Chief Executive's Award for Teaching Excellence (2015/2016)
Excellence Indicators for Teaching Practices for
<u>Special Educational Needs</u>

Foreword

The *Excellence Indicators for Teaching Practices for Special Educational Needs* 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 - 13). 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 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 helping students with special educational needs (SEN) achieve their learning targets (i.e. to enable students with SEN to develop their full potential, and foster their whole-person development in a way that can accommodate individual differences).

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 the area of Special Educational Needs, 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 <u>Special Educational Needs</u>

1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Planning and Organisation	The teacher is able to: 1.1.1 develop a holistic, systematic and sustainable school-based curriculum in light of recent trends in education development and the school context, and work out well-defined and prioritised development objectives as well as concrete curriculum plans to ensure effective implementation of a school-based curriculum under the Whole School Approach; 1.1.2 design a flexible and open curriculum framework to carry out the Seven Learning Goals, and help students with special educational needs (SEN) to achieve an all-round and balanced development in the three aspects of knowledge, skills, and values and attitudes under the principle of "one curriculum framework for all"; 1.1.3 lead colleagues in designing the whole-school curriculum based on a coherent conceptual framework with reflective practices to effectively cater for the vertical development of students with SEN at different key learning stages, such as setting different learning objectives specific to each key learning stage, and formulating enhanced support programmes, remedial strategies or individual education plans in light of students' individual learning needs so as to facilitate smooth interface between different key learning stages; 1.1.4 suitably incorporate the Four Key Tasks into the curriculum and strengthen the connection among them or between a Key Task and a particular subject/task in light of students' special educational needs and learning progress when designing the curriculum for each key learning stage; plan and organise diversified cross-curricular and extra-curricular activities, with a view to developing students' generic skills, learning strategies and positive values and attitudes, enhancing cross-curricular learning efficacy, enriching students' learning experience, and helping them consolidate and deepen their learning;

Area	Performance Indicator	Examples of Excellence
		1.1.5 establish a systematic support system, including setting up a designated team to support students, establishing mechanisms of early identification and early intervention, implementing the Three-tier Intervention Model[1], building partnership with external support and professionals; and devising support plans to enhance students' learning, such as curriculum adaptation, diversified assessment strategies, appropriate learning materials, effective learning and teaching strategies and relevant support measures, with a view to reducing the obstacles in students' learning and developing students' potential through different learning experiences; 1.1.6 help students find an appropriate starting point for their own learning, set learning targets and expected learning outcomes, and enhance their motivation and confidence in learning, thereby developing the attitudes and skills for independent learning; and 1.1.7 have reasonable expectations of students' development in various aspects; cater for and take note of student diversity by designing a variety of curricula with challenging contents that suit students' different learning styles, abilities, interests and starting points, with relevancy to daily life; set clear and achievable learning targets and design relevant learning activities; allocate learning time appropriately to allow room for students' effective learning and development of potentials.
	1.2 Curriculum Management	The teacher is able to: 1.2.1 assist the school in establishing a well-articulated and systematic mechanism to monitor in a timely and effective manner the effectiveness of the school-based curriculum designed to address students' special educational needs; adopt measures appropriate to the curriculum development focuses to assess the quality of various teaching plans and learning activities as well as the effectiveness of curriculum development of learning and teaching, with a view to informing holistic planning, continuous refinement and enhancement of the school development to address students' special educational needs; flexibly coordinate the vertical and horizontal coherence of the school-based curriculum in light of students' learning needs, abilities and starting points to ensure effective learning;

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[1] Among students with the same type of disability, their needs and the degree of support required may differ from one person to another. Schools should adopt the Three-tier Intervention Model to provide appropriate support in light of students' different needs. The Three-tier Intervention Model comprises Tier-1: early identification and quality teaching in the regular classroom for students with transient or mild learning difficulties to prevent aggravation; Tier-2: additional support for students with persistent learning difficulties; and Tier-3: intensive individualised support for students with severe learning difficulties. (Operation Guide on The Whole School Approach to Integrated Education, 2014)

Area	Performance Indicator	Examples of Excellence
		1.2.2 carry out concrete and effective evaluation of the curriculum and follow-up actions on the outcomes, maintain records of students' learning progress systematically, and timely exchange and share with stakeholders to improve learning and teaching collaboratively;
		1.2.3 lead or coordinate the work involving different Key Learning Areas (KLAs), subjects and/or other learning experiences effectively; work closely with the coordinators concerned through sharing, discussion, professional development activities and team collaboration, and make good use of the data obtained from reflection and evaluation to provide feedback on curriculum organization and planning so as to enhance school-based curriculum development; and
		1.2.4 develop and pool different resources and use, deploy and manage them in a flexible manner to support learning and teaching; promote teachers' professional development; and take forward the agreed curriculum objectives and implementation measures.
Teaching	1.3 Strategies and Skills	The teacher is able to: 1.3.1 adopt a student-centred approach, understand the diverse learning needs and entry points in learning of individual students, and set clear teaching objectives to provide life-wide learning opportunities for students to ensure attainment of the learning targets of the KLAs/subjects, thus enabling students to experience success in the learning process; and encouraging them to actively communicate, share and collaborate with others, develop the enterprising spirit to explore and innovate, and enjoy the fun of learning; 1.3.2 continue to improve classroom teaching, such as adjusting the learning and teaching pace according to students' learning progress, implementing multi-sensory teaching or teaching in small steps, cultivating pleasurable learning atmosphere in the classroom so as to cater for students' diverse learning needs; enable students with different abilities to make progress orderly and acquire the skills of learning to learn/independent living; and encourage students to strive for excellence in learning; 1.3.3 realise the teaching objectives by providing a suitable learning environment for students, aptly employing subject resources, information technology and multimedia teaching, making skilful use of questioning and feedback techniques, and creating an interactive, inspiring and harmonious learning atmosphere so as to boost students' learning interest and confidence, enrich their learning experiences and foster their self-learning skills; 1.3.4 apply good classroom management skills and give timely classroom instructions to students to enable them to learn attentively and effectively;

Area	Performance Indicator	Examples of Excellence
		1.3.5 build collaborative relationships with stakeholders, including parents, relevant specialists (e.g. speech therapists, physiotherapists, school social workers and houseparents) and community members so that students may have sufficient support to develop their potential and engage themselves in active learning; and 1.3.6 have a good grasp of students' diverse learning needs and the learning difficulties they face, and prepare for them with appropriate and enhanced learning support such as arranging peer and group tutoring, conducting co-teaching, and providing appropriate aids and special assignments for students with persistent learning difficulties to enhance their learning skills; and provide individual education plans for students with severe difficulties to cater for their learning diversity.
	1.4 Professional Knowledge and Attitude	The teacher is able to: 1.4.1 keep abreast of new trends in relevant KLAs and special education; have a good grasp of the subject content; closely follow up on, review and reflect on the outcomes of work; actively develop and refine the curricula and teaching strategies for students with SEN; and pursue continuous personal growth and excellence in teaching; 1.4.2 demonstrate professional knowledge, skills and sensitivity in applying relevant identification tools and various methodologies to identify students' special educational needs at an early stage; liaise and collaborate closely with professionals such as educational psychologists to promote home-school cooperation for an early provision of effective support to students in need; 1.4.3 fully understand the abilities and learning needs of students with SEN in various aspects; set appropriate learning targets, provide greater challenges for more able students to maximise their potential; apply subject content knowledge to promote students' effective learning and ensure that they have holistic learning experiences; 1.4.4 keep an open mind and foster a culture of acceptance and tolerance; show enthusiasm for teaching students with SEN; have appropriate expectations of students' achievements and provide them with the relevant support; and attach importance to students' whole-person development to make them feel valued; and 1.4.5 demonstrate consistency between words and deeds, a strong commitment to and enthusiasm for teaching, and a sense of responsibility; set an example and serve as a role model for students.

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 relationship between "the curriculum, learning and teaching, and assessment"; and develop the school-based assessment modes, design multi-dimensional assessment methods and suitable assessment activities to facilitate comprehensive assessment of students' learning performance and teaching effectiveness in light of the learning targets, learning process, assessment objectives and learning diversity of students with SEN; 1.5.2 systematically collect and record data and evidence relating to students' learning performance according to the expected learning outcomes, subject content and learning process in order to understand the changes experienced by students in the learning process; diagnose the learning difficulties of individual students; and review and refine the curriculum and teaching based on students' performance; 1.5.3 make good use of a wide range of assessment tools (e.g. student portfolio) to provide students with well-timed encouragement, concrete feedback and feasible suggestions for improvement so as to enable them to better understand their own learning performance and identify their strengths and areas for improvement; and advise them how to build on strengths and overcome weaknesses in order to enhance their learning motivation and facilitate self-reflection and self-improvement; 1.5.4 facilitate the adoption of effective criteria and policies for assessment among peers and other school personnel (such as speech therapists, physiotherapists, school social workers and houseparents) and provide stakeholders with timely feedback so that a better understanding of students' learning progress can enable them to enhance the effectiveness of learning and teaching; and 1.5.5 instruct students to conduct self-assessment and peer assessment for sharing and co-learning; and establish the mode of assessment for home-school cooperation, collaborate with parents to observe and record students' learning progress at home, and share experiences and insights on how to foster students' learning.

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 provide students with authentic and meaningful learning experiences, cultivate their moral qualities, help them develop fundamental beliefs, values and attitudes, and make them believe that every student can learn and succeed; 2.1.2 strive to advocate mutual respect and appreciation as well as inclusivity among students and make them understand that everyone has strengths, weaknesses and circumstantial incapacities; and encourage students to actively take part in cultivating a harmonious and caring school culture built on mutual care, encouragement, appreciation and support through the school-based curriculum, civic education activities or community services, etc.; 2.1.3 build rapport and trust with students; create an open, harmonious and inspiring learning atmosphere in which students are encouraged to express their views freely and develop a proactive attitude towards learning; 2.1.4 show concern for and understanding of the learning and behavioural problems of students with SEN, particularly those resulting from incompatible pedagogical practices or curriculum, render effective support and take follow-up actions; 2.1.5 have appropriate expectations of students' abilities, and provide a suitable curriculum to help them achieve the desired learning outcomes; and inspire students to develop their potential, self-confidence and self-discipline, as well as the readiness to collaborate and share; and 2.1.6 have a positive influence on students' life-long learning, whole-person development, development of learning to learn and generic skills.

Area	Performance Indicator	Examples of Excellence
	2.2 Knowledge and Skills	The teacher is able to: 2.2.1 help students understand and acquire the knowledge and skills in relevant KLAs/subjects, achieve the expected learning outcomes using different learning strategies and resources, actively construct new knowledge from past experiences and prior knowledge, and develop positive values and attitudes so as to achieve whole-person development; 2.2.2 develop students' independent thinking and decision-making abilities in order to equip them with the study skills necessary for senior secondary education or pre-employment technical training; 2.2.3 help students develop basic communication skills, self-care abilities and independent skills for daily living; 2.2.4 provide students with differentiated guidance/counselling services to meet their socio-emotional development; and help students master social skills in order to maintain positive peer relationships; 2.2.5 encourage students to accept others' views readily, recognise their strengths, identify their weaknesses and opportunities for enhancement from feedback of others so that they can actively seek improvement and get a better grasp of the learning content; and 2.2.6 help students form good reading habit and master reading strategies; and develop students' generic skills including adeptly applying information technology to learning so as to expand the scope of learning and develop life-long learning ability.

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	The teacher is able to: 3.1.1 pursue professional development and keep abreast of the latest developments in education; 3.1.2 show enthusiasm for building a collegial culture of professional learning and sharing; establish network with other schools/education practitioners; actively participate in internal and external professional training, experience sharing as well as observation and exchange activities; and support the professional development of novice teachers such as serving as a mentor; promote a culture of sharing and collaboration in teaching; 3.1.3 contribute to the profession by designing quality teaching exemplars, actively participating in educational research and publishing relevant articles, planning or developing school-based, co-curricular or community activities on special educational needs, and sharing teaching experiences readily; and 3.1.4 maintain good communication and close liaison with the community and external organisations; provide active support for the professional development of the community by participating in exchange activities, sharing teaching experiences, participating in educational research or publishing articles on teaching-related topics, and supporting community services, etc.; and help the public maintain a proper and positive understanding of students with SEN.

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 lead and assist colleagues in identifying with and realising the school's vision, mission and values for the development of special education/ inclusive education, optimise the use of school resources and manpower, build consensus with stakeholders, collaboratively adopt the Whole School Approach to promote an inclusive school culture, and create a harmonious and caring campus; 4.1.2 formulate a development plan for teachers based on the school context, and strategically and orderly make arrangements for teachers to take part in various courses at appropriate types and levels according to their duties and needs, including inviting experts and scholars to host seminars or workshops at school, or encouraging teachers to participate in training courses organised by tertiary institutions or external organisations so as to enhance their professional competencies in assisting students with SEN; 4.1.3 inspire colleagues to improve learning and teaching together, and promote a sharing and collaborative culture in the school; and make concerted efforts to develop and design, implement and review the school-based development strategies and measures for special educational needs for the purpose of effective learning and teaching so as to enable students with SEN to learn effectively and happily according to their abilities and learning progress under the principle of "one curriculum framework for all"; 4.1.4 establish internal and external professional networks and encourage active participation among colleagues; and develop the school as a professional learning community through collaborative lesson planning, teacher partnership, peer observations and exchanges, sharing of successful experiences, teaching workshops and cross-school collaboration; 4.1.5 actively promote home-school cooperation and cross-sectoral professional exchanges and collaboration, and help parents develop a sense of identity and pride in the school culture and ethos so that concerted efforts can be made to provide a diversified and authentic learning environment for students; and pool cross-sectoral professional knowledge, skills and resources to enable students to learn effectively and grow healthily; and 4.1.6 flexibly deploy school resources and exploit external resources to support the implementation of various measures, thus effectively promoting whole-school development.

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