

Chief Executive’s Award for Teaching Excellence (2014/2015)

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

Foreword

The *Excellence Indicators for English Language Education Key Learning Area (KLA)* are compiled for use as reference in assessing nominations for the Chief Executive’s Award for Teaching Excellence (CEATE) (2014/2015).

In drafting the Indicators, we have consulted a number of references including curriculum documents (see References on page 12). 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 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;
- (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 English Language Education KLA (i.e. to develop students’ language proficiency; to make use of learner-centred instruction to encourage learner independence; to make use of literary or imaginative texts to develop critical thinking and encourage free expression and creativity; and to promote 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 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 be used as an assessment tool, but may also highlight the qualities of an accomplished teacher in English Language Education KLA, 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. Every 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. 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 of the
Chief Executive's Award for Teaching Excellence (2014/2015)
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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 Planning and Organisation	<p>The teacher is able to</p> <ul style="list-style-type: none"> • plan and develop a flexible, coherent, balanced and diversified school-based curriculum, making good use of the learning targets, learning objectives and learning outcomes provided in the English Language curriculum framework; • set clear targets and objectives for each stage to ensure continuity with the curriculum of different levels and key stages; • develop strategic planning of learning time and activities to ensure learners' attainment of the learning targets with desired learning outcomes; • design/adapt appropriate learning modules/activities and experiences to cater for learners' diverse needs, interests and abilities, learning styles, prior knowledge and experiences; • 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; • encourage independent and lifelong learning through developing learners' language learning skills and strategies, generic skills and positive values and attitudes; • create a language-rich environment conducive to arousing learners' interests in learning and using

Area	Performance Indicator	Examples of Excellence
		<p>English;</p> <ul style="list-style-type: none"> • support and facilitate cross-curricular planning and learning through developing cross-curricular learning materials of other subjects in English or promoting Language across the Curriculum (LaC) in collaboration with teachers of other KLAs; and • 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.
	1.2 Curriculum Management	<p>The teacher is able to</p> <ul style="list-style-type: none"> • manage the curriculum effectively to enhance learners’ motivation and improve the quality of learning; • set clear and manageable curriculum goals to implement a progressive, balanced and appropriate curriculum that serves to bring about pleasurable, meaningful and productive language learning experiences; • make flexible use and sensible choice of school resources other than textbooks to support learning and teaching; • work closely with team members and/or other English teachers to collect and reflect on evidence of effective learning and teaching in the learning-teaching-assessment cycle to develop, evaluate and review the school-based curriculum regularly and to make appropriate re-adjustments where necessary; • maintain a clear record of learners’ performance as evidence of their progress, pointing out learners’ strengths and weaknesses and giving suggestions on ways in which they might improve; and • enhance team building and experience sharing among teachers and foster links across KLAs.

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"> • design a learner-centred and balanced curriculum that takes into account learners’ diverse needs, interests, abilities, learning styles and prior knowledge and experiences; • use Information Technology (IT) to facilitate interaction and collaboration between teachers, learners and as resources for knowledge sharing and building; • use a wide range of teaching approaches and strategies effectively and flexibly to help learners acquire effective language skills for fulfilling various communicative tasks such as establishing and maintaining relationships, studying and working, and using language for a range of experiential and leisure purposes; • use different modes of learning experiences (e.g. communicating, conceptualising, inquiring, problem-solving and reasoning) to help learners develop the generic skills like communication skills, collaboration skills, creativity, critical thinking skills, problem-solving skills and study skills in the context of English Language learning; • make extensive use of a variety of text types to provide pleasurable and enjoyable learning experiences, stimulate critical thinking and encourage free expression and creativity; • provide a wide range of choices on 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; • maximise opportunities to widen learners’ exposure to the authentic use of English inside and outside the school; • build up a motivating and attractive learning environment that can arouse learners’ interests and curiosity in observing language use in the real world (e.g. watch TV programmes at home, search for information on

Area	Performance Indicator	Examples of Excellence
		<p>the internet using English, interact with native speakers of English; and</p> <ul style="list-style-type: none"> ● foster a lively and encouraging school and classroom atmosphere through daily routines or practices(e.g. greetings, reading time etc.), and special occasions such as drama performances, celebration of festivals, English Days and English Camps etc.
	1.4 Professional Knowledge and Attitude	<p>The teacher is able to</p> <ul style="list-style-type: none"> ● demonstrate passion for continuous learning and excellence by keeping 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 new and innovative strategies like integrating Information Technology in language learning and self-access language learning(SALL), and project learning to motivate, facilitate and empower learners to learn at their own pace and develop habits of life-long self-learning; ● initiate the sharing of teaching ideas, knowledge and experiences with other teachers to improve language learning and teaching; provide support and guidance for inexperienced teachers; ● collect and analyse evidence of students' learning to make informed decisions in curriculum evaluation and development; ● explore and plan for innovative curriculum initiatives or changes to enhance the quality of learning and teaching; and ● facilitate the development of a learning culture among staff by various means such as peer lesson observation and collaborative action research projects.

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"> • use effective assessment and self-evaluation practices to provide information on how to improve on the learning-teaching-assessment cycle; • promote assessment for learning through appropriate use of both formative and summative assessment to gain insights into learners' strengths and weaknesses; • use assessment results to diagnose students' learning problems and to provide useful and quality feedback to inform learners what they have achieved and how they can set future goals for learning; • use suitable assessment tasks which involve self-reflection or self-evaluation to encourage learners to take responsibility for their own learning, enhance their intrinsic motivation for learning, and learn how to learn; • adopt different assessment modes to provide equal opportunities for all students to demonstrate their achievement (e.g. devising appropriate and purposeful language learning materials, activities, tasks and projects to develop language abilities, critical thinking skills, creativity, strategies of learning to learn, and positive values and attitudes conducive to lifelong learning); and • make effective and appropriate use of assessment practices and results to inform and review on the effectiveness of the objectives of the curriculum, teacher's expectations of learners' learning, the content of learning and teaching strategies and revise the curriculum accordingly.

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Values & Attitudes	<p>The teacher is able to</p> <ul style="list-style-type: none"> ● use appropriate/innovative learning experiences to boost learners’ confidence in using English in free expression, imagination and creativity; ● promote learners’ keenness and motivation to participate in activities leading to improvement of knowledge and skills in the language; ● use relevant, pleasurable and meaningful extra-curricular or co-curricular learning experiences, or life-wide learning activities to foster in learners an ability to appreciate the beauty of the English language in creative or literary texts and other cultural forms, and develop a critical attitude towards ideas and values encountered in spoken or written texts; and ● infuse in learners a 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.
	2.2 Knowledge and Skills	<p>The teacher is able to</p> <ul style="list-style-type: none"> ● 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; ● make extensive use of text types and literary or imaginative texts to enable learners to acquire effective reading skills, develop good reading habits and to develop a “reading to learn” culture ;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • establish rapport with learners to develop their enthusiasm to learn English; 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	<p>The teacher is able to</p> <ul style="list-style-type: none"> • act as a role model by pursuing continuous self-improvement and professional development; • provide active support to the teaching profession and the community through taking part in/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	<p>The teacher is able to</p> <ul style="list-style-type: none"> • 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 • disseminate the school's beliefs, rationale and practices in the implementation of the school-based English Language curriculum and their roles in facilitating language learning to learners and their parents .

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