

Chief Executive’s Award for Teaching Excellence (2018/2019)

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) (2018/2019).

In drafting the Indicators, we have consulted a number of references, including curriculum documents (see References on page 13 and 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 purpose 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. developing students’ language proficiency; making use of learner-centred instruction to encourage learner independence; making use of literary or imaginative texts to develop critical thinking and encourage free expression and creativity; and promoting 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 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 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 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.

The Assessment Working Group
Chief Executive's Award for Teaching Excellence (2018/2019)
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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"> ● design an open and flexible curriculum framework and develop a coherent, balanced and diversified school-based English Language and/or Literature in English curriculum/curricula to ensure students' effective learning on a developmental continuum; ● formulate well-defined school-based English Language and/or Literature in English curriculum objectives, design and implement innovative curriculum plans and assessment policy that aptly align with recent trends and development in English Language Education, the school contexts, teachers' readiness and students' learning needs; ● develop strategic planning of lesson time and provide opportunities for students to acquire subject knowledge, develop generic skills and nurture positive values and attitudes in fulfilment of students' entitlement in the context of English Language Education; ● vary the organisation of learning content, strategies and pace of learning and teaching, homework and assessment criteria and requirements, and design/adapt appropriate learning and assessment modules/activities and experiences to cater for students' diverse needs, interests and abilities, learning styles, and prior knowledge and experiences; ● observe the new directions and suggestions in relevant curriculum documents to develop students' capabilities

Area	Performance Indicator	Examples of Excellence
		<p>for self-directed, independent and lifelong learning;</p> <ul style="list-style-type: none"> ● create a language-rich environment conducive to arousing students’ interests in learning and using English in meaningful and authentic contexts; facilitate the development of a culture of “reading to learn” and “Reading across the Curriculum” (RaC) to help students acquire effective reading skills and develop good reading habits, critical thinking skills, creativity and cultural awareness; and ● promote Language across the Curriculum (LaC) in collaboration with teachers of other KLAs to help students connect their learning experiences, and enhance their language proficiency and application of knowledge and skills in non-language subjects.
	1.2 Curriculum Management	<p>The teacher is able to</p> <ul style="list-style-type: none"> ● assist the school in monitoring the implementation of the school-based English Language and/or Literature in English curriculum/curricula in a timely and effective manner, and adopt measures appropriate to the curriculum emphases to assess the effectiveness of curriculum development and the quality of the learning and teaching programmes; ● set clear and manageable curriculum goals for a progressive, balanced and coherent curriculum that serves to bring about pleasurable, meaningful and productive language learning experiences; assist the school in managing the provision and deployment of school and community resources in support of curriculum development; ● ensure horizontal and vertical curriculum coherence by taking into consideration the learning experiences and achievements of students in previous key stages of learning so as to develop and reinforce students’ knowledge and skills progressively through providing opportunities for consolidation and application; ● work closely and regularly 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

Area	Performance Indicator	Examples of Excellence
		<p>the school-based curriculum, and arrange timely exchange and sharing with team members the information and data obtained from the reviews;</p> <ul style="list-style-type: none"> ● collaborate with teachers of other KLAs to develop and evaluate the learning, teaching and assessment materials and activities to help students connect their learning experiences; and ● maintain a clear and systematic record of students' learning progress and performance as evidence of their learning and use the data judiciously to inform learning and teaching, pointing out their strengths and weaknesses and giving timely and constructive feedback on ways in which they might improve.
Teaching	1.3 Strategies and Skills	<p>The teacher is able to</p> <ul style="list-style-type: none"> ● use different modes of learning (e.g. communicating, conceptualising, inquiring, problem solving, reasoning) and a wide range of teaching strategies and approaches effectively and flexibly to help students acquire language knowledge and skills for fulfilling various communicative tasks such as establishing and maintaining relationships, studying and working, and using language for a range of academic, experiential and leisure purposes; ● engage students in diverse learning and assessment activities and contextualised learning tasks that emphasise a balanced coverage of strand targets as well as language knowledge and skills to help students develop language proficiency, encourage self-expression and support students in the integrative use of generic skills like communication skills, collaboration skills, creativity, critical thinking skills, problem-solving skills and self-learning skills in the context of English Language learning; ● cater to the needs and interests of students by using effective strategies to support the less able students and maximise the potential of the more able ones; ● take the initiative in trying out innovative teaching strategies with colleagues or external supporting agents, and adopt appropriate pedagogical approaches to provide students with pleasurable and enjoyable learning

Area	Performance Indicator	Examples of Excellence
		<p>experiences to stimulate critical thinking and encourage free expression and creativity;</p> <ul style="list-style-type: none"> ● foster the development of a broader range of literacy skills by making use of a variety of text types and authentic language learning materials such as web-based resources, multimodal materials, literary or creative works of different genres to enhance students’ intellectual, aesthetic and emotional qualities and cultural understanding; ● maximise e-learning opportunities for students through widening their exposure to the various modes of communication in English across different channels or media with a view to developing their information literacy skills and equipping them with the competence in understanding, appreciating and creating multimodal texts; and ● build up a motivating and attractive learning environment and foster a lively, encouraging and supportive 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. that can arouse students’ interests and curiosity in promoting language use in the real world.
	1.4 Professional Knowledge and Attitude	<p>The teacher is able to</p> <ul style="list-style-type: none"> ● demonstrate a thorough understanding and expert knowledge of the current English Language and/or Literature in English curriculum/curricula 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; ● demonstrate passion and enthusiasm for the pursuit of continuous professional development and teaching excellence through actively engaging in life-long learning by attending courses, seminars and conferences, keeping abreast of the latest trends and development in English Language education, and participating in communities of practice and inter-school networking activities;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> ● take initiative in trying out and working on innovative strategies, enriching own repertoire of strategies in implementing e-learning and curriculum initiatives (such as the renewed Four Key Tasks and assessment as learning), reflecting on daily practices, sharing knowledge and experience with other teachers to inform language learning and teaching; ● work closely with level coordinators to ensure curriculum coherence across year levels, and promote a culture of collaboration among panel members through regular exchange of teaching ideas and reflections (e.g. peer coaching, peer lesson observation, action research, collaborative lesson planning) to enhance team building; and ● promote collegial collaboration in updating and exploring professional knowledge related to curriculum, learning, teaching and assessment, thereby fostering links across KLAs and facilitating collaboration and development of RaC and LaC.

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"> ● demonstrate a thorough understanding of the concepts of “assessment of learning”, “assessment for learning” and “assessment as learning”; implement the school’s assessment policy for English Language education, and make systematic and effective use of a wide repertoire of assessment modes and tools that align with the curriculum objectives and students’ learning progression; ● design effective formative and summative assessments to serve a variety of purposes such as measuring attainment, informing learning and teaching, and flexibly employ different assessment modes and methods to assess learning and teaching effectiveness; ● strengthen assessment literacy in the subject panel with due consideration given to the “Learning Progression Framework”, students’ learning progression, interests and abilities, and engaging students in the assessment process to promote self-reflection and self-directed learning; ● extend formative assessment from “assessment for learning” to “assessment as learning” with due emphasis given to self-reflection or self-evaluation to encourage students to take responsibility for their own learning, enhance their intrinsic motivation for self-directed and lifelong learning; ● collect and record data and evidence related to students’ performance in assessments systematically, make sensible use of the findings as a basis for improving learning and teaching, and provide feedback to teachers on curriculum planning, learning and teaching strategies for timely follow-up actions to improve the overall quality of language learning and teaching; and ● provide students with timely, reflective, positive and quality feedback, appropriate 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 & Attitudes	<p>The teacher is able to</p> <ul style="list-style-type: none"> ● observe student-centredness in the teaching and learning of English Language and/or Literature in English and provide appropriate/innovative learning experiences to boost students' confidence in using English for purposeful communication and creative expression; ● manage appropriate expectations of students in view of their learning diversities and offer an appropriate curriculum to motivate and engage students in the learning process; ● use relevant, pleasurable and meaningful extra-curricular or co-curricular learning experiences, or life-wide learning activities to foster in students 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, written or multimodal texts; ● infuse in students an awareness and appreciation of the value and power of the English language through exposure to a wide range of quality texts of different literary genres and text types, as well as appropriate learning, teaching and assessment activities; ● establish rapport with students to cultivate mutual trust in a supportive learning environment and develop their enthusiasm and sustained interest in language learning; and ● empower students to assume ownership of their learning through guiding students to set specific, measurable and realistic goals, and develop students' learning strategies and metacognitive skills to facilitate independent learning and self-reflection.

Area	Performance Indicator	Examples of Excellence
	2.2 Knowledge and Skills	<p>The teacher is able to</p> <ul style="list-style-type: none"> ● broaden and deepen students’ knowledge base, enhance their competence in listening, speaking, reading and writing, and in analyzing, appreciating and responding to texts, and engage them in actively making connections with their learning experiences, constructing new knowledge and developing language skills, learning how to learn, and developing positive values and attitudes for whole-person development; ● make extensive use of text types and literary or imaginative texts to enable students to acquire effective reading skills, master reading strategies, develop good reading habits and a “reading to learn” culture; ● promote integrative use of language and provide a wide range of task-based learning experiences to develop students’ English language proficiency for study, work and leisure; develop their generic skills and capability for critical thinking, creativity and self-expression, and enhance their personal and intellectual development, cultural understanding and global competitiveness; ● connect language learning to real life contexts to promote students’ enthusiasm and motivation to participate in communicative tasks that enable them to interact naturally in, and appreciate the richness and beauty of, the English language; and ● enhance students’ independent learning ability and widen their scope of learning through applying appropriate learning strategies and using a variety of resources, including information technology, e-learning resources, and experiential learning outside the classroom.

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"> • take the lead in building and promoting a culture of professional learning and sharing, and create opportunities for teachers to apply what they have learned from professional development activities to their daily teaching; • provide active support to the panel of English Language and/or Literature in English teachers and the learning community at school through taking part in or initiating regular exchanges of teaching ideas, experiences and reflections, and conducting peer coaching, collaborative lesson planning, lesson observation and analysis; • serve as a role model in English Language learning and teaching; • provide guidance and support to novice teachers and promote professional growth of fellow teachers; • encourage collaboration among members of communities of practice and inter-school networking activities; and • facilitate professional development of teachers through producing exemplary teaching materials, conducting professional sharing activities, disseminating good practices, participating in educational research, publishing articles on teaching-related topics, and providing 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"> • participate actively in developing a whole-school language policy that facilitates the learning and teaching of English Language and/or Literature in English; • collaborate with all stakeholders (e.g. teachers, parents, and the community) when developing a school-based curriculum commensurate with the school’s vision and mission or stakeholders’ concerns; • assist the school in promoting a positive and harmonious school culture in which English Language and/or Literature in English teachers can work collaboratively with teachers of other KLAs to actualise the school language policy, and facilitate the development of a professional learning community through fostering a culture of sharing and collegiality; • give active support to home-school collaboration; • link teachers’ individual learning to organisational learning in the school, build up a strong teaching team and members’ capacity to realise the concept of a community of practice, and nurture curriculum leaders; and • provide professional support to colleagues and strategically bring in external expertise to address the development needs in English Language education of the school.

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