

Chief Executive's Award for Teaching Excellence 2015/2016

Nomination Guidelines

Recognising Teaching Excellence
Fostering Professional Development

Nomination Period
13.7.2015 - 2.10.2015



主辦機構 Organiser

贊助 Sponsor

教育局
Education Bureau

優質教育基金
Quality Education Fund



Nomination Guidelines

I Foreword

Since the launch of the Chief Executive's Award for Teaching Excellence (CEATE), over 750 outstanding teachers have been awarded in different themes and they have also received community-wide recognition for their achievements. The Chief Executive's Award for Teaching Excellence (2015/2016) is the second CEATE of the third round and covers three themes: Curriculum Leadership, Mathematics Education Key Learning Area (KLA), and Special Educational Needs. Teachers' participation in CEATE is the key of its success. Teachers of the above three themes are encouraged to participate in CEATE (2015/2016).

II Objectives

CEATE symbolises the awarded teacher's excellent efforts and dedicated commitment. It aims to :

- (a) recognise accomplished teachers who demonstrate exemplary teaching practices;
- (b) enhance the professional image and the social status of teachers, thereby gaining society's recognition of the teaching profession and fostering a culture of respect for teachers;
- (c) pool together accomplished teachers through the CEATE Teachers Association to facilitate sharing of good practices; and
- (d) foster a culture of excellence in the teaching profession.

III Eligibility

3.1 Both individual and group nominations are accepted. The following teachers are eligible for nomination in CEATE (2015/2016):

- (a) **Curriculum Leadership**
Teachers of kindergartens¹, primary schools, secondary schools and special schools who play a leading role in the holistic planning and implementation of cross-curricular learning, teaching and assessment;
- (b) **Mathematics Education KLA**
Teachers of primary, secondary and special schools who teach subjects under the Mathematics Education KLA; and
- (c) **Special Educational Needs**
Teachers of special schools, teachers of primary and secondary schools who teach students with special educational needs (SEN)² or who plan and implement support programmes for them.

¹ Including kindergarten-cum-child care centres and schools with kindergarten classes.

² Including Specific Learning Difficulties (Dyslexia), Intellectual Disability, Autism Spectrum Disorders, Attention Deficit/ Hyperactivity Disorder, Physical Disability, Visual Impairment, Hearing Impairment, Speech and Language Impairments.

3.2 Nominees should meet the following criteria:

- (a) Nominees should be registered under the Education Ordinance, Cap 279 (except those who are exempted under Section 9(1)(a) of the Ordinance) as **Registered Teachers**. The Education Bureau will examine if the nominees meet this criterion based on the internal records;
- (b) Nominees should have been involved in Curriculum Leadership or Special Educational Needs [for nominees under paragraph 3.1(a) and (c)] or should teach the subject(s) under the Mathematics Education KLA [for nominees under paragraph 3.1(b)] in or before the 2014/15 school year and will continue to do so in the 2015/16 school year; and
- (c) Immediately before the close of nomination, nominees should have at least three consecutive years of teaching experience in local schools which offer a formal curriculum. For group nominations, at least half of the members of the group should meet this criterion.

3.3 Teachers who were awarded in the previous CEATEs may also be nominated if they meet the above criteria. However, only teaching practices which are substantially different from the practices awarded in previous CEATEs to the same nominee(s) would be considered for any award.

3.4 Teachers who are not permanent residents of Hong Kong can be nominated if they meet the criteria stated in paragraph 3.2.

3.5 Principals are not eligible for nomination.

3.6 The Education Bureau has the sole discretion in determining the eligibility of nominees.

IV Awards

4.1 All nominators and nominees will each be given a souvenir.

4.2 As CEATE seeks to encourage collaboration among teachers, **there is no limit to the number of the awards to be given**. There are two kinds of awards:

- (a) Award for Teaching Excellence
Nominees who have demonstrated excellence holistically in the four domains of assessment: (i) Professional Competence; (ii) Student Development; (iii) Professionalism and Commitment to the Community and (iv) School Development, will be considered for the Award.
- (b) Certificate of Merit
Nominees who are approaching and very close to the above standard of excellence in the four domains will be considered for the Certificate of Merit.

4.3 Nominations presented with the Award or the Certificate of Merit will receive the following prizes:

Item	Nomination presented with the Award		Nomination presented with the Certificate of Merit	
	Individual Nomination	Group Nomination ³	Individual Nomination	Group Nomination ³
(a) Cash Award	\$12,000	\$24,000	\$6,000	\$12,000
(b) Continuing Professional Development Scholarship and Relief	\$50,000	\$70,000	\$25,000	\$35,000
(c) Dissemination Grant	\$17,000	\$24,000	\$17,000	\$24,000
(d) Trophy and Certificate	(i) A trophy for nominations presented with the Award (ii) A certificate for nominations presented with the Certificate of Merit (iii) A personal trophy and a certificate for each awarded teacher			

4.4 Nominators of the nominations presented with the Award and the Certificate of Merit will receive book coupons in the value of \$2,700 and \$1,000 respectively.

4.5 Removal of an awardee’s status ⁴ will be considered if:

- (a) his/ her teacher registration has been cancelled by the Education Bureau; or
- (b) he/ she has received reprimand letter from the Education Bureau.

Each case will be recommended by the Education Bureau for the CEATE Steering Committee’s acceptance.

V Dissemination Activities of the Awarded Teachers

5.1 Awarded teachers are required to provide articles accompanied by photos and teaching materials that are relevant to the awarded teaching practices for use in the CEATE Compendium which will be published in mid-2016.

³ For awarded group nominations, each group has to decide on the share of the items (a), (b) and (c) apportioned to each group member.

⁴ Circumstance (a) is applicable to all awarded teachers since the 2003/04 school year whereas circumstance (b) is applicable to awarded teachers since the 2015/16 school year.

5.2 Awarded teachers will automatically become members of the CEATE Teachers Association. They are required to participate in professional development activities organised by the Education Bureau and the CEATE Teachers Association to share their teaching practices with their fellow teachers. These activities include:

- (a) Conducting one sharing session in the CEATE Showcase which will be held in late 2016; and
- (b) Arranging at least one demonstration lesson in the 2016/17 school year for observation by other teachers.

5.3 Awarded teachers should participate in or organise other dissemination and sharing activities according to the dissemination plans submitted together with the nominations to foster a culture of professional collaboration and excellence. The Education Bureau will provide suitable assistance.

VI Nomination

6.1 Nomination period

Nominations will be accepted from 13 July 2015 to 2 October 2015.

6.2 Nominators

- (a) Each nomination should be made by one nominator in his or her personal capacity. Self-nomination is also accepted.
- (b) Nominators should be school heads, colleagues of the nominees, peers or experienced educators.
- (c) Nominators have to obtain prior consent from the nominees before making nominations.

6.3 Nominees

- (a) Nominees are required to describe their philosophy of teaching and what constitutes excellence in the Curriculum Leadership, Mathematics Education KLA and Special Educational Needs to reflect on their teaching practices. Nominees are also required to give an account of their teaching practices, how these practices are implemented and their effectiveness. Nominees should cite examples for illustration.
- (b) Each nominee can be nominated once only at each CEATE, irrespective of individual or group nomination.

6.4 Seconders

- (a) Each nomination (including self-nomination) should be seconded by two to three persons in their personal capacity.
- (b) Seconders should be school heads, colleagues of the nominees, peers, experienced educators, students (including former students) or parents.

6.5 Group nominations

- (a) Each group should comprise not more than five teachers, and select among themselves a group leader. If a teaching practice has been developed by a group of more than five teachers, the group has to decide among themselves who the “core members” or “representatives” are.
- (b) Contribution of each group member, interaction in the group, and how efforts of the group have contributed to the desired outcomes will need to be explained. The professional competence of each and every group member and the overall performance of the group in its entirety will be taken into account when considering whether the group will be recommended for the Award or the Certificate of Merit.

6.6 School heads

The school heads of the nominees should either be the nominators or the seconders of the nominations. The school heads are encouraged to release their teachers, if awarded, to organise or participate in post-award dissemination and sharing activities within one year after being awarded.

6.7 Colleagues, students and parents

Nominees may incorporate the views of their colleagues, their students and/or parents of their students in the nominations. Also, the Assessment Panel may interview the nominees' colleagues, students and/or the parents of their students during school visits for a more thorough understanding of the teaching practices through the eyes of interviewees.

VII Nomination Materials to be Submitted

7.1 Nomination Form

The Nomination Form is separately provided on the CEATE website (www.ate.gov.hk). Nominators and nominees **should read the Nomination Guidelines carefully** before filling in the Nomination Form. Nominators and nominees may browse the CEATE website for more information.

7.2 Reflection of Teaching Practices

Nominees should describe the following in not more than 10 pages. It should be typed in font 12 points or above (Times New Roman for English and 細明體 for Chinese) and printed on both sides of A4 paper.

- (a) A reflection of their teaching practices and their philosophy of teaching or conceptual framework of what constitutes excellence in Curriculum Leadership, Mathematics Education KLA, or Special Educational Needs.
- (b) Relevant examples and details to illustrate the outcomes and effect in respect of the four domains of assessment as set out in paragraph 9.3 of the Nomination Guidelines. Nominees may refer to the suggested questions in the **Appendix**.
- (c) What teaching practices they will disseminate and how they will take forward their dissemination, if awarded.
- (d) For group nominations, the reflection of teaching practices should represent the group as a whole, describe clearly the contribution of each group member to the teaching practices, particularly those who do not have three or more consecutive years of teaching experience in local schools.

7.3 Video clip

Submit a video-recorded lesson (30-45 minutes) with a one-page outline of the lesson contained in one DVD/CD which should be an authentic, continuous lesson without editing, to demonstrate the teaching practices of the nominee/group. For Curriculum Leadership and Special Educational Needs, nominees may alternatively submit authentic video clips (30-45 minutes) of a learning programme or activity⁵ (crucial parts only) with one-page outline contained in one DVD/CD together. The video recordings submitted should be saved in “wmv”, “mpeg” or “mpg” format.

7.4 Year Plan or Teaching Schedule

Submit the year plan/ teaching schedule of the previous school year (2014/15) on the themes relevant to the nominations to give background information to the Assessment Panel. This information should be stored in the same DVD/CD of video clip.

7.5 Supplementary Information

Append, if necessary, supplementary information such as curriculum plans and learning activity records, to help describe the teaching practices. All the supplementary information (up to a maximum of 50 pages in a single file) together with an index page should be stored in the same DVD/CD of video clip.

⁵ Under the theme of Curriculum Leadership, "activity" may include cross-curricular team meetings, collaborative lesson planning meetings, post-lesson reflection meetings, etc.

Note

- (a) Nomination information may be prepared in either Chinese or English.
- (b) The prescribed format and maximum number of pages allowed should be strictly followed. Non-complying nominations will not be considered.
- (c) Information on paragraphs 7.3 – 7.5 should be stored in the same DVD/CD and submitted together with the nomination form and the reflection of teaching practices.
- (d) Be prepared that the Assessment Panel may request the submission of more detailed information as evidence when necessary.

VIII Submission of Nomination

- 8.1** The completed Nomination Forms, the reflection of teaching practices and the DVDs/CDs (which contain video clip, year plan/ teaching schedule and supplementary information, if any) should be submitted in **triplicate (including the original)**, in person or by post, to the Chief Executive's Award for Teaching Excellence Secretariat, 11/F., Wu Chung House, 213 Queen's Road East, Wan Chai, Hong Kong on or before 2 October 2015. For postal nomination, date of the stamp chop will be used as the submission date.
- 8.2** Nominations will not be considered if the submitted nomination materials fail to comply with the requirements as stated in Part VII.

IX Assessment Mechanism

9.1 What is "teaching practice"?

For the purpose of CEATE, "teaching practice" refers to the learning experiences provided by a teacher that facilitate the learning of students as a result of the teacher's professional knowledge and skills in lesson⁶ planning, teaching pedagogy, curriculum and assessment design, adaptation of materials, etc.

9.2 Assessment criteria

- (a) Assessment of nominations will focus on four domains of assessment. Recognising that teaching practices cannot be separated into discrete areas, the Assessment Panels will adopt a **holistic approach** when considering the nominations. The focus of CEATE is on learning and teaching.
- (b) For the purpose of 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 the themes concerned.
 - For Curriculum Leadership, it means enabling students' whole-person development and life-long learning capabilities through leading teachers to conduct cross-curricular curriculum planning and implementation, which is in line with the Learning Goals set out by the Curriculum Development Council.
 - For the Mathematics Education KLA, it means developing students' ability and skills to solve problems and make inquiries in a logical, creative, critical and mathematical way; strengthening their integrative learning and application skills; and fostering their appreciation of the application of Mathematics.
 - For Special Educational Needs, it means helping students with SEN to develop their potential to the fullest as well as nurturing their whole-person development according to their individual differences.

9.3 Domains of Assessment

(a) Professional Competence

Evidence of exemplary practices in professional competence may include but is not limited to

- (i) mastery of subject/ professional knowledge, skills and communication ability;
- (ii) setting appropriate learning objectives for lessons in accordance with the learning targets of the theme, as well as effective organisation and planning of teaching to ensure students' attainment of the learning targets;
- (iii) developing appropriate teaching strategies and using suitable teaching skills to suit the diversified needs of different students, the context and environment;
- (iv) effective classroom instruction, class interaction, class management and/ or implementation strategies of programmes/ projects/ activities;
- (v) adopting a student-centred teaching strategy, designing learning activities that are related to the daily lives of students, providing students with various learning experiences, enabling students to scaffold their knowledge and establishing positive value and attitude; and
- (vi) effective assessment of student learning, and appropriate use of assessment information.

(b) Student Development

Evidence of exemplary practices in student development may include but is not limited to

- (i) catering for school-based or student-oriented needs by appropriate adaptation of the curriculum to help students attain the desired learning outcomes;
- (ii) inspiring students of different backgrounds and abilities and motivating them to learn;
- (iii) making positive impacts on students in whole-person development and development of generic skills;
- (iv) providing pastoral care services and student activities;
- (v) building trust and rapport with students;
- (vi) (for Curriculum Leadership) helping students to obtain profound learning experience, build up generic skills and knowledge and develop positive values and attitudes through cross-curricular learning, teaching and assessment;

- (vii) (for the Mathematics Education KLA) providing students with various mathematical modelling or learning experiences to help construct their knowledge effectively, to develop students' capability of appreciating the aesthetic nature and cultural aspects of Mathematics, to promote the development of students' investigation and problem-solving skills; and to develop students' positive values and attitudes for their whole-person development;
- (viii) (for Special Educational Needs) fully developing the potentials of students with SEN systematically and strategically by providing them with the opportunities to learn in a flexible and appropriate learning and teaching environment.

(c) **Professionalism and Commitment to the Community**

Evidence of exemplary practices in professionalism and commitment to the community may include but is not limited to

- (i) the drive to pursue continuous self-improvement and professional development;
- (ii) keeping themselves abreast of developments in education practices and policies, for example, the trends and content of the curriculum;
- (iii) setting themselves as role models;
- (iv) proactively providing support to the teaching profession and the community, such as participation in and contribution to professional sharing activities, dissemination of good practices, and involvement in community services or voluntary work;
- (v) producing exemplary teaching materials, involving in or contributing to educational research, and/ or publishing of articles on teaching-related topics; and
- (vi) participating in the professional development of novice teachers.

(d) **School Development**

Evidence of exemplary practices in school development may include but is not limited to

- (i) encouraging home-school collaboration;
- (ii) inspiring and providing support to peers and colleagues to collaborate for improvement of learning and teaching;
- (iii) promoting a sharing and collaborative culture among colleagues and stakeholders with a view to developing the school as a professional learning community; and
- (iv) taking a leadership role among colleagues and stakeholders in promoting a consensus on and the actualisation of the school vision and mission through one's own exemplary practices and sharing of experience, focusing energy on achieving continuous school development, and realising the essence of the school culture and ethos through a variety of effective channels.

- (e) The respective Excellence Indicators of the three themes will be compiled for use as reference in assessing nominations and will be available on the CEATE website in late 2015. The Excellence Indicators will include the corresponding examples of excellence of the four domains mentioned above.

X Assessment Procedures

Initial Assessment

(To be conducted tentatively in November & December 2015)

Vetting and examining materials submitted with the nominations
Interviewing nominees (For group nominations, the presence of one or two representative(s) will suffice.)
Short-listing nominations for detailed assessment



Detailed Assessment ⁷

(To be conducted tentatively in January & February 2016)

Conducting school visits which include observation of lessons (For group nominations, the lessons of all group members will be observed.)
Interviewing nominees, nominators, seconders, colleagues, students and/or parents
Examining more evidence from nominators and nominees



Recommendation by the CEATE Assessment Panels



Acceptance by the CEATE Steering Committee and the Assessment Working Group



Endorsement by the CEATE High-level Advisory Panel

⁷ Nominees will receive notification of school visit by February 2016 if they are short-listed for detailed assessment. Nominees who are unable to make themselves available for detailed assessment will be treated as withdrawals.

XI CEATE Assessment Panels

- 11.1** Three Assessment Panels, each comprising experts and academics in the respective education field, experienced school heads, experienced teachers and a parent, will be set up to examine the nominations and recommend the ones to be awarded. The assessment results will be submitted to the CEATE Steering Committee and the Assessment Working Group for acceptance. They will then be verified and endorsed by the CEATE High-level Advisory Panel, whose decision is final.
- 11.2** Information on members of the CEATE Assessment Panels will be available on the CEATE website.

XII Handling of Information

- 12.1** All information provided for the assessment of nominations will be treated in confidence. Nomination Forms and supporting materials submitted will not be returned. For nominations that are awarded, all information provided for the purpose of assessment may be used, distributed, disseminated, published and/or reproduced for the purpose of disseminating good teaching practices by the Education Bureau or any organisations or agents appointed or authorised by it. Information related to other nominations will be destroyed within two months after the Award Presentation Ceremony.
- 12.2** The relevant personal data (e.g. names of nominees and seconders) provided in the Nomination Form may be disclosed to public sector schools, Direct Subsidy Scheme schools or private schools, other education institutions or organisations and other related persons or bodies, including their authorised agents or representatives for the same purpose mentioned above.
- 12.3** Personal data provided in the Nomination Form and supporting materials will be handled according to the provisions stated in Section IV of the Nomination Form.

XIII Declaration of Interests

All persons involved in the processing and assessment of nominations, including members of the CEATE Secretariat and the Assessment Panels, will be required to declare interests prior to working on any cases. The decision of the Education Bureau with regard to matters related to conflict of interests will be final.

XIV Enquiries

14.1 For enquiries, please call 2892 5782 or e-mail to ate@edb.gov.hk.

14.2 Adhering to the principle of confidentiality and fairness, once the assessment procedures have started, the CEATE Secretariat will not respond to any enquiries regarding the decision of the assessment until the assessment results have been announced publicly in mid-2016.

Appendix

Suggested Questions for Preparing Nominations

A reflection of your teaching practices and your/ your group's philosophy of teaching or conceptual framework on what constitutes excellence in Curriculum Leadership, Mathematics Education KLA, or Special Educational Needs.

1. How do you conceive "effective teaching practice" with reference to the Curriculum Leadership, Mathematics Education KLA, or Special Educational Needs? How does an effective teaching practice contribute to improving learning and teaching?

(You may briefly describe what constitutes effective/ exemplary/ innovative teaching practice and what criteria you would use to judge whether a teaching practice is effective or excellent.)

2. How do you formulate and implement your concept of effective teaching practice mentioned above?

(You may cite examples of education/ learning theories applied to your teaching practices, if any.)

Four Domains of Assessment

Evidence of exemplary practices in these four domains of assessment is set out in paragraph 9.3 of the Nomination Guidelines.

Professional Competence

3. How would you describe your professional competence?

(You may use actual incidents/ examples to illustrate your excellent performance in professional knowledge, subject knowledge, curriculum planning and implementation, teaching skills, classroom management, designing an assessment mechanism conducive to effective learning, solving problems encountered in curriculum development and teaching, developing students' higher order thinking skills, cultivating positive values and attitudes among students, addressing learning differences, etc.)

Student Development

4. How have students' attitude and their learning outcomes changed?

(You may cite example(s) to illustrate (a) how students of different backgrounds and abilities are inspired and motivated to learn; and/ or (b) in what way you have made a positive impact on students, e.g. purposeful application of knowledge and skills.)

Professionalism and Commitment to the Community

5. What are your reflections on the teaching practices?

(You may describe how the reflection on teaching practices affects your professional development. For example, any difficulties encountered, ways of further improvements, inspiration obtained, etc.)

6. What have you done to promote teachers' professionalism?

(You may describe your engagement in continuing professional development programmes, conducting action research, serving as role models, etc.)

7. How can your teaching practices inspire teachers in other schools?

(You may describe how the teaching practices can be applied generally in other schools, how the experiences gained and inspiration distilled from the teaching practices can be shared effectively, etc.)

School Development

8. How successful have you been in fostering changes in the teaching culture of your school?

(You may describe the continuing professional development activities and education research in which you have participated, how you have led colleagues/ peers in the quest for excellence and improvement in curriculum development, learning and teaching, etc.)

9. How have your teaching practices inspired colleagues of your school?

(You may also describe your achievements in helping to develop your school.)

Dissemination Plan

10. What good teaching practices would you disseminate and how would you share your practices should you be awarded?

(You may briefly state your plan of dissemination and how you are going to implement your plan.)



行政長官卓越教學獎

CHIEF EXECUTIVE'S AWARD FOR
TEACHING EXCELLENCE