

Chief Executive’s Award for Teaching Excellence (2016/2017)

Excellence Indicators for Teaching Practices for Guidance and Discipline (including Career Guidance)

Foreword

The *Excellence Indicators for Teaching Practices for Guidance and Discipline* are compiled for use as reference in assessing nominations for the Chief Executive’s Award for Teaching Excellence (CEATE) (2016/2017).

In drafting the Indicators, we have consulted a number of references including curriculum documents (see References on pages 14-16). 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 students’ motivation and/or in helping students to 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 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 targets of Guidance and Discipline (including Career Guidance) (i.e. creating a harmonious and caring school atmosphere through the whole-school approach so as to nurture students’ positive values, attitudes and behaviours; equipping students with the necessary skills to overcome learning and life challenges at different stages of development; providing counselling services for students with learning, behavioural and emotional problems; specifically for

the area of Life Planning Education and Career Guidance, it means connecting with school's curriculum to equip students with the knowledge, skills and attitudes to make informed choices in accordance with their interests, abilities and orientations, and to integrate their career/ academic aspirations with whole-person development and life-long 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 serve as an assessment tool, but may also highlight the qualities of an accomplished teacher in the area of guidance and discipline (including career guidance), 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 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
Chief Executive's Award for Teaching Excellence (2016/2017)
October 2016

Excellence Indicators for Teaching Practices for Guidance and Discipline

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"> ● adopt the policy and measure of whole-school approach to guidance and discipline (including career guidance) that are based on the learner-centred principle, and in line with the educational trends, the school’s vision and mission, and learner diversity; implement a sustainable and appropriate school-based curriculum and personal growth programmes; and take forward relevant tasks effectively to foster students’ positive values, attitudes and behaviour for whole-person development; ● lead the entire teaching staff in developing a shared vision for fostering students’ growth and development; implement the policy of adopting the whole-school approach to guidance and discipline; and mobilise teachers and students to jointly establish a caring campus with an inclusive culture; ● adhere to the principle of positive discipline by properly implementing clear, fair and reasonable school rules with a reward and punishment system, as well as policies and measures on promoting a healthy campus, with a view to providing a safe, healthy and harmonious school environment for students; and establish a support mechanism to enable timely intervention and following up in crisis situations; ● implement comprehensive and appropriate guidance and discipline/career guidance programmes designed according to students’ varying needs for personal, social, academic and career development; provide them with developmental, preventive and remedial guidance services; identify and attend to students’ problems as early as possible; and establish a referral mechanism and make effective use of it; ● actively provide comprehensive student guidance services and authentic learning activities; take forward the priorities of the whole-school approach to guidance and discipline at school, form, class and

Area	Performance Indicator	Examples of Excellence
		<p>individual levels; and mobilise all subject panels and committees to effectively co-ordinate their efforts in student development, and adjust learning contents and counselling strategies to appropriately cater for students' individual needs (including students with special educational needs (SEN), non-Chinese speaking (NCS) students, and newly-arrived children), with a view to supporting the healthy development of students and helping them unleash their potential;</p> <ul style="list-style-type: none"> ● provide appropriate personal growth education curriculum with equal emphasis on knowledge, skills and attitude and cater for students' needs, affective development and interests; and develop learning contents relevant to daily life enabling students to acquire broad and balanced learning experiences, foster generic skills, develop the ability to control their emotions, and cultivate positive attitudes such as respecting and cherishing life; ● formulate appropriate school-based life planning education policies, provide career guidance services and incorporate learning elements of life planning education into school curriculum under a coherent and conceptual framework with reflective practices; and help students develop their self-understanding, personal planning, goal setting, reflective thinking skills and better understand various progression pathways through integration and collaboration with subject panels, Applied Learning and other student support services, so that students will be well-prepared for the transition to career life; and ● take forward projects (such as Business-School Partnership Programme) in collaboration with parents, school social workers, external organisations and the community by flexibly bringing in resources from government departments and non-government organisations to provide students with meaningful learning or career-related experiences; help them set their development goals, and make informed and wise choices for further studies and future career; and connect/integrate their academic or career aspirations with/into whole-person development and life-long learning.

Area	Performance Indicator	Examples of Excellence
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● demonstrate effective leadership in steering peer efforts to conduct holistic curriculum planning and review of personal growth education curriculum, taking into account students' needs at different stages of development; effectively co-ordinate activities related to various Key Learning Areas, subject curricula and/or other learning experiences; and work closely with various co-ordinators for continuous development and improvement of the school-based curricula and activities, and enhancing the effectiveness of student development; ● motivate teaching staff to effectively implement the whole-school approach to guidance and discipline, and enhance liaison and collaboration among the subject panels and committees in order to provide students with authentic experiences and enhance the effectiveness of student development; ● properly manage and flexibly utilise the resources of guidance and discipline and the Career and Life Planning Grant to meet the diverse learning and development needs (including career guidance) of students; and make effective use of resources to support teacher professional development and continuously enhance the quality of student development; ● effectively assess the deliverables of various student support services, activity programmes and school-based curricula through a sound evaluation and monitoring mechanism; and adjust learning contents and strategies, deploy resources and take follow-up actions in a timely manner to cater for the diverse learning and the development needs of students, thereby meeting the objectives of student development; ● effectively co-ordinate school-based guidance and discipline/career guidance measures to promote understanding and acceptance among teachers, parents and students; and

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • make good use of external resources (such as those from tertiary institutions, professional bodies, disciplined services, uniformed groups and social welfare organisations), strengthen the collaboration mechanism between the school and external organisations to support the implementation of various programmes/activities; and partner with these organisations to provide career guidance services for students.
Teaching	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • adopt a learner-centred approach to draw up suitable teaching objectives and learning contents that are properly linked to students' life experience; create interactive activities or classroom settings by adopting flexible or innovative teaching strategies, giving positive encouragement, and using effective questioning and explanatory techniques; and give appropriate feedback to engage students in active learning and effectively motivate them to reflect, solve problems and innovate during the provision of school-based counselling services/lessons; • identify students who need help at an early stage for referral to internal/external professional support services; and draw up appropriate support and follow-up measures, so as to help students at different stages of development to learn effectively and overcome difficulties encountered; • provide students with a variety of challenging posts to broaden their horizons and enable them to unleash their talent, and systematically nurture them to be student leaders; • provide ample opportunities for students to participate in activities organised by the school and external organisations, in order to enhance their understanding of physical and mental health issues (such as internet addiction, cyber bullying, dangers of drug abuse, peer bullying, etc.); • cater for learner diversity, and provide a variety of support services and activities to meet students' different development needs;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> ● design appropriate learning activities to be implemented using different approaches and work out a flexible learning schedule to enhance the elements of personal growth education in various subjects through cross-panel collaboration, with a view to consolidating the life skills students have acquired; ● provide ample opportunities for students to acquire work-related authentic experiences; effectively arrange suitable career exploration activities for students to learn more about different trades, the operation of industrial and commercial enterprises and employers' requirements; and help students acquire the essential knowledge and skills, cultivate positive work attitude and values, understand their own interests, abilities and orientations, and set their academic/career goals by flexibly connecting the contents of relevant subjects; ● effectively identify and provide appropriate individual/group counselling or referral services to students with behavioural and emotional problems, thereby enabling them to make steady and obvious progress, and engage in learning/school life; and ● effectively implement classroom management strategies to foster the relationship between teachers and students and enhance students' sense of belonging to school.

Area	Performance Indicator	Examples of Excellence
	1.4 Professional Knowledge and Attitudes	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● master the concepts and professional knowledge about the whole-school approach to guidance and discipline and student development; have a thorough understanding of the trends in student development; actively develop school-based personal growth education curriculum, closely follow up, review and reflect on the effectiveness of his/her work, lead teachers to put the curriculum into practice; and actively promote team collaboration among teachers; ● guide students patiently with supportive and encouraging attitude in order to make them feel valued and foster a culture of care and respect; ● show concern for students' whole-person development, demonstrate enthusiasm for teaching and have a strong sense of responsibility, and appropriate expectations for students; ● understand each student from their perspective, taking into account their development needs; maintain sincere communication with students and express his/her views on and expectations for them, and timely motivate students by giving them meaningful encouragement and praise so as to foster mutual trust and respect, as well as a good relationship between teachers and students; ● respect the uniqueness of each student, appreciate the efforts students made, facilitate their growth and development, and develop their potential according to their needs and abilities; ● set an example and serve as a role model for students, inspiring them to establish themselves as good persons; engage in self-reflection, strive for continuous self-improvement; and pursue teaching excellence; and ● keep abreast of the latest development in career guidance; collect, update and disseminate to students information on further studies and future career; provide effective support to students and parents; help students with self-understanding, personal planning, career exploration and goal setting; and inform them of various progression pathways, so that they are well-prepared for the transition to career life.

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"> ● attach great importance to the learning process; collect stakeholders' views and observations using various assessment tools; systematically monitor students' performance and progress in behaviour and acquisition of values and attitudes on an on-going basis; regularly review guidance and discipline programmes and activities to assess the effectiveness of their implementation, with a view to sustaining the enhancement of the curriculum and teaching practices; ● give students quality feedback, opportunities for reflection as well as appropriate and timely encouragement; assess students' academic and non-academic performance; and make good use of students' assessment information to offer positive and constructive suggestions for improvement; ● develop systematic support strategies for parents, and provide appropriate parent education for fostering parent-child communication and parenting skills; and ● review regularly the school-based guidance and discipline or career guidance policy for the assessment and follow up.

2. Student Development

Area	Performance Indicators	Evidence of Excellence
Student Development	2.1 Values and Attitudes	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● help students develop a positive outlook on life and values, and prepare them for learning and everyday life with a positive and optimistic attitude, a sense of commitment and the courage to change; ● inspire students to develop their potential and build self-confidence, and nurture their self-discipline as well as respect and care for others; ● cultivate a sense of responsibility in students so that they are willing to accept and bear the consequences of their own acts, and help them distinguish right from wrong, correct mistakes and mend their ways; ● help students shape academic or career aspirations and understand the importance of work ethic (such as integrity, commitment and responsibility); ● guide students to respect diversity, and maintain a harmonious relationship with fellow classmates; and ● encourage students to make proper choices concerning further studies or future career according to their personal attributes, interests and abilities.
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● help students develop and present positive behaviour, so that they can make wise and sensible decisions in real life situations; ● encourage students to think independently and engage in self-reflection, enhance their responsiveness and autonomy, and help them develop a healthy lifestyle; ● help students enhance their self-confidence, self-esteem and resilience to adversity as well as developing good self-management, problem-solving and leadership skills;

Area	Performance Indicators	Evidence of Excellence
		<ul style="list-style-type: none"> ● enhance students' understanding of behavioural problems and help them develop a healthy lifestyle, practical life skills and resistance to temptations to ensure their healthy physical and mental development; ● raise students' awareness of changes over the course of physical and mental development, enhance their communicative and collaborative skills, teach them the skills to manage their emotions, and help them develop good social behaviour; ● guide students in conducting self-assessment for a better understanding of themselves, including their personal abilities, interests, potential and aptitude; and help students keep abreast of the latest development in further studies and career opportunities, so that they can develop a life plan and set realistic and achievable development and career goals; and ● help students master basic life and work skills, and apply the life skills, knowledge and attitudes they acquired to daily life, as well as learning activities and workplace experience programmes.

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"> ● attach great importance to professional conduct and pursue continuous self-improvement and professional development; ● lead by example and serve as a role model for peers in pursuit of excellence; ● produce exemplary teaching materials, take part in educational research to try out teaching practices, or disseminate effective teaching practices through different channels, such as publishing articles; ● actively participate in internal and external professional training and sharing activities, and pursue continuous learning to enhance his/her professional knowledge and skills; ● maintain good communication and close contact with the community and external organisations, and actively participate in community services or voluntary work; and ● provide support to the professional development of novice teachers and promote collaboration in teaching practices.

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"> • lead and assist peers in identifying with and realising the school’s vision, mission and values; help them successfully achieve paradigm shifts (for example, shifting from career information dissemination to life planning education); collaborate with stakeholders to drive continuous school development; and build a consensus among peers to fulfill their shared commitment to nurturing students; • put in place a mechanism for close and effective home-school communication and collaboration by optimising the use of external resources with the participation of parents; and facilitate students’ growth and development through school-based guidance and discipline programmes; • gauge the professional development needs of peers and encourage them to take part in suitable training activities to enhance their knowledge and skills on guidance and discipline, life planning education, inclusive education, anti-drug education, and life education, with a view to enhancing the professional capacity of teachers and developing the school into a professional learning community; and • lead peers in actively participating in the school’s guidance and discipline work (including career guidance); create a healthy, proactive and caring school atmosphere; cultivate a caring culture on campus; and make concerted efforts to build up a harmonious teacher-student relationship through team work.

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