Excellence Indicators for Teaching Practices for the English Language Education Key Learning Area

Foreword

The *Excellence Indicators for Teaching Practices for the English Language Education Key Learning Area* are compiled for use as reference in assessing nominations for the Chief Executive's Award for Teaching Excellence (CEATE) (2009 / 2010).

In drafting the Indicators, we have consulted a number of related references. 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 CEATE, teaching excellence means teaching practices that are -

(a) **proven to be effective**, and are **outstanding** and/or **innovative** in **enhancing students' motivation** in the subject and/or in helping students **to achieve the desired learning outcomes**; or

  creatively adapted from exemplary teaching practices from elsewhere **to suit the local (i.e. school-based and/or student-based) context**, which are proven to be effective, and are outstanding and/or innovative in enhancing students' learning outcomes;

(b) based on a coherent conceptual framework, showing reflective practices;

(c) inspiring and can be shared with colleagues to improve the quality of education; and

(d) **instrumental in achieving the learning targets of the English Language Education KLA**, i.e. developing students' language proficiency; making use of learner-centred instruction to encourage learner independence; making use of literary or imaginative texts to develop critical thinking and encourage free expression and creativity; and promoting language development strategies, values and attitudes that are conducive to effective, independent and lifelong learning.

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. Since CEATE does not intend to prescribe a rigid model of excellence for every teacher, the Indicators and Examples of Excellence should only be used as reference in the assessment process and should not be taken as exclusive criteria.

Besides being an assessment tool, the Indicators also describe the qualities of an accomplished teacher in English Language Education. We hope that, by highlighting these qualities, we can motivate teachers to achieve professional excellence.

Recipients of the Award must possess the essential qualities of a professional teacher such as professionalism and loving concern for students. Instead of assessing a nominee according to discrete areas of teaching practices, we will adopt a holistic approach informed by professional knowledge and judgment. However, since the primary focus of CEATE is on learning and teaching, the exemplary and effective teaching practices we are looking for must also be inspiring and sharable.

Group nominations will be assessed according to the effectiveness of teamwork as measured by the contribution of each group member, interactions among group members, and how the concerted efforts of the group members have contributed to the desired outcomes.

The Assessment Working Group on English Language Education
Chief Executive's Award for Teaching Excellence 2009 / 2010
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Excellence Indicators for Teaching Practices for the English Language Education Key Learning Area

1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Design and Organisation	The teacher is able to: • plan and develop a coherent school-based curriculum, making good use of the learning targets, learning objectives and learning outcomes provided in the English Language curriculum framework; • ensure continuity with the curriculum of different levels and key stages through a comprehensive and balanced coverage of the learning targets and objectives; • promote integrative use of language and provide a wide range of learning experiences to develop learners' language competencies, enhance their personal and intellectual development, cultural understanding and global competitiveness; • adopt a learner-centred approach, taking into account learners' diverse needs, interests and abilities, learning styles, prior knowledge and experiences, when designing learning activities and developing learning materials; • promote independent and lifelong learning through developing learners' language learning skills and strategies, generic skills and positive values and attitudes; and • create a language-rich environment to encourage learners to learn and use English, and to support their learning of other subjects in English; • facilitate a "reading to learn" culture through the use of language arts materials and a wide variety of text types to help learners acquire effective reading skills and develop good reading habits, critical thinking skills, creativity and cultural awareness.

Area	Performance Indicator	Examples of Excellence
	1.2 Curriculum Management	The teacher is able to: • set clear and manageable curriculum goals to develop a progressive and appropriate curriculum that serves to bring about pleasurable, meaningful and productive language learning experiences; • make flexible use of learning time during and outside school hours to facilitate English Language learning and teaching; • collect and reflect on evidence of effective learning and teaching and review the school-based curriculum regularly to make appropriate re-adjustments where necessary; • work closely with team members and/or other English teachers to select/develop appropriate learning materials, activities and tasks, and to collaborate effectively with teachers of other KLAs; and • keep a clear record of work and lists of available resources for future planning and reference.

Area	Performance Indicator	Examples of Excellence
Teaching	1.3 Strategies and Skills	The teacher is able to: • use a wide range of teaching approaches and strategies effectively and flexibly to motivate learners, enhance their English proficiency for further studies, pleasure and work and develop generic skills and positive values and attitudes; • design/adapt and use meaningful and contextualised learning activities and resources to cater to learners' diverse needs, interests, abilities, learning styles and prior knowledge and experiences; • make extensive use of a diversity of text types to provide pleasurable and enjoyable learning experiences, stimulate critical thinking and encourage free expression and creativity; • use a wide range of literary or creative works of different genres to develop learners' literary comprehension and appreciation skills and literary competence development strategies, as well as to enhance their intellectual, aesthetic and emotional qualities and cultural understanding; • effectively integrate classroom learning and independent learning to encourage learner autonomy and independence; • maximise opportunities to widen learners' exposure to the authentic use of English inside and outside the school; and • adopt flexible class organisation and grouping to cater for a wide range of learning needs and abilities and to achieve the intended effect.

Area	Performance Indicator	Examples of Excellence
	1.4 Professional Knowledge and Attitude	The teacher is able to: • keep abreast of the latest developments and changes in English Language education and strive for continuous self-development and professional enhancement; • take initiative in trying out and working on innovative strategies; • initiate the sharing of teaching ideas, knowledge and experiences with other teachers to improve language learning and teaching; • participate actively in professional development courses, workshops, and seminars to enhance professionalism; • foster greater connection between English Language and other subjects through encouraging cross-curricular collaboration; • facilitate the establishment of a learning community where teachers and learners work and learn together through fostering a trusting environment in which learners exchange ideas freely and engage actively in learning, collaboration, knowledge-building, problem-solving and shared decision-making; and • act as role/language model and communicate with learners in English within and outside class time.
Performance Assessment	1.5 Assessment Planning and Use of Information	The teacher is able to: • promote assessment for learning through greater use of formative and summative assessment to gain insights into learners' strengths and weaknesses, to provide feedback informing learners about their performance, and to indicate how to make further progress in their learning; • use a wide range of assessment practices to assess the achievement of different learning objectives of the school-based curriculum; • use assessment practices appropriately, incorporating different levels of difficulty and diverse modes to cater for

Area	Performance Indicator	Examples of Excellence
		learners with different aptitudes and abilities;
		• make effective and appropriate use of assessment results to review teacher's expectations of learners' learning, the content of learning and teaching strategies and revise the school-based curriculum accordingly; and
		• maintain a clear record of learners' performance and provide parents with qualitative information of their children's performance in English Language learning.

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Attitude	The teacher is able to develop: ● learners' confidence in using English in free expression, imagination and creativity; ● learners' keenness to participate in activities leading to improvement of knowledge and skills in the language; ● in learners a critical attitude towards ideas and values encountered in spoken and written English texts; ● learners' appreciation of the beauty of the language; ● learners' enjoyment of reading and an appreciation of creative and literary texts and other related cultural forms; ● learners' sensitivity towards language use in the process of communication and an awareness of the value and power of language through exposure to a wide range of literary and non-literary texts; and ● in learners a positive, open-minded attitude towards different cultures, ideologies and points of view and a willingness to share ideas with different people.

Area	Performance Indicator	Examples of Excellence
	2.2 Knowledge and Skills	The teacher is able to: ● broaden and deepen learners' competencies in listening, speaking, reading and writing and their knowledge of the English Language; ● develop learners' capability for critical thinking, creativity, self-expression, personal growth, empathy and cultural understanding; ● help learners acquire effective reading skills and develop good reading habits through extensive use of text types and literary or imaginative texts; ● develop learners' generic skills, positive values and attitudes through integrated tasks and activities both inside and outside the classroom; and ● develop learners' lifelong language development strategies so that they can become independent learners and take responsibility for their learning.

3. Professionalism and Commitment to the Community Domain

Area	Performance Indicator	Examples of Excellence
Professionalism and Commitment to the Community	3.1 Contribution to the Teaching Profession and the Community	The teacher is able to: ● provide active support to the teaching profession and the community through initiating regular exchanges of teaching ideas, experiences and reflections, peer coaching and lesson observation, collaborative lesson preparation and collaborative lesson analysis and improvement; ● give support and guidance on subject-related professional issues to less experienced teachers and to promote collaboration in teaching practices; ● facilitate professional development by encouraging fellow teachers to participate in professional development courses, workshops, seminars and projects; and ● produce exemplary teaching materials, and/or contribute to educational research actively.

4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 Support to School Development	The teacher is able to: • participate actively in developing a school language policy which clearly defines the scope of learning to cater for learners' needs and interests; • promote a positive and harmonious school culture in which teachers can work collaboratively for a common goal in language learning and teaching, such as through collaborative lesson preparation and peer observation; • foster a culture of sharing and collaboration among teachers of English and between teachers of English and teachers of other KLAs to improve learning and teaching; • facilitate the development of a professional learning community through active exchanges and sharing of good practices with colleagues and teachers of other schools; and • help parents and learners understand the school's beliefs, rationale and practices in the implementation of the school-based English Language curriculum and their roles in facilitating language learning.

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