



背景資料

行政長官卓越教學獎由教育局籌辦，並由優質教育基金贊助所需經費。

行政長官卓越教學獎的目的

- 表揚教學卓越的教師；
- 提升香港教師的專業形象及社會地位，讓教師更獲得社會的認同，並加強尊師重道的風氣；
- 透過行政長官卓越教學獎教師協會，凝聚優秀教師，藉以推廣及分享優良的教學實踐；以及
- 培養教師追求卓越的文化。

行政長官卓越教學獎（2010/2011）

行政長官卓越教學獎（2010/2011）的對象是數學教育學習領域、德育及公民教育及特殊教育（特殊學校）的教師。

評審團

評審工作由三個專責評審團負責；成員包括相關教育範圍的專家學者、資深校長、資深前線教師及家長。

評審機制

(i) 何謂「教學實踐」？

就行政長官卓越教學獎而言，「教學實踐」泛指教師為促進學生學習所提供的學習經驗，例如：教師運用專業知識和技巧於課堂設計、教學法、課程和評估設計、教材調適等。

(ii) 何謂「卓越教學實踐」？

行政長官卓越教學獎所指的「卓越教學實踐」是指具備下列條件的教學實踐：

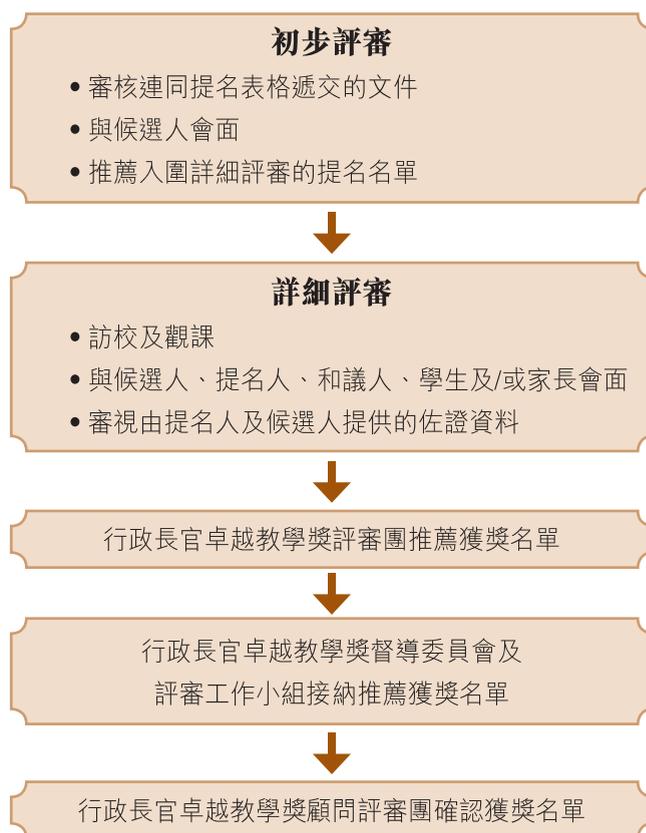
- 傑出及／或創新並經證實能有效引起學習動機及／或幫助學生達至理想學習成果的教學實踐；或借鑑其他地方示例而靈活調適以切合本地（即校本及／或生本）情境，並經證實能有效增強學生的學習成果；
- 建基於相關的理念架構，並具備反思元素；
- 富啟發性及能與同工分享，提升教育素質；以及
- 能幫助學生達至相關學習領域或範疇的學習目標（以數學教育學習領域而言，上述學習目標指培育學生解決問題的能力及技巧，並以邏輯、創意、批判及數學方式進行探究；以及欣賞數學應用的能力。以德育及公民教育而言，上述學習目標的重點在於培育學生正面的價值觀和態度，以處理與個人及社會相關的議題；培養學生良好的

品德及加強他們的公民意識，以作出合理及明智的價值判斷及建立學生對社會與國家的身份認同和承擔精神。以特殊教育（特殊學校）而言，上述學習目標指協助有特殊教育需要的學生，充分發揮他們的潛能，並因應學生的個別差異，協助他們達至個人發展。）

(iii) 評審準則

四個評審範疇分別是專業能力、培育學生、專業精神和對社區的承擔，以及學校發展。評審團明白教學實踐難以分割為獨立的領域，因此採用了整體評審方法考慮每份提名。行政長官卓越教學獎的焦點集中在學與教上。

(iv) 評審程序



獎項

行政長官卓越教學獎的獎項分為卓越教學獎及嘉許狀兩個類別。獲獎教師將獲個人紀念獎座，並可得現金獎、分享活動資助金，以及持續專業發展獎學金及補助金。所有獲獎教師均會成為行政長官卓越教學獎教師協會會員，並透過該會與同工分享優良的教學實踐。

B ackground

The Chief Executive's Award for Teaching Excellence (CEATE) is organised by the Education Bureau with funding support from the Quality Education Fund.

Aims of CEATE

- to recognise accomplished teachers who demonstrate exemplary teaching practices;
- to enhance the professional image and the social status of teachers, thereby gaining society's recognition of the teaching profession and fostering a culture of respect for teachers;
- to pool together accomplished teachers through the CEATE Teachers Association to facilitate sharing of good practices; and
- to foster a culture of excellence in the teaching profession.

CEATE (2010/2011)

CEATE (2010/2011) is open to teachers of Mathematics Education Key Learning Area, Moral and Civic Education and Special Education (Special Schools).

Assessment Panels

Three designated Assessment Panels are responsible for assessment of the nominations, each comprising experts and academics in the respective education field, experienced school heads, experienced frontline teachers and a parent.

Assessment Mechanism

(i) What is "teaching practice"?

For the purpose of CEATE, "teaching practice" refers to the learning experiences provided by a teacher that facilitate the learning of students as a result of the teacher's professional knowledge and skills in lesson planning, teaching pedagogy, curriculum and assessment design, adaptation of materials, etc.

(ii) What is "teaching excellence"?

For the purpose of CEATE, "teaching excellence" means teaching practices that are:

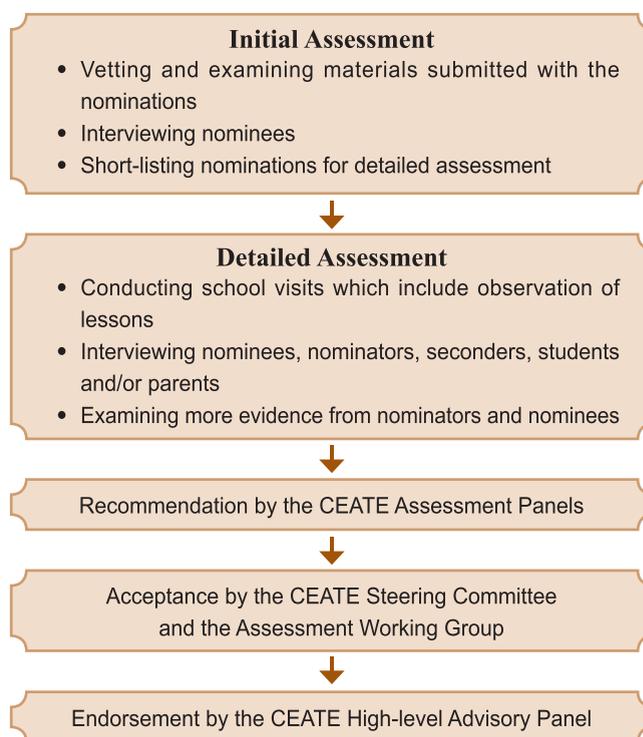
- outstanding and/or innovative and proved to be effective in enhancing students' motivation in the subject and/or in helping students to achieve the desired learning outcomes; or creatively adapted from exemplary teaching practices from elsewhere to suit the local (i.e. school-based and/or student-based) context, with proven effectiveness in enhancing students' learning outcomes;
- based on a coherent conceptual framework, showing reflective practices;
- inspiring and can be shared with colleagues to improve the quality of education; and
- instrumental in achieving the learning targets of the Key Learning Area (KLA)/key area concerned. (For Mathematics Education KLA, it means developing students' ability and skills to solve problems and make inquiries in a logical, creative, critical and mathematical

way; and appreciation of the application of Mathematics. For Moral and Civic Education, it focuses on developing students' positive values and attitudes when dealing with personal and social issues; cultivating virtues and enhancing students' civic awareness to make rational and sensible value judgement; and nurturing a sense of identity and commitment to the society and the nation. For Special Education (Special Schools), it means helping students with special educational needs to develop their fullest potential as well as nurturing their personal development according to their individual differences.)

(iii) Assessment Criteria

The four domains of assessment are Professional Competence, Student Development, Professionalism and Commitment to the Community, and School Development. Recognising that teaching practices cannot be separated into discrete areas, the Assessment Panels have adopted a holistic approach when considering the nominations. The focus of CEATE is on learning and teaching.

(iv) Assessment Procedures



Awards

There are two kinds of awards, namely the Award for Teaching Excellence and the Certificate of Merit. A personal trophy will be given to each awarded teacher. All awarded teachers will receive the Cash Award, Dissemination Grant, and Continuing Professional Development Scholarship and Relief. They will become members of the CEATE Teachers Association through which they can share their excellent teaching practices with fellow teachers.