Excellence Indicators for Teaching Practices
<u>for Students with Special Needs</u>

Professional Competence Domain

Area	Excellence Indicator	Component	Evidence of Excellence
Curriculum	1.1 Curriculum Planning & Organization	Curriculum goals & policies	• Formulate curriculum goals, policies and a strategic curriculum development plan to meet the language learning needs or development of SEN students • Demonstrate curriculum leadership/active contribution to the development of language curriculum for SEN students • Adopt a inter-disciplinary approach and involve all stakeholders in the planning and implementation of language curriculum
		Curriculum framework	• Devise open, flexible, individualized and integrated language/communication training programs for SEN children • Adopt a curriculum rich in language stimulation to enhance students' development in listening, speaking, reading, writing with respect to nine generic skills especially communication skills • <u>Cater for learners' ability, needs, and linguistic differences</u> [1]
		Allocation of learning time	• <u>Arrange learning time appropriately and flexibly to maximize the effect of language learning, development and/or enhancement</u>
	1.2 Curriculum Management	Monitoring & evaluation of curriculum implementation	• Monitor and review the language curriculum implementation • Give timely feedback to other colleagues and parents 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 & Skills	Planning & organizing teaching	- Have clear objectives and targets for language teaching - <u>Select appropriate teaching activities that match curriculum objectives and students' needs</u> - Demonstrate exemplary teaching strategies that promote language or communication skills, provoke thinking and creativity, and stimulate interest in learning - Organize life-wide learning activities and experiences for language learning, development and/or enrichment - Apply pedagogical skills in an integrated manner in language teaching - Demonstrate great flexibility and ingenuity in the use of teaching methods and technologies - <u>Critically monitor implementation of activities/programmes, make timely modifications, and evaluate outcomes and the impact on students</u> - Relate language learning to daily routine at home and in school - Use a variety of resources and activities to facilitate language development - Create a stimulating and harmonious atmosphere conducive to language learning
		Catering for learner differences	- Enhance, through effective language teaching, learning in physical, intellectual, communicative, sensory, social and emotional skills - <u>Adopt diversified teaching strategies and learning materials that take into account students' different needs in language learning</u> - <u>Promote collaboration among colleagues and parents for more effective and timely efforts to identify and support students' needs</u> - Encourage reciprocal verbal and non-verbal communication

Area	Excellence Indicator	Component	Evidence of Excellence
	1.4 Knowledge	Professional knowledge	• <u>Demonstrate effective application of the contents and teaching skills of language education</u> • <u>Good subject knowledge and knowledge in language development</u>
Student Learning	1.5 Performance & Progress in the Learning Process	Learning strategies	• Help students apply language skills they have learnt to their daily life • Provide students with adequate and equal opportunities to participate in language activities • <u>Through continuous and timely feedback, encourage students to strive for improvement and build a positive learning attitude, with a view to achieving learning objectives</u>
Assessment	1.6 Assessment Planning & Implementation	Assessment policy & system	• Formulate or assist in formulating a policy on assessment according to the curriculum goals and students' abilities and needs • Explain language policy to students, other professionals and parents with clearly defined objectives, criteria and guideline • Involve parents in gathering data for assessment • Use formative and summative assessment to evaluate progress and effectiveness of programs
	1.7 Use of Assessment Information	Managing assessment information	• Record students' assessment information systematically and accurately to keep track of their learning progress
		Functions of assessment information	• Use performance data and information from teachers, other professionals and parents to make appropriate modification in language teaching strategies, learning environments and the curriculum

Student Development Domain

Area	Excellence Indicator	Component	Evidence of Excellence
Teachers' Attitude & Behaviour	2.1 Attitude & Affective Development	Self-concept, attitude towards learning & values	• Understand the impact that disabilities (visually impaired, hearing impaired, mentally handicapped, maladjusted, and physically handicapped, autism, and learning difficulties) have on language, cognitive, physical, social and emotional development of students. • Adopt a lively and interactive approach
	2.2 Social Development	Social competence, interpersonal relationship & discipline	• Be fair and give due respect to students' different viewpoints and care about their feelings
Students' Performance	2.3 Academic Performance	Academic-related achievement	• Cater for school-based student-oriented needs by appropriate adaptation of the curriculum to help students obtain the desired learning outcomes • Have appropriate expectable on students' learning
	2.4 Non-academic Performance	Participation & achievement in cultural activities/ athletic & aesthetic activities/ social services. Good physical fitness & health awareness, sound mental and social well being	• Recognize and value students' achievement and potential • Make positive impact on students for whole-person development and the development of generic skills
Transition	2.5 Transition Planning	Transition to adulthood & community life	• Inculcate language skills to facilitate social interaction

Commitment to the Profession and Community Domain

Area	Excellence Indicator	Component	Evidence of Excellence
Commitment to Profession	3.1 Competence & Attitude	Collaboration with other teachers	• Take the initiative in exchanging ideas on good teaching practices, with a view to developing the school as a professional learning community • Produce exemplary teaching materials, conduct scholastic or action research and/or contribute articles on teaching related topics • Support the work of other teachers and disseminate exemplary teaching practices for continuing personal and professional development • Lead or participate in professional development of novice teachers, e.g. mentoring program • Promote close coordination among committees/departments
Commitment to Community	3.2 Links with Community & External Organizations	Links with community & external organizations	• Plan and conduct workshops and conferences for professional colleagues and parents • Assume a leadership, facilitating or coordinating role in community services or voluntary work • Contribute in language curriculum development working groups, e.g., in CDI

Professionalism Domain

Area	Excellence Indicator	Component	Evidence of Excellence
Professionalism	4.1 Self-improvement	Continuous self-improvement	• Conscientious and committed to providing language education of the highest quality • Committed to developing the potential strengths and abilities of children with disabilities • <u>Able and willing to reflect on and evaluate critically their language teaching experiences</u> • Conduct action research (on language education) to inquire into own teaching practice and change teaching practice in response to results of action research • Demonstrate a positive and critical towards curriculum innovations in language education
	4.2 Professional Development	Keeping abreast of latest educational development	• Maintain up-to-date knowledge about current educational practices and policies, such as 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 & Curriculum	5.1 School-based Curriculum 5.2 School-based Activities	Organizing & developing school-based activities & curriculum	• Organize school-based activities for language learning and teaching • 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 & collaboration with stakeholders	• Have thorough understanding of and 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/her classroom practices and other personal qualities which have an impact on students, while the latter is focused more on the collaboration among group members, and the impact of teaching 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.