory activities.</li> <li>● Students display eagerness to learn, be able to be suitably focus in activities they are engaged in. They enjoy and benefit from learning.</li> </ul>
	2.4 Non-academic Performance	<ul style="list-style-type: none"> <li>● Recognize and value students' achievement and potential.</li> <li>● Demonstrate rich knowledge and mastery of pastoral care work.</li> </ul>

## Commitment to the Profession and Community Domain

Area	Excellence Indicator	Evidence of Excellence
Commitment to Profession	3.1 Competence and Attitude	<ul style="list-style-type: none"> <li>● Proactively provide support to the teaching profession and the community, such as participation in and contribution to professional sharing activities, dissemination of good practices, involvement in community services or voluntary work.</li> </ul>
Commitment to Community	3.2 Links with Community and External Organizations	<ul style="list-style-type: none"> <li>● Lead and participate in professional development of novice teachers.</li> <li>● Assume leadership, facilitating or co-ordinating role in community services or voluntary work.</li> </ul>

## Professionalism Domain

Area	Excellence Indicator	Evidence of Excellence
Professionalism	4.1 Self-improvement	<ul style="list-style-type: none"> <li>● Commitment to on-going review of the curriculum/program and taking appropriate follow-up actions, that is, commitment to reflective teaching which is an integral part of professional excellence.</li> </ul>
	4.2 Professional Development	<ul style="list-style-type: none"> <li>● Drive and persistence in pursuing continuous self-improvement and professional development.</li> <li>● Keeping abreast of developments in education principles and practices, like the trends and contents of curriculum.</li> <li>● Develop good rapports and collaboration with peers and be a good team-worker.</li> </ul>
	4.3 Role Model	<ul style="list-style-type: none"> <li>● Build good relationship with parents and be a good role model to students.</li> </ul>

## School Development Domain

Area	Excellence Indicator	Evidence of Excellence
Activities and Curriculum	5.1 School-based Curriculum 5.2 School-based Activities	<ul style="list-style-type: none"> <li>● Contribute to school-based activities for effective language learning and teaching in kindergartens.</li> </ul>
Collaboration	5.3 Home-school Co-operation 5.4 Collaboration with Stakeholders	<ul style="list-style-type: none"> <li>● Establish effective communication with parents to support students' learning.</li> <li>● Win support of the broader community in achieving school goals and priorities.</li> <li>● Have thorough understanding of and great sensitivity towards the diverse family factors that may affect students' learning processes.</li> </ul>