

Chief Executive’s Award for Teaching Excellence (2017/2018)

Excellence Indicators for Teaching Practices for

Kindergarten Education

Foreword

The *Excellence Indicators for Teaching Practices for Kindergarten Education* are compiled for use as reference in assessing nominations for the Chief Executive’s Award for Teaching Excellence (CEATE) (2017/2018).

In drafting the Indicators, we have consulted a number of references, including curriculum documents (see References on pages 15 and 16). 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 young children’s motivation and/or in helping young children achieve the desired learning outcomes; or creatively adapted from exemplary teaching practices elsewhere to suit the local (i.e. school-based and/or student-based) context with proven effectiveness in enhancing young children’s 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 Kindergarten Education (i.e. fostering children’s balanced development in the domains of ethics, intellect, physique, social skills and aesthetics; helping children form good living habits for the development of a strong and healthy body; developing children’s interest in learning, inquisitive mind and eagerness to explore; as well as fostering children’s positive values and attitudes).

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. The examples of excellence cited for each Indicator are provided for illustration only and should not be regarded as a checklist. We hope that the Indicators will not only serve as an assessment tool, but may also highlight the qualities of an accomplished teacher in the area of Kindergarten Education, 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 young children. Each nomination will be assessed according to the four domains mentioned above by adopting a **holistic approach** based on professional knowledge and judgment. However, 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 with peers. 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.

Assessment Working Group

Chief Executive's Award for Teaching Excellence (2017/2018)

October 2017

Excellence Indicators for Teaching Practices for Kindergarten Education

1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Planning and Organisation	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • design a school-based curriculum that aligns with the objectives of the Hong Kong Kindergarten Education Curriculum, the trends of kindergarten education, and the school’s vision and mission, while catering for the diversity of young children; • plan and design a comprehensive and balanced school-based curriculum that embraces the concepts of lifelong learning and whole-person development, and the objectives of providing balanced learning opportunities in the five aspects of development, namely “Moral Development (ethnics)”, “Cognitive and Language Development (intellect)”, “Physical Development (physique)”, “Affective and Social Development (social skills)”, and “Aesthetic Development (aesthetics)”, in order to cater for young children’s developmental needs, abilities, interests and experiences; and work out a schedule of diversified learning activities for the whole class, small groups or individuals with a good balance between the quiet and active elements; • design a curriculum comprising consolidated, open-ended, flexible and coherent modes of learning by adopting a child-centred approach and taking into account the developmental and learning characteristics of young children of different ages, in order to provide them with diversified and enriched learning experiences, and enable their comprehensive and balanced development through free and joyful exploration, “learning through play”, participation in various activities and real-life experiences; • achieve the developmental objectives of helping young children construct knowledge, and providing them with the contexts and opportunities to develop basic skills, as well as positive values and attitudes by working on themes that match young children’s everyday life and interests, and engaging young children in games

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		<p>embedded with the contents of the six learning areas, namely Physical Fitness and Health, Language, Early Childhood Mathematics, Nature and Living, Self and Society, and Arts and Creativity; and</p> <ul style="list-style-type: none"> • incorporate into the curriculum the objectives of achieving inclusion and catering for diversity as the basis for revising learning contents and adjusting teaching strategies to meet the varying needs of young children; and flexibly adjust the contents of curriculum by, for example, updating teaching plans and designing appropriate games and activities, to provide space for young children with different abilities, language and cultural backgrounds, and learning needs to fully unleash their potential.

Area	Performance Indicator	Examples of Excellence
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • actively participate in curriculum design, help co-ordinate and monitor the implementation of the curriculum, and ensure that learning activities meet the developmental needs of young children, with a view to enhancing the quality of learning and teaching; • work closely with colleagues on adapting the curriculum developed by the Curriculum Development Council, devising school-based curricula and teaching plans, designing games and activities, and formulating assessment policies that facilitate young children’s learning and development, with a view to meeting the developmental needs of young children and enhancing their learning outcomes; • evaluate the effectiveness of teaching plans and learning activities by reflecting on teaching practices and reviewing the curriculum; and actively make and follow up proposals to improve the curriculum in order that young children are provided with the most appropriate education and care services; • carefully plan and create diversified, safe and healthy learning environments that cater for young children’s abilities, interests and developmental needs, and correspond to different topics of learning, with a view to enriching their learning experiences and fostering their balanced development; • clearly define the scope of activities and rules, and make available appropriate space for conducting activities to enable young children to take the initiative and concentrate on learning through play, while interacting and communicating with their classmates, with a view to developing their self-care abilities, instilling good living habits in them, and fostering their social development; and • prepare adequate and appropriate teaching resources, set up different interest corners, and make good use of diversified play equipment, materials, teaching resources, toys and books, as well as parents or community resources to support curriculum implementation.

Area	Performance Indicator	Examples of Excellence
Teaching	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • set clear learning objectives and devise concrete teaching plans by adopting a child-centred approach and taking into account the developmental needs and abilities of young children; and help young children develop self-care abilities, self-confidence, an interest in learning and an inquisitive mind through the provision of individual, group and class learning opportunities, and arranging flexible and diversified free-choice activities; • employ teaching strategies flexibly to cater for the diversity of young children, make necessary adjustments according to regular observations of their feedback and performance, and set appropriate expectations to encourage desirable development; • design interesting and appropriate games that stimulate cognitive thinking, gather and utilise diversified teaching materials, toys and books, set up different interest corners to create an inviting and relaxing learning environment for young children to freely explore, make attempts and practice what they have learnt, and guide them in learning through observation, experience and imagination, with a view to enhancing their interest in learning and unleashing their potential; • teach with an appropriate allocation of time, smooth and vivid illustration, and clear, organised and appealing demonstrations to suit the young children’s level of understanding and needs; help young children understand the learning contents using open-ended questions and simple instructions; and adjust or alter activities according to the immediate responses and interests of young children to enhance their learning effectiveness at the most opportune time; • promote two-way communication and establish an intimate teacher-student relationship by having friendly and polite dialogues with young children and encouraging them to share their experiences, thoughts and feelings; and constantly give encouragement and express appreciation to young children to make them feel respected and accepted, with a view to creating a harmonious, relaxing and joyful learning atmosphere;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • actively participate in young children’s play to build a friendly relationship with them; stimulate young children’s thinking, help them construct knowledge and unleash their creativity through play, and intervene at the right time by keeping track of the learning and growth of individual child; and facilitate the balanced development of basic skills among young children through various learning activities; • work out clear classroom rules with young children and pay close attention to their observance; praise young children who behave well and give timely guidance to and monitor those who misbehave; keep a close eye on the arrangement of activities and handle situations that can trigger behavioural problems among young children in an appropriate and timely manner; and help young children understand the importance of mutual co-operation and observance of rules, as well as develop self-care abilities; and • maintain close communication with parents to improve mutual understanding and enable young children to learn in a more coherent manner with the support and collaboration of their parents, thus promoting their growth and addressing their learning needs.
	1.4 Professional Knowledge and Attitudes	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • keep abreast of the trends in kindergarten education, the entire philosophy of kindergarten education and theories on child development; and demonstrate good knowledge and skills, in particular, profound professional knowledge on the learning areas, and apply them effectively in learning and teaching; • show friendliness and patience in guiding young children; understand their emotions, abilities, needs and constraints; respect and accept the unique developmental pattern of each child; care for young children and interact with them in a receptive and appreciative manner; act as a patient listener who respects and accepts the ideas of young children, treat their feelings seriously, adjust teaching strategies accordingly, and offer positive encouragement to help them develop self-confidence; • lead by example and set himself/herself as a role model who teaches by words and deeds, and displays worthiness in demeanour, attitudes and values, etc., with a view to achieving the objectives of whole-person development;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • maintain close contact with parents to keep all parties apprised of the young children’s family and school lives, and address parents’ concerns with care and tact so that both sides can better help the children develop good living habits and attitudes; • help the newly admitted children adapt to school life, and those about to proceed to primary education get ready psychologically and emotionally and prepare for the transition from the perspectives of living habits and learning attitudes; and help parents understand the developmental changes and learning needs of young children in different development stages, and encourage parents to actively support the school in enabling the happy and healthy development of their children through collaboration; and • value professional development and actively pursue continuous learning with the awareness of as well as the abilities for and positive attitudes towards lifelong learning, so as to continuously improve the standard of kindergarten education services through self-reflection and peer sharing activities.

Area	Performance Indicator	Examples of Excellence
Performance Assessment	1.5 Assessment Planning and Use of Information	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • adopt formative and summative assessment methods flexibly in the ongoing assessment of young children’s physical and psychological development and learning to achieve the curriculum goals; • adopt appropriate assessment methods and approaches and draw on various sources (including information obtained by observation, records, assignments of young children and information provided by parents) to objectively analyse and evaluate young children’s learning progress and development in a real-life learning context; • use the information obtained from assessments to review and adjust the relevance of assessment items, review learning and teaching strategies and refine the whole-school curriculum; • guide and assist young children in reflecting on what they have learnt and how they have grown; enable them to recall, revisit and consolidate their learning; provide them with positive feedback to help them identify the areas for improvement; and use young children’s feedback as input when reviewing the suitability of curriculum contents and learning activities in order to enhance learning and teaching effectiveness; and • maintain effective communication with parents to help them understand their children’s learning progress and development so that they can set reasonable expectations for their children and identify their children’s potential; and ensure that when young children are identified as having special needs or potential difficulties in development, they are given appropriate counselling and referral services as early as possible with the cooperation of their parents.

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Values and Attitudes	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • foster in young children an inquisitive mind and motivation for learning, help them take the initiative to explore and actively participate in and focus on learning, and give them the opportunity to explore in depth and arouse their curiosity so that they can enjoy learning through play and activities; • help young children experience the pleasure of social participation, so that they may actively and earnestly interact with their classmates by sharing experiences, as well as learning from and appreciating one another, and develop positive values and attitudes towards life; • help young children develop self-confidence, accept their own performance and create a positive self-image; encourage them to take the initiative to talk to others and confidently express themselves in the learning process; and encourage them to stay positive and strive hard to overcome difficulties with persistence; • help young children develop good characters and manners; understand their roles and responsibilities in their family, school, society, country and the world; develop civic awareness; acquire a basic understanding of Chinese culture; learn to respect other cultures and customs; and cultivate positive values and attitudes, including perseverance, sense of responsibility, independence and self-confidence, sense of national identity, care for others, integrity, etc., thus laying a solid foundation for their whole-person development; and • build trust and maintain a harmonious relationship with young children.

Area	Performance Indicator	Examples of Excellence
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • actively help young children develop their motor and sensory abilities to enhance their adaptability, and health and safety awareness; help them form good living habits, develop self-care abilities, build a good physique, stay healthy both physically and psychologically; develop sensory perception and motor skills; and embrace self-confidence, willpower, courage, and perseverance; • help young children acquire language and communication skills so that they can properly express their ideas and needs or share their life experiences with others; help them first develop the abilities to listen and speak and then gradually acquire the skills to read and write through real-life and interesting language learning experiences; and help them develop an interest in and a habit of reading; • help young children understand and apply simple mathematical concepts in their daily life; acquire thinking and problem-solving skills through observation, investigation, analysis and discussion; and develop an interest in and the attitude and elementary thinking skills for learning mathematics; • actively help young children explore the surroundings and natural phenomena; arouse their curiosity and inquisitiveness; enable them to experience the close relationship between nature and everyday life, remain objective and open-minded, and acquire basic exploratory skills including observation, anticipation, questioning and making assumptions by using the senses, comparing and manipulating different objects; help them gain a rudimentary understanding of scientific concepts and technology, with a view to developing their abilities to solve problems; and teach them to appreciate, respect, care for nature and live an environmentally-friendly life; • actively help young children understand their abilities and strengths, as well as their relationship with society in order to develop their capacity for independence and empathy, and enable them to learn to care for other's feelings and needs, care for the community, respect and cherish life; • inspire young children to express their feelings and unleash their creativity through diversified and interesting activities of creating, presenting and appreciating arts; expose them to different cultures, deepen their understanding of the arts and prepare them for appreciating arts and performances of

Area	Performance Indicator	Examples of Excellence
		<p>different modalities, as well as the beauty in life, with a view to nurturing their aesthetic sensitivity and creativity; and</p> <ul style="list-style-type: none"> • develop and nurture young children’s generic skills to prepare them for lifelong learning by guiding their learning, exploration and creation using appropriate learning styles, different resources, and diversified activities and experiences.

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 Profession and the Community	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • fully grasp the rationale of kindergarten education and theories on child development, keep abreast of the current trends in kindergarten education, possess excellent knowledge and skills, and to make constant reflection on his/her performance to raise professionalism; • actively participate in internal and external professional training, show enthusiasm for learning and pursue continuous learning to strive for self-improvement and professional enhancement; • produce exemplary teaching materials to strive for quality learning and teaching of the highest standard; • contribute to the profession by actively supporting the professional development of teachers and sharing insights gathered from teaching; • support the professional development of novice teachers, such as taking up mentorship roles and promoting collaboration in teaching practices; • foster a collegial sharing culture in school by providing professional advice and support to other teachers; • actively participate in professional sharing activities and foster a sharing culture among schools by sharing good teaching practices with and offering professional advice to teachers from other schools, etc.; • actively share with parents information about early childhood education, and build mutual trust and establish partnership with them through home-school activities; and • maintain good communication and close contact with the community and external organisations, and actively support and participate in education-related community services or voluntary work.

4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 Support to School Development	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • play a leading role in the design, implementation and review of school-based activities for various learning areas of the kindergarten education curriculum, with a view to continuously improving the quality of learning and teaching; • set a good example by identifying educational objectives in collaboration with peers, encouraging stakeholders to share and realise the school’s vision and mission, and making concerted efforts to promote sustainable school development through consensus-building and teamwork; • inspire and foster a culture of collaboration among peers and colleagues; promote a collaboration and sharing culture among stakeholders; and enhance teachers’ professional capacity through peer lesson observation, collaborative lesson preparation and discussion, with a view to developing a professional learning community in school, and promoting the professional development of teachers; • provide diversified and real-life learning environments for young children in collaboration with their parents by flexibly introducing and deploying community and external resources, with a view to establishing a rapport between teachers and students, facilitating the school’s continuous improvement and upholding its good public image with collective efforts; • create a healthy, proactive and caring atmosphere, join hands with colleagues to build a harmonious and inclusive culture in school, and promote the school’s culture and ethos through a variety of effective means; and • remain sensitive to factors that may affect young children’s learning, and take the initiative to put forth suggestions on remedies for the school to follow up timely, with a view to enhancing school development.

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