

Chief Executive’s Award for Teaching Excellence (2019/2020)

Excellence Indicators for Teaching Practices for

Liberal Studies

Foreword

The *Excellence Indicators for Teaching Practices for Liberal Studies* are compiled for use as reference for assessing nominations for the Chief Executive’s Award for Teaching Excellence (CEATE) (2019/2020).

In drafting the Indicators, we have consulted a number of references, including school 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 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 learning targets of Liberal Studies (i.e. to enable students to better understand themselves, their society, their nation, the human world and the physical environment; to develop multiple perspectives on perennial and contemporary issues in different contexts; to become independent thinkers so that they can construct knowledge appropriate to

changing personal and social circumstances; to develop a range of skills for lifelong learning; to appreciate and respect diversity in cultures and views in a pluralistic society and handle conflicting values; and to cultivate positive values and attitudes towards life so that they become informed and responsible citizens of society, the country and the world).

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. 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 serve as an assessment tool, but may also highlight the qualities of an accomplished teacher in the area of Liberal Studies, so as to motivate teachers to pursue professional excellence.

All awardees must possess the essential qualities of a professional teacher, such as professionalism and a 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 inspiring, exemplary and effective teaching practices that can be shared with peers in the teaching profession. 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 (2019/2020)

October 2019

Excellence Indicators for Teaching Practices for Liberal Studies

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"> • flexibly plan and develop a school-based senior secondary Liberal Studies curriculum in accordance with the rationale and objectives of the Liberal Studies curriculum as well as the nature and contents of the subject in order to cater for learner diversity; help students incrementally acquire knowledge in Liberal Studies, develop generic skills, and foster positive values and attitudes; and promote effective learning; • effectively incorporate elements of the four Key Tasks, the five Essential Learning Experiences, and nine types of generic skills into curriculum planning to enhance students' capacity for self-directed learning, prepare them for lifelong learning, and promote whole-person development; • design rich and diversified learning experiences in the light of the school-based Liberal Studies curriculum and the needs and interests of students, and adopt relevant teaching approaches to help students relate and apply knowledge and concepts acquired from different learning areas across different disciplines and Liberal Studies, thereby widening students' perspectives, and instilling in them positive values and a respect for cultural pluralism and diverging views; and • select appropriate topics for focused study from a wide array of contemporary issues during curriculum planning in order to cater for students' diverse interests, prior knowledge and personal experiences; increase their understanding of and concern for themselves, society, their country and the world; and nurture them as informed and responsible members of society, their country and the world.

Area	Performance Indicator	Examples of Excellence
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● establish effective mechanisms for monitoring and evaluating curriculum implementation, and taking forward concrete follow-up measures with a view to promoting the continuous development of the school-based Liberal Studies curriculum; ● flexibly and effectively develop, manage and deploy various curriculum-related resources to cater for learner diversity, highlight the feature of exploring contemporary issues from multiple perspectives, and develop students' capacity for identifying the values underlying different views, thus enabling them to make fair and reasonable decisions; ● In line with the school context, learning and teaching contents are incorporated effectively into the assessment mechanism; make use of diversified assessment tools to review students' learning progress; and flexibly and effectively adapt the school-based curriculum and learning and teaching strategies to help students maximise their learning effectiveness; and ● take a leadership role in carrying out the holistic planning of school-based curriculum to ensure vertical continuity and lateral coherence between the curricula of Liberal Studies and other disciplines, thus highlighting the connecting function of Liberal Studies in the whole-school curriculum.

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"> • plan, organise and carry out effective teaching activities in the light of students' varied abilities and needs so as to ensure that they achieve the expected learning targets; • demonstrate good classroom practices, understand students' learning needs and performance, and create a harmonious and inspiring learning environment for students through teacher-student and student-student interactions; • adopt a wide repertoire of learning and teaching strategies to cater for students of different learning styles, abilities and needs, and motivate and help students strive for excellence in their pursuit of knowledge and skills and cultivate positive attitudes; • adopt a developmental and student-centred approach to design enquiry-based learning activities related to daily life, and provide students with self-directed learning experiences with a view to broadening and consolidating their knowledge base, enhancing their enquiry skills and the ability to relate and apply knowledge acquired across disciplines, thereby promoting self-directed learning as well as the pursuit and construction of knowledge; and • make good use of innovative and effective learning and teaching strategies to help students acquire a thorough understanding of the issues being explored, grasp relevant facts and abstract concepts, analyse the core of the questions, broaden their perspectives and develop various higher-order thinking skills so that they can understand the social contexts and dynamics of contemporary issues and develop the capability for making reasonable judgements based on fair and unbiased views and evidence.

Area	Performance Indicator	Examples of Excellence
	1.4 Professional Knowledge and Attitude	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • demonstrate a thorough understanding of the objectives, emphases and contents of the Liberal Studies curriculum as well as the trends in the areas of learning and teaching and assessment; identify appropriate contemporary issues and adopt them effectively in teaching; and continuously review the implementation and effectiveness of the curriculum; • have a good grasp of the professional knowledge and latest developments related to Liberal Studies, carry out research that contributes to a better quality of teaching, and achieve professional excellence in teaching; • effectively integrate education or learning theories with teaching practices as an educator who proactively reflects on his/her teaching practices; • demonstrate passion for and commitment to teaching Liberal Studies, play an active role in promoting internal and external professional sharing and exchange with a view to strengthening the team's professional capacity and contributing to the profession as a whole; • teach with dedication, enthusiasm and a strong sense of responsibility; • assume the role of a Caring Cultivator who supports students' all-round growth; • assume the role of an Inspirational Co-creator who constructs knowledge together with students; and • recognise and value students' talents and achievements with appropriate expectations, build trust and rapport with students, and create a pleasant and effective learning atmosphere to encourage engagement in proactive learning.

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"> ● develop assessment strategies to facilitate learning and teaching; establish a rigorous assessment mechanism; make good use of a wide repertoire of assessment modes and evaluation tools in a systematic manner and incorporate them into teaching contents, homework, tests and term examinations with a view to making an overall assessment of students' understanding of concepts and knowledge as well as their mastery of higher-order thinking skills; ● record and make good use of assessment results in a systematic manner to promote, facilitate, and monitor students' learning, cater for learner diversity and evaluate teaching practices for informing curriculum planning and design; ● understand the strengths and weaknesses of students, and give them timely, continuous, positive and constructive feedback and encouragement in order to sustain their momentum in learning and enhancing their learning outcomes; ● make good use of self-assessment and peer assessment to promote self-reflection among students and encourage them to learn from each other in order to facilitate their development into lifelong learners; and ● review the assessment mechanism regularly to ensure that greater effectiveness can be achieved in promoting learning and teaching effectiveness.

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Values and Attitude	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● formulate long-term and sustainable learning and teaching strategies to deepen students' understanding of themselves, society, their country, the human world and the physical environment, enhance their social awareness and sense of multiple identities, and broaden their global perspective; ● arduously adopt different learning and teaching strategies to arouse students' interest in Liberal Studies; create an open, pleasant and inspirational learning environment for students; encourage students to actively participate in classroom learning and think from multiple perspectives; and inspire them to engage in self-directed and lifelong learning; ● recognise and value the potential and achievements of students of diverse backgrounds and abilities, and instill in them the attitude to always strive for exceptional learning outcomes; ● properly organise a variety of learning and teaching activities so that students with different learning needs could join learning communities through various means; and encourage students to realise their full potential, expand their knowledge base beyond the common borders, generate new ideas and perspectives, and build up their confidence to brave challenges of the future; ● create a sharing culture and an accommodating atmosphere; encourage students to explore contemporary issues from multiple perspectives using their critical thinking skills so that they can justify their own views and, at the same time keep an open mind towards others' views; teach them to be respectful of others; and help them develop positive values and attitudes towards life; ● actively promote among students an appreciation for their own and other cultures as well as universal values, and prepare them for the obligations of a responsible and conscientious citizen; and ● serve as a role model and encourage students to proactively establish harmonious interpersonal relationships with one another.

Area	Performance Indicator	Examples of Excellence
Student Development	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • effectively develop and strengthen students’ skills for enquiry learning, including self-management skills, critical thinking skills, creativity, problem-solving skills, communication skills and information technology skills, and help them develop independent learning capabilities for lifelong learning; • develop students’ self-directed learning ability through diversified learning and teaching activities, which include the processes of setting goals, formulating and implementing plans, solving problems, analysing data, drawing conclusions, reporting findings and conducting evaluations, in order to develop their capability for transferring and applying the perspectives and concepts they have acquired from the study of an issue to the understanding of new ones, hence enabling them to construct knowledge in an ever-changing social environment; • develop students’ ability to relate the knowledge of different disciplines so that they can adopt multiple perspectives when approaching perennial and contemporary issues across different contexts (e.g. cultural, social, economic, political and technological contexts), make reasonable judgements based on fair and unbiased views, and clearly present and justify their personal stance and arguments, thus achieving the outcome of deep learning; and • make effective use of internal and external resources to create a diversified and authentic learning environment for students, and provide them with rich and varied learning experiences to widen their horizons and knowledge base and nurture their entrepreneurial spirit and innovative thinking.

3. Professionalism and Commitment to the Community Domain

Area	Performance Indicator	Examples of Excellence
Professionalism and Commitment to the Community	3.1 Contribution towards the Profession and Community	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • serve as a committed role model of professionalism; • realise his/her education vision with dedication and sustain the pursuit of excellence in professional development; • effectively incorporate prevailing education or learning theories as well as outstanding teaching practices into the school-based Liberal Studies curriculum with a view to enhancing and promoting the professional development of the Liberal Studies panel; • design quality teaching exemplars, actively take part in educational research to try out teaching practices, or make good use of various channels, such as publications, to demonstrate teaching practices with proven effectiveness; • provide mentorship for novice teachers, and help them perform in alignment with the vision and mission of the school; • actively support other teachers, and foster a culture of teamwork and sharing; and • actively contribute to the community and the teaching profession, such as participating in professional sharing activities, sharing successful experiences, and taking part in 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"> • make an effort to lead colleagues in realising the school’s vision and mission, and promote the development of Liberal Studies in the light of the major concerns of the year; • encourage colleagues to share effective teaching practices and experiences with a view to promoting a collaborative and sharing culture among colleagues, developing the school into a professional learning community, and facilitating the continuous development of the school; • maintain close relationship with the community and external organisations to promote professional exchange among teachers and support students’ learning, thereby contributing to the school development; and • maintain close communication with parents and actively promote home-school collaboration with a view to enhancing students’ whole-person development, and foster a sense of identity and pride in the school’s culture and ethos among parents.

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