Chief Executive's Award for Teaching Excellence (2015/2016)
Excellence Indicators for Teaching Practices for
<u>Curriculum Leadership</u>

Foreword

The *Excellence Indicators for Curriculum Leadership* are compiled for use as reference in assessing nominations for the Chief Executive's Award for Teaching Excellence (CEATE) (2015/2016).

In drafting the Indicators, we have consulted a number of references, including curriculum documents (see References on pages 12-14). 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 the CEATE, teaching excellence means teaching practices that are:

(i)   outstanding and/or innovative and proven to be effective in enhancing students' motivation in learning and/or in helping students 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;

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

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

(iv)   instrumental in achieving the learning targets of relevant Key Learning Areas (KLAs)/subjects/tasks (i.e. to enable students' whole-person development and life-long learning capabilities through leading teachers to conduct cross-curricular planning and implementation, which is in line with the Learning Goals set out by the Curriculum Development Council).

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 and building a culture of teaching excellence.

The Indicators are to be used only as a framework for recognising excellent teaching practices; they are not intended to prescribe a rigid model of excellence for every teacher.   We hope that the Indicators will not only serve as an assessment tool, but may also highlight the qualities of an accomplished teacher in curriculum leadership, so as to motivate teachers to pursue professional excellence.

All awardees must possess the essential qualities of a professional teacher, such as professionalism and loving concern for students.   Each nomination will be assessed according to the four domains mentioned above by adopting a **holistic approach** based on professional knowledge and judgement.   As the focus of CEATE is on learning and teaching, we are looking for exemplary and effective teaching practices that are inspiring and can be shared.   In assessing group nominations, we will also consider the effectiveness of teamwork as measured by the contribution of each group member, interactions among group members, and how the concerted efforts of group members have contributed to the desired outcomes.

The Assessment Working Group
Chief Executive's Award for Teaching Excellence (2015/2016)
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Excellence Indicators for Teaching Practices for
Curriculum Leadership

1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Planning and Organization	The teacher is able to: 1.1.1 formulate well-defined and prioritised school-based curriculum objectives, clear and concrete curriculum plans and assessment policy that aptly aligns with recent trends in education development, curriculum reform, the school's vision and mission, and students' diversity for effective learning in relevant KLAs/subjects/tasks; 1.1.2 lead teachers to conduct cross-curricular planning and implementation in line with the Learning Goals set out by the Curriculum Development Council; coordinate and align the teaching of different KLAs/subjects/tasks to avoid unnecessary repetition; effectively foster students' whole-person development and life-long learning capabilities by enabling them to make observations from different perspectives and internalise what they have learnt and apply it in their daily life; 1.1.3 design a flexible and open curriculum framework by making appropriate adjustments to the learning content and teaching strategies to cater for students' learning needs (including special educational needs); allocate lesson time to provide students with an appropriate school-based curriculum for whole-person development; 1.1.4 lead colleagues in cross-curricular curriculum planning and implementation under a coherent conceptual framework with reflective practices; develop students' knowledge in relevant KLAs/subjects/tasks, and foster students' generic skills as well as positive values and attitudes by providing them with a diversified curriculum and life-wide learning experiences to cater for their learning motivation, interests, abilities and needs; 1.1.5 take a coordinating or leadership role in enhancing close coordination among panels/committees to develop a school-based curriculum framework that caters for students' learning needs; and assist panels/committees of relevant KLAs/subjects/groups to formulate and implement curriculum plans in alignment with the defined goals that aims to enhance the management of panels/committees and the quality of the school-based curriculum; and 1.1.6 boost the elements of independent learning and generic skills in the school-based curriculum to enhance students' communication skills, critical thinking ability and creativity; develop students' self-directed learning and life-long learning capabilities by strengthening their self-management and collaborative skills.

Area	Performance Indicator	Examples of Excellence
	1.2 Curriculum Management	The teacher is able to: 1.2.1 assist the school in establishing a well-articulated mechanism to monitor school-based curriculum implementation in daily teaching and learning through a variety of methods in a timely and effective manner; adopt measures appropriate to the curriculum development emphases to assess the effectiveness of curriculum development and the quality of the teaching and learning programmes; 1.2.2 take a leading role in conducting purposeful and strategic review of and reflection on the work in different KLAs/subjects/task groups; fine-tune the direction of curriculum development and formulate key development tasks in line with the latest trends in education development; 1.2.3 conduct regular review on curriculum implementation and carry out concrete and effective curriculum evaluation, maintain records of students' learning progress and arrange timely exchange and sharing with stakeholders the information and data obtained from the reviews on curriculum implementation, and use the data judiciously to improve learning and teaching; 1.2.4 demonstrate effective leadership in coordinating relevant KLAs/subjects/tasks, work closely with the coordinators to establish a collegial experience sharing mechanism in order to sustain development and enhancement of the school-based curriculum in respect of vertical and horizontal coherence that promotes the effectiveness of learning and teaching; and 1.2.5 effectively manage the curriculum reform with constant focused reviews on the effectiveness of learning and teaching; optimise the positive impact of the curriculum reform to foster the quality of learning; properly deploy internal and external curriculum resources to support the professional development of teachers with a view to realising the agreed curriculum objectives and implementation measures as well as enhancing students' learning.

Area	Performance Indicator	Examples of Excellence
Teaching	1.3 Strategies and Skills	The teacher is able to: 1.3.1 adopt a student-centred approach when formulating clear teaching objectives, and use appropriate teaching strategies and resources to promote class interaction, thereby helping students construct knowledge, inspire thinking, and develop their potentials, generic skills, learning abilities as well as positive attitudes and values; 1.3.2 cater for student diversity through offering appropriate feedback to enhance their confidence and interest in learning; extend student learning through providing life-wide learning opportunities to nurture their self-directed learning capacity in the learning process; encourage them to actively engage in sharing, collaboration and exploration, thus enabling them to enjoy learning, be good communicators, be courageous in accepting responsibilities, and be creative and innovative; 1.3.3 adopt a wide range of teaching strategies to cater for student diversity; and lead colleagues to discuss student performance for a clear understanding of the relationship between the learning targets and various teaching strategies, and adopt appropriate pedagogies to enhance teaching effectiveness and assist students to consolidate what they have learnt; 1.3.4 cater for students' diverse abilities and learning needs through modeling exemplary teaching strategies, skills and flexible use of appropriate pedagogies; create an interactive, inspiring and harmonious learning atmosphere and environment for students; and 1.3.5 deploy appropriate learning resources and information technology to create a learning environment conducive to enriching students' learning experiences and fostering their self-learning capacities.

Area	Performance Indicator	Examples of Excellence
	1.4 Professional Knowledge and Attitude	The teacher is able to: 1.4.1 demonstrate expert knowledge, including knowledge for practice, knowledge in practice and knowledge of practice, of current curriculum development in terms of objectives, pedagogy and subject content, and take a leadership role in promoting a sharing culture among colleagues with a view to developing a professional learning community in the school; 1.4.2 take a leadership role in the school's cross-curricular learning, teaching and assessment; actively contribute to school-based curriculum decision-making (including planning, organization, implementation and evaluation) and collegial collaboration; identify and render support to students' diverse learning needs in an effective and timely manner; 1.4.3 lead colleagues to explore the complexities of the various factors that affect students' learning needs; promote proactiveness among colleagues in team collaboration and encourage colleagues to take the initiative to share views and experiences for continuous improvement of the effectiveness of learning and teaching; 1.4.4 acquire professional knowledge and pursue continuous personal growth and teaching excellence through life-long learning; keep abreast of the trends in learning, teaching and assessment in relevant KLAs/subjects/tasks; gain a good grasp of the curriculum content and pedagogical content knowledge of relevant KLAs; actively engage in and keep track of school-based curriculum development and value the reviews and reflections for proper follow up actions; and 1.4.5 take a leadership role in actively promoting collegial collaboration in updating and exploring knowledge related to curriculum, learning, teaching and assessment, thereby facilitating collaboration and development of relevant KLAs/subjects and rendering support to the work of other teachers; serve as a role model in teaching and learning; promote the professional growth of teachers through encouraging professional dialogues among members of the learning community and fostering a culture of reflection and sharing.

Area	Performance Indicator	Examples of Excellence
Performance Assessment	1.5 Assessment Planning and Use of Information	The teacher is able to: 1.5.1 have a good grasp of the concepts of "assessment of learning", "assessment for learning" and "assessment as learning" and implement the school's assessment policy in relevant KLAs/subjects/tasks; make systematic use of different assessment modes and tools pertinent to the teaching objectives of relevant KLAs/subjects/tasks so as to support curriculum planning and cater for students' ability, learning progress as well as other school-based contextual factors; promote student learning through the introduction of self-assessment and peer assessment among students as well as parent assessment; 1.5.2 adopt "enhancing learning" and "optimising quality curriculum" as the objectives in assessment to foster a culture of assessment and use a wide range of assessment modes pertinent to the teaching and learning objectives; conduct regular review on the assessment modes and align them with the current curriculum objectives, conceptual framework and excellent practices in assessment; improve curriculum planning and learning strategies on an on-going basis to enhance the quality of learning and teaching; 1.5.3 design effective, formative and summative assessments according to the expected learning outcomes, subject content and learning process; flexibly employ multi-dimensional assessment methods in the comprehensive assessment of students' learning to enhance the teaching and learning effectiveness; 1.5.4 systematically collect and record data and evidence related to students' learning performance; make judicious use of the findings as a basis for improving learning and teaching; provide feedback to teachers on curriculum planning, learning and teaching strategies for timely follow-up actions to enhance the overall quality of learning and teaching; and 1.5.5 provide students with timely, reflective, positive and quality feedback, appropriate and well-timed encouragement as well as positive and constructive advice on improvement to help them sustain the momentum of learning and identify their strengths and weaknesses, and to advise them on how to build on strengths and overcome weaknesses.

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Values and Attitude	The teacher is able to: 2.1.1 help students develop fundamental beliefs, values and attitudes, and make them believe they can learn and succeed; 2.1.2 have appropriate expectations of his/her students in view of their diversity and offer an appropriate curriculum to motivate and engage students in the learning process; 2.1.3 recognize and value students' potentials and achievements; encourage students to adopt a proactive attitude towards learning, pursue excellence, develop self-confidence and self-discipline, keep an open mind, respect other's views, and appreciate collaboration and sharing; 2.1.4 take a leadership role in enhancing colleagues' awareness of the importance of establishing rapport with students so as to cultivate mutual trust between teachers and students in the entire school; and 2.1.5 arouse the learning interest of students with diverse backgrounds and abilities and help them achieve the desired learning outcomes; encourage students to respect each other, work in collaboration, enhance communication and share their experiences and achievements in learning, thereby cultivating a caring and pleasurable learning atmosphere.

Area	Performance Indicator	Examples of Excellence
	2.2 Knowledge and Skills	The teacher is able to: 2.2.1 help students understand and acquire knowledge and skills for relevant KLAs/subjects/tasks so that they can actively construct new knowledge from past experiences and prior knowledge, learn how to learn, develop positive values and attitudes for whole-person development; 2.2.2 timely adjust learning and teaching strategies and skills to cater for students' diverse abilities, interests and learning needs; motivate students with different abilities to learn and engage in thinking activities and make progressive learning progress; and encourage students to strive for excellence, seek continuous improvement and develop potentials; 2.2.3 encourage students to develop independent learning skills through actively gathering, organising, consolidating and assessing information in the inquiry process that aims to enrich their learning experiences, improve their knowledge-building abilities and develop the right learning spirit towards self-directed learning; 2.2.4 encourage students to accept others' views, appreciate their own strengths and discern their weaknesses through considering others' feedback, and strive for improvement and a better understanding of the learning content and related skills; and 2.2.5 help students attain their learning targets, enhance their independent learning ability and widen their scope of learning through applying appropriate learning strategies and using a variety of learning resources, including information technology and electronic learning resources.

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: 3.1.1 perform the role of the key facilitator in curriculum change; create an open, positive environment with respect for consensus to facilitate discussion, promote professional exchange and sharing among teachers within and outside the school on issues related to expertise in curriculum development as well as learning and teaching, and establish a liaison network with other schools; 3.1.2 show enthusiasm for continuous learning and self-improvement; take the lead in building and promoting a culture of professional learning and sharing; create opportunities for teachers to apply what they have learned from the continuing professional development to their daily teaching; 3.1.3 link teachers' individual learning to organizational learning in the school; build up their capacity to realise the concept of community of practice; assist the school in defining the responsibilities and roles of different school personnel in the community of practice; and build up a strong teaching team and nurture curriculum leaders; and 3.1.4 strive for continuous self-improvement as well as enhancement in professional knowledge and skills; keep abreast of the latest developments in education policies and local curriculum; serve as a role model through establishing good social relations, rendering support for professional development in the community, participating in interflow activities, conducting sharing sessions, giving community services, producing exemplary teaching materials, contributing to educational research or publishing articles on teaching-related topics, and assist in the professional development of novice teachers.

4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 Support to School Development	The teacher is able to: 4.1.1 optimise the use of school resources and manpower; build consensus and consolidate views; give recognition and encouragement to partner teachers; strategically strengthen teachers' professional dialogue aiming at enhancing the professional capability of teachers and developing the school into a learning organization; 4.1.2 hold clear visions and aspirations for education, always take into full consideration the views of different stakeholders in formulating school-based development strategies and measures that address the needs of the school, teachers and students, and flexibly deploy school resources and secure external resources to support the implementation of various measures, thus effectively promoting whole-school development; 4.1.3 encourage home-school collaboration and recognise the importance in maintaining close communication with all stakeholders (e.g. parents, the community and the public), solicit their views when developing a school-based curriculum commensurate with the school mission or stakeholders' concerns; and take the initiative to maintain close ties with the community and external organisations so as to facilitate school development, widen students' horizons and enrich their learning experiences; 4.1.4 inspire colleagues to collaborate for improvement of learning and teaching; promote a sharing and collaborative culture in the school with a view to developing the school as a professional learning community; take a leadership role in building a consensus among colleagues on the actualisation of the school vision and mission through his/her own exemplary practices and sharing of experiences; strive for continuous school development, and realise the essence of the school culture and ethos through different effective channels; and 4.1.5 tactically bring in external expertise to address the development needs of colleagues to promote school-based curriculum reform and enhance the effectiveness of learning and teaching; and strategically arrange exchange activities and programmes for teachers and students with a view to enhancing their professional development.

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