

Professional Development
for
Beginning Teachers -
An Induction Tool Kit
(5th Edition)

Advisory Committee on Teacher Education and Qualifications
July 2009

CONTENTS

	Page
Preamble	1
Chapter 1 Introduction	4
Chapter 2 Induction Tools	
Part I - Personal Particulars	7
Part II - Interim and Final Reviews on Quantitative Evidence	8
Part III - Interim and Final Reviews on Individual Domains	13
Part IV - Personal Statement on Philosophy of Education	29
Part V - Professional Development Activities	31
Part VI - Reflective Journal on Teaching, Learning and Assessment	34
Part VII - Case Study on Student Development	38
Chapter 3 Summative Review	41
 <i>Appendices</i>	
Appendix 1 <i>Effective Induction and Roles of Various Stakeholders</i>	45
Appendix 2 <i>Induction Timetable</i>	
Part I - <i>Example of an induction timetable</i>	49
Part II - <i>Example of an Action Plan for Key Tasks</i>	51
Appendix 3 <i>Sample Lesson Observation Tools</i>	52

Preamble

Teaching is complex and demanding. It calls for a high degree of professionalism, and requires teachers to develop continually. Teachers in their first year of teaching have just started on a path of career-long support and professional growth. Induction programmes that support beginning teachers and strategies for mentoring are not only conducive to the well-being of teachers during their first year in post but also an integral part of on-going professional development. A well-designed induction programme is essential to beginning teachers' initial professional development, through which they can develop their knowledge, understanding and skills so that they are appropriately placed to raise standards for students' achievement.

The literature on new teachers abounds with identification of the difficulties of transition into teaching and the need for guidance and induction support. Moreover, because of the rapid changes in society arising from globalization and socio-political environments, new teachers in this era of reform are required to take up expanded roles and responsibilities that may relate to teaching, curriculum development, diverse student abilities, changing forms of student assessment, wide range of student activities, professional development, working with parents, and interacting with the wider community. Local and overseas experiences have indicated that there are strong professional grounds for organizing effective induction and mentoring support for new teachers to ease the transition to the teaching profession, thereby enhancing their efficacy as facilitators of student learning.

The Advisory Committee on Teacher Education and Qualifications (ACTEQ) has recently undertaken a holistic review on teacher education covering a continuum of teacher professional learning. Among other issues, ACTEQ recommends an induction system in order to provide new teachers with a comprehensive environment conducive to their development in professionalism. In this regard, effective induction for beginning teachers is viewed as a package of integrated programmes with school-based mentoring support that tackle a wide range of their immediate and long-term needs on four fronts: the personal, instructional, operational and professional. Support for beginning teachers can best be done through on-site sharing and learning with experienced colleagues, and the provision of timely feedback and review in the workplace. An induction programme lasting a year has been proposed with the following aims:

- To provide comprehensive workplace experience for beginning teachers;
- To provide integrated professional guidance and support to beginning teachers;
- To lay a firm foundation for beginning teachers' lifelong learning; and
- To help beginning teachers systematically reflect on and self-evaluate their own work.

Beginning teachers are expected to be accountable for their work, and opportunities for early professional development are essential in this regard. Whilst their learning is supported and facilitated by mentors, mentees benefit most from being proactive themselves and taking responsibility for learning in the workplace so that there is greater space for their own professional development and

exerting positive impact on school development.

An “Induction Tool Kit” has been designed to support schools in their endeavours to facilitate beginning teachers’ professional learning in their first year of experience. In order to provide ample opportunities for mentees to focus and reflect on the advancement of their professionalism, knowledge, understanding and skills, we have incorporated into the Tool Kit the major areas of experience that mentees need to undergo to be effective practitioners. The Tool Kit builds on the practices found in some schools. It complements schools’ efforts of induction for new teachers by providing a framework to systematize the mentoring processes, and helps make new teachers’ first-year learning experience more relevant and comprehensive.

Between the 2005/06 and 2007/08 school years, earlier versions of this Tool Kit, among others, were tried out in a three-phase piloting exercise. The Phase 1 Pilot Scheme involved six schools (i.e. three primary and three secondary), while the Phase 2 Pilot Scheme comprised 19 voluntary schools (i.e. 11 primary and eight secondary) of different categories. Forty-seven schools (i.e. 16 primary, 27 secondary, 3 special and one through-train) participated in the Phase 3 Pilot Scheme. The Teacher Induction Scheme has been opened up to public sector schools for voluntary participation since the 2008/09 school year. Three hundred schools (111 primary, 171 secondary, 17 special and one through-train) joined the Scheme in the 2008/09 school year. In the light of the field-testing experience and the feedback from schools, modifications have been made to the Tool Kit. This present document is a fifth edition. It is intended for schools which have voluntarily participated in the Teacher Induction Scheme, and has been uploaded on the web for their free access and use.

In supporting beginning teachers in their first-year experience, schools’ caring attitudes and understanding are important. Being new to the profession, mentees inevitably face a lot of difficulties. For the induction programme to work successfully, schools need to have the mission of helping mentees overcome the hurdles in their first year of work and passing on new skills to them. A supportive environment is thus crucial, and this Tool Kit should not be associated with staff appraisals or renewal of employment contracts. The following points are particularly noteworthy when the Tool Kit is adopted:

- The Tool Kit should be used for teachers who are new to the profession¹;
- It should be used for mentees’ professional development purposes;
- It should be used to help provide initial learning opportunities for mentees;
- When providing support activities for mentees in certain areas, schools may have their own mechanisms in place. They can, therefore, integrate such activities with those proposed in the Tool Kit, and make necessary modifications to suit their own needs; and
- Through the induction programme, mentees will derive benefits from the critical peer review, and the mentors will also develop professionally as a consequence.

The development of the induction programme and the induction tools is an evolving process, and these can only be further refined through field-testing and

¹ This Tool Kit is not intended for use with experienced teachers who change schools.

feedback from relevant stakeholders. We hope that schools participating in the Teacher Induction Scheme will be able to provide us with their valuable feedback, thereby facilitating the further development of the programme and enhancing the mentoring support for beginning teachers in future.

Chapter 1 - Introduction

A Frame of Reference for an Induction Instrument

Induction Completion Reference (ICR)

To provide a common framework for effective induction and mentoring support for mentees, an Induction Completion Reference (ICR) comprising a set of school-based pointers is proposed for use as a vehicle for facilitating a mentee's first-year learning in a school-specific context to ensure that he/she can build threshold competencies upon completion of an induction period. The ICR is built up on the Teacher Competencies Framework (TCF) as released by ACTEQ in November 2003, with its six core values of:

- The belief that all students can learn
- Love and care for students
- Respect for diversity
- Commitment and dedication to the profession
- Collaboration, sharing and team spirit
- Passion for continuous learning and excellence

and four professional domains comprising:

- Teaching and Learning
- Student Development
- School Development
- Professional Relationships and Services.

The TCF provides both a focus and direction for the professional development of mentees at individual, student, classroom, school and wider community levels.

Core and Optional Items in the ICR

2. Based on the feedback from the piloting exercise and the first-year's implementation of the Scheme, we recognise the need to encourage schools to pursue multiple approaches to setting up an effective induction system and to cater for schools' diverse needs. To this end, a minimum set of items in the ICR has been drawn up on the basis of field-testing experiences. Through accomplishing the minimum set of the ICR items, i.e. the core items, mentees are helped to undergo the necessary experiences expected of them in the induction period so that they would be appropriately placed to meet the increasing demands as their career progresses. Schools may also take account of their own needs and incorporate ICR items that are suggested as optional in their induction scheme. The list of core and optional ICR items is set out in the next chapter.

3. The ICR can facilitate mentees' reflection and self-evaluation, as well as mentors' provision of support and guidance. It is worth noting that all induction programmes for beginning teachers should encourage collaboration that supports personal and collaborative responsibility for ongoing professional development and professional growth of teachers at all school levels. We hope that by working through the core ICR items at least, mentees will, with the support of mentors and more experienced colleagues, be able to develop themselves towards reflective practitioners in their initial years.

Support for Beginning Teachers

4. Mentors and the school authority need to ensure that continuing support is provided to beginning teachers in line with the existing school-based practices. Through regular feedback on mentees' performance, mentors can identify at first hand mentees' strengths and areas requiring support, and provide apt guidance and assistance accordingly. Geared towards mentees' needs, training, professional development opportunities and advice within and from outside schools need to be identified and provided.

How to Use This Tool Kit

5. This Tool Kit comprises three chapters and three appendices. This chapter gives an introduction to the ICR and some guidance notes on the use of this Kit. Chapter 2, being the key component of this Tool Kit, is composed of different sets of tools which are developed for supporting and guiding mentees to consolidate their professional learning during the induction period. Chapter 3 is the Summative Review to be completed upon the conclusion of the induction period. Regarding the appendices, Appendix I states the roles and responsibilities of different stakeholders while Appendix 2 provides an example of an induction timetable. Appendix 3 provides some samples of observation tools for reference.

6. The information contained in Chapter 1 and all the appendices are developed for reference by school heads, mentors and mentees. Chapters 2 and 3 provide forms to facilitate charting of progress in the induction, and input from mentors and mentees is needed. The data kept in Chapter 2 will serve as a record of a mentee's first-year experience and the mentor's feedback on his/her performance. Mentors, mentees and school heads are requested to complete the relevant parts of the Summative Review.

Flexible Use of the Kit

7. Whenever possible, the tools and processes should be integrated into the schools' existing practices. The proformas and tools can be adapted to suit schools' needs, while the processes are to be kept simple. Holistic judgement based on evidence is recommended, and mentors and mentees are advised to refrain from dwelling on non-essential, minute details. Paperwork needs to be minimized, and documentation kept as brief and concise as possible. What counts is the quality of learning for mentees. To help ensure that the threshold professional requirements embedded in the Induction Scheme will be met, it is recommended that the core ICR items be covered as a baseline, while the mechanisms used will be at schools' professional discretion. We have also built in the following portfolio tasks for schools' reference to help mentees accomplish the ICR core items:

- Personal Statement on Philosophy of Education
- Professional Development Activities
- Reflective Journal on Teaching, Learning and Assessment
- Case Study on Student Development

8. There is no intention to ask schools to follow rigidly the instrument and mechanisms proposed in the Tool Kit. Instead, schools are expected to use their own processes and mechanisms that are comparable to providing the equivalent learning experiences as proposed in the ICR items.

Baseline Expectations for Schools Participating in the Teacher Induction Scheme

9. As schools are adopting multiple approaches to setting an effective induction

system, ACTEQ recommends that the system should comprise the following as baseline expectations so that schools will reap the full benefits:

- a **scheme** with clear objectives, concrete plans, committed human resources and effective coordination;
- a **mentoring system** where each beginning teacher is given individual attention;
- a planned effort to provide each beginning teacher with **comprehensive learning experiences**;
- an element of **self-reflection** among beginning teachers;
- **an instrument** to document each individual teacher's path of development; and
- **evaluation** to inform the future development of schools' induction systems.

Protocol for Use of the Tool Kit

10. The entire process of teacher induction as recommended in the Teacher Induction Scheme is to **empower** beginning teachers rather than **regulate** them. Thus, schools have to abide by the protocol that the Induction Tool Kit will be used to facilitate beginning teachers' professional development only. ACTEQ strongly advises against using induction as an arena for appraisal for which a very different type of approach is needed.

Feedback and Advice

11. Views and suggestions on the "Induction Tool Kit" are welcome. It is hoped that through active use and experimentation, the tools and the related references can be further refined to better support teacher induction. Responses and enquiries can be sent to:

Professional Development and Training Division
Education Bureau
Room 1703, Murray Building, Garden Road
Central
Hong Kong
(Tel: 3150 8005; Fax: 2537 2446; E-mail: spdotpd1@edb.gov.hk)

Chapter 2 - Induction Tools

Part I - Personal Particulars

This part is to be completed by the mentee at the beginning of the school year. The entry for the item marked with an asterisk (*) is optional.

Name of mentee: _____

*Registered Teacher (RT) No./Permitted Teacher (PT) No. : _____

Sex: _____

Name of school: _____

Name of mentor: _____

Name of school head: _____

Date of commencement of induction: _____

Mentee's Academic/ Professional Qualifications

Duties Allocated (Please attach relevant supporting documents such as timetables and duty lists in an appendix to this portfolio)

Subject(s) and Classes taught:

Subject	Classes	Number of lessons per week/cycle

Other school duties:

Part II - Interim and Final Reviews on Quantitative Evidence

Note:

The following list sets out the basic quantitative items to be met by mentees during their induction period. The quantitative evidence in relation to mentees' daily responsibilities across the TCF domains is to be validated by mentors. The aim is to ensure that mentees will acquire the minimum workplace and professional experience/exposure to teach competently as new teachers entering the profession. It is advisable for the school authority to arrange matching job assignments for the mentees to ensure their schemes of work will adequately cover the following listed tasks throughout their first year of teaching.

List of Quantitative Evidence in Support of Mentee’s Satisfactory Fulfillment of Daily Responsibilities During the Induction Period – Interim and Final Reviews

The following list sets out the quantitative items to be met by a mentee during the induction period. The quantitative evidence in relation to mentee’s daily responsibilities across the TCF domains is to be validated by the mentor. The aim is to ensure that mentee will acquire the minimum workplace and professional experience/exposure to teach competently as a new teacher entering the profession. It is advisable for the school authority to arrange matching job assignments for the mentee to ensure his/her schemes of work will adequately cover the following listed tasks throughout the first year of teaching.

For the optional items which are not included in the school’s induction programme, mentee and mentor may enter “N. A.” in the relevant boxes if they have no specific comments to make.

Evidence	Core	Optional	Interim Review		Final Review	
			Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
1. Has taught at least a total of 360 periods (or 210 hours) [For the interim review, half of the number would suffice.] <i>Source of evidence:</i> personal timetable	✓		<input type="checkbox"/> Yes Comments, if any:			
2. Has taught at least 240 periods (or 140 hours) in the major KLA/subject [For the interim review, half of the number would suffice.] <i>Source of evidence:</i> personal timetable, teaching schedule	✓		<input type="checkbox"/> Yes Comments, if any:			

Evidence	Core	Optional	Interim Review		Final Review	
			Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
<p>3. Has observed at least 2 lessons in the major subject taught by peers/mentors [For the interim review, half of the number would suffice.]</p> <p><i>Source of evidence:</i> journal records in the portfolio, copies of the lesson observation forms, records on pre- and post-observation discussions with mentor/peers (if available)</p>	✓		<input type="checkbox"/> Yes Comments, if any:			
<p>4. Has taught at least 2 lessons in the major KLA that have been observed by other colleagues/mentor, with pre- and post-observation discussions being conducted [For the interim review, half of the number would suffice.]</p> <p><i>Source of evidence:</i> journal records in the portfolio², copies of the lesson observation forms, self-reflection (including brief action plans for improvement), records on pre- and post-observation discussions with mentor/peers (if available)</p>	✓		<input type="checkbox"/> Yes Comments, if any:			
<p>5. Has conducted at least 4 overall reflection exercises on the effectiveness of learning and teaching [For the interim review, half of the number would suffice.]</p> <p><i>Source of evidence:</i> journal records in the portfolio, copies of the reflection tool(s) used (including brief action plans for improvement)</p>	✓		<input type="checkbox"/> Yes Area(s) for development:			
<p>6. Has participated in setting some parts in 2 examination papers of acceptable quality with mentor's or panel chairperson's support [For the interim review, half of the number would suffice.]</p> <p><i>Source of evidence:</i> journal records in the portfolio, copies of the parts of the exam papers set, records of discussion with mentor/peers (if available)</p>	✓		<input type="checkbox"/> Yes Area(s) for development:			

² In this context, 'portfolio' refers to a collection of artifacts related to the mentees' practice. It should contain carefully selected examples of both student and teacher work that illustrates key features of the mentees' practice, and can be referred to as a basis for ongoing professional dialogues with mentors and colleagues.

Evidence	Core	Optional	Interim Review		Final Review	
			Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
<p>7. With mentor's/panel chairperson's support, has conducted evaluation on specified parts of two examination papers, including adequate analysis of students' performance [The specified parts can be recommended by mentor or panel chairperson.]</p> <p><i>Source of evidence:</i> journal records in the portfolio, copies of the relevant parts of the exam papers, statistical summaries of data collected, item analysis, self-reflection (including brief action plans for improvement), records of discussion with mentor/peers (if available)</p>		✓	<input type="checkbox"/> Yes Area(s) for development:			
<p>8. Has met the requirements of Basic Information Technology (BIT)</p> <p><i>Source of evidence:</i> records of training or ability to demonstrate such requirements in daily work</p>		✓	<input type="checkbox"/> Yes Area(s) for development:			
<p>9. Has invited mentor/or some peers to observe at least one of the lessons using multi-media teaching strategies [This item may be subsumed in the lessons mentioned in Item 4 above. In such case, observation of separate lessons involving use of multi-media strategies may not be needed.]</p> <p><i>Source of evidence:</i> journal records in the portfolio, copies of the lesson observation form used, self-reflection (including brief action plans for improvement), records of discussion with mentor/peers (if available)</p>		✓	<input type="checkbox"/> Yes Area(s) for development:			
<p>10. Has performed assigned class teacher duties in providing pastoral care to students (or similar duties such as being an assistant class teacher or shadowing the work of a class teacher)</p> <p><i>Source of evidence:</i> records of discussion with mentors/peers/parents/ students, stakeholders surveys (if available)</p>		✓	<input type="checkbox"/> Yes Area(s) for development:			

Evidence	Core	Optional	Interim Review		Final Review	
			Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
11. With mentor's support and sharing, has followed through in depth at least 1 case study with self-reflection on student development, and the focus can be on students' whole-person development or specific aspects of student development <i>Source of evidence:</i> journal records in the portfolio, copies of the reflection tool(s) used, self-reflection (including brief action plans for improvement), records of discussion with mentor/peers (if available)	✓		<input type="checkbox"/> Yes Area(s) for development:			
12. Has been involved in at least one extra-curricular activity <i>Source of evidence:</i> duty list	✓		<input type="checkbox"/> Yes Area(s) for development:			
13. Has served as member of at least two school functional groups (Please specify the 2 school functional groups served in the space provided below.) _____ <i>Source of evidence:</i> duty list		✓	<input type="checkbox"/> Yes Area(s) for development:			
14. Has participated as member of a relevant professional organization as endorsed by mentor (Please specify the name of the professional organization and the capacity served in the space provided below.) _____ <i>Source of evidence:</i> copy of membership identity		✓	<input type="checkbox"/> Yes Comments, if any:			

Please tick “✓” the boxes as appropriate to indicate the mentee’s progress. To facilitate systematic documentation, the mentee and the mentor may put down their initials and the dates in the relevant boxes if they feel this is necessary.

Mentor’s Signature : _____ **Date:** _____

Mentee’s Signature : _____ **Date:** _____

Part III – Interim and Final Reviews on Individual Domains

Note:

To facilitate the mentee's self-evaluation and the mentor's provision and guidance to the mentee, the following can serve as reference points and schools can make adjustments to suit their needs. It has to be noted that the points are suggested to help the mentee and mentor in the induction process. The mentor has to make reference to the school context and exercise professional judgement based on sound evidence when evaluating the mentee's performance.

Induction Completion Reference (ICR) - Interim and Final Reviews

To facilitate the mentee's self-evaluation and the mentor's provision of support and guidance to the mentee, the following can serve as reference points and schools can make adjustments to suit their needs. It has to be noted that the points are suggested to help the mentee and mentor in the induction process. The mentor has to make reference to the school context and exercise professional judgement based on sound evidence when evaluating the mentee's performance.

For the optional items which are not included in the school's induction programme, mentee and mentor may enter "N. A." in the relevant boxes if they have no specific comments to make.

1. Teaching and Learning Domain

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Dimension : Subject matter knowledge Displays a basic command of content knowledge of the subjects assigned to teach, and just begins to show awareness of gaps and misconceptions in the basic subject content. Has sporadic and infrequent updating of subject knowledge.							
Command of subject matter knowledge	<ul style="list-style-type: none"> Shows a basic command of subject matter knowledge in lesson preparation and delivery and through interaction with colleagues 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Updating of subject matter knowledge and search for new subject knowledge	<ul style="list-style-type: none"> Recognizes the importance of updating subject-specific knowledge, trends and developments Makes attempts at updating subject matter knowledge 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Sharing and exchange of subject teaching practice	<ul style="list-style-type: none"> Attends sharing and exchange sessions on specific subject areas in school when invited to 	✓		<input type="checkbox"/> Yes Area(s) for development:			

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Dimension: Curriculum and pedagogical content knowledge Displays basic knowledge of the current curriculum objectives, pedagogy and subject content; able to impart basic, core subject matter to students, and just begins to anticipate student misconceptions. Makes sporadic attempts to strengthen or update own knowledge base for teaching and to share pedagogical content knowledge with colleagues.							
Command and application of pedagogical content knowledge	<ul style="list-style-type: none"> Shows basic knowledge of the curriculum objectives of the KLA taught, the learning targets, pedagogy and subject content when delivering lessons 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Curriculum design, implementation and improvement	<ul style="list-style-type: none"> Has basic understanding of the rationale, principles and structures of the relevant curriculum guides issued by the Curriculum Development Council (CDC) Takes concrete follow-up action to improve teaching based on means such as student feedback and self-reflection 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Updating and sharing of pedagogical content knowledge	<ul style="list-style-type: none"> Makes attempts to strengthen or update own knowledge base for teaching Participates in professional dialogue with colleagues on pedagogical content knowledge 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Dimension: Teaching strategies and skills, use of language and multi-media Employs a limited range of teaching strategies and skills in delivering lessons to students, adhering mainly to the original lesson plan. Displays an acceptable command of language(s); aware of the importance of appropriate use of language as a medium of instruction. Makes sporadic attempts to update himself/herself with current research in teaching and learning with a view to improving own teaching methods.							
Knowledge and application of teaching strategies and skills	<ul style="list-style-type: none"> Is able to use a limited range of teaching strategies and skills in delivering lessons to students Instructions and explanations are mainly clear and classroom interactions generally adequate 	✓		<input type="checkbox"/> Yes Area(s) for development:			

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Language proficiency	<ul style="list-style-type: none"> Displays an acceptable command of language appropriate to the KLA and levels taught with generally clear presentation of content using suitable subject-specific vocabulary 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Motivation of student learning through different teaching methods and multi-media	<ul style="list-style-type: none"> Pays attention to student motivation by drawing on a limited range of teaching methods and technologies including meaningful use of IT in education 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Research and dissemination on teaching strategies and skills	<ul style="list-style-type: none"> Activities on research and dissemination of teaching strategies and skills to be regarded as “a bonus” rather than a requirement 			Remarks, if any:	Remarks, if any:	Remarks, if any:	Remarks, if any:

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Dimension : Assessment and evaluation Able to follow the statutory assessment and reporting requirements and knows how to prepare and present informative reports to students; recognizes the level at which a pupil is achieving and assesses pupils against attainment targets, where applicable with guidance from an experienced teacher.							
Student assessment methods and procedures	<ul style="list-style-type: none"> Makes generally appropriate use of established assessment methods and procedures Maintains comprehensive records of student progress and achievement, and provides essential feedback to students 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Use of student assessment results	<ul style="list-style-type: none"> Is generally aware that assessment results measure effectiveness of learning and teaching 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Evaluation and review of teaching and learning programmes	<ul style="list-style-type: none"> Is generally aware of evaluation tools for teaching and learning, and shows interest in evaluation of own subjects 	✓		<input type="checkbox"/> Yes Area(s) for development:			

2. Student Development Domain

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Dimension: Students' diverse needs in school Has basic understanding of students' characteristics at different developmental stages, students' different learning styles and intelligences, family backgrounds and interests. Shows awareness of the impact of students' diverse backgrounds on their learning processes.							
Understanding students' diverse needs	<ul style="list-style-type: none"> Shows basic understanding of individual students' developmental characteristics and family backgrounds Shows basic awareness of individual students' different learning styles and intelligences 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Identifying and supporting students' diverse needs	<ul style="list-style-type: none"> Shows conscientious efforts to acquire the necessary knowledge and skills for identifying and supporting students' diverse needs 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Collegial collaboration in identifying and supporting students' diverse needs	<ul style="list-style-type: none"> Collaborates with colleagues including educational psychologists and student guidance teachers/school social workers in timely identification of students' diverse needs and in supporting them where applicable 	✓		<input type="checkbox"/> Yes Area(s) for development:			

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Dimension: Rapport with students Recognizes the value of establishing rapport with students; demonstrates evidence of belief that individual students deserve respect and trust, and that teacher-student relationships should be grounded in rapport and mutual respect. Interacts with students in a generally appropriate manner, showing general care and consideration for them.							
Awareness of the importance of establishing rapport with students	<ul style="list-style-type: none"> Shows concern for students' emotional and physical well-being Shows interest in, and acknowledges what students say and contribute 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Building trust and rapport with students	<ul style="list-style-type: none"> Makes conscientious attempts to establish rapport and build trust with students by communicating sensitively and effectively with them Demonstrates and promotes the positive values and attitudes expected of students 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Dimension: Pastoral care for students (discipline, guidance & counseling, further studies & career guidance) Has basic understanding of the nature of the different areas of pastoral care work. Participates in the provision of pastoral care for students as assigned. Efforts made are mainly on an individual basis, with a vague idea of the spirit of a whole school approach to pastoral care.							
Providing pastoral care for students	<ul style="list-style-type: none"> Shows basic understanding of the importance of pastoral care for student development Sets an acceptable standard of behaviour that enables students to learn, and shows general ability to handle inappropriate behaviour according to school policy Takes positive steps to help students progress in the development of aspects such as self-esteem, initiative and responsibility, confidence, cooperation with others, independence, social interactions and respect for others Makes conscientious efforts to enrich own knowledge and skills in the provision of pastoral care 	✓		<input type="checkbox"/> Yes Area(s) for development:			

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Collegial collaboration in providing pastoral care	<ul style="list-style-type: none"> Appreciates the importance of collaborating with colleagues in providing pastoral care for students Shows some basic understanding of the division for work among different teams responsible for pastoral care 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Dimension: Students' different learning experiences Recognizes that learning takes place both inside and outside the classroom, and that students should have all-rounded development besides academic performance. Participates in the planning, organization and implementation of students' learning activities as specifically assigned.							
Participation and implementation	<ul style="list-style-type: none"> Has a secure knowledge and understanding of the guidelines, procedures and safety rules for conducting co-curricular/extra-curricular activities as assigned Participates in the conduct of co-curricular/extra-curricular activities as assigned 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Planning and organization	<ul style="list-style-type: none"> Follows mainly previous practices and modes when planning for activities or programmes that widen students' learning outcomes Has some awareness of the expected outcomes of such activities or programmes 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Whole person development of students	<ul style="list-style-type: none"> Makes attempts to encourage students to participate in various activities covering academic areas, sports, art, interests and social services in order to gain varied learning experiences 	✓		<input type="checkbox"/> Yes Area(s) for development:			

3. School Development Domain

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Dimension: School vision and mission, culture and ethos Has general understanding of the school vision and mission statement and recognizes the significance of the school vision and mission for own daily work; aware of the need to adjust to the school environment and recognizes the importance of a pleasant school climate for students' development and learning outcomes.							
Adaptation to school vision, mission, culture and ethos	<ul style="list-style-type: none"> Has adequate knowledge and understanding of the school's vision and mission statement, and is aware of the strengths and traditions of the school 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Actualization of school beliefs, vision and mission	<ul style="list-style-type: none"> Shows general awareness that the school vision and beliefs can be lived up to through efforts made by the staff, students and their families Makes attempts to translate such awareness into practice to enhance student learning 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Cultivation of a caring and inviting climate	<ul style="list-style-type: none"> Develops cordial relationships with students to maintain a positive and safe working atmosphere in the classroom 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Contribution to reviewing the school vision and mission, and promoting school culture and image	<ul style="list-style-type: none"> Shows general understanding of the school vision and mission Gives heed to colleagues' views and feedback 	✓		<input type="checkbox"/> Yes Area(s) for development:			

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Dimension: Policies, procedures and practices							
Has general understanding of own professional responsibilities in relation to school goals and policies; has general knowledge of the school's established procedures and practices; shows interest in the process of formulation/ review of school policies.							
Understanding school goals and policies	<ul style="list-style-type: none"> Displays general understanding of school goals and policies and their connection with own daily work 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Implementing school policies, procedures and practices	<ul style="list-style-type: none"> Has general knowledge and understanding of the school's established policies and practices, and is able to follow them adequately 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Formulation of school policies, review of procedures and practices for continuous school development	<ul style="list-style-type: none"> Is willing to participate in the process of formulating new school policies/ reviewing the established procedures and practices when invited to 	✓		<input type="checkbox"/> Yes Area(s) for development:			

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Dimension: Home-school collaboration							
Has general understanding of students' family backgrounds and is aware of their impact on students' learning process. Able to adhere to the school's required procedures for communicating with parents. Participates in parent-related activities when required.							
Understanding students' family backgrounds	<ul style="list-style-type: none"> Shows basic understanding of students' family backgrounds, and is generally aware of their impact on students' learning process 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Communication with parents	<ul style="list-style-type: none"> Communicates with parents about students' progress on a regular basis and is available as needed 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Involvement in parent-related activities	<ul style="list-style-type: none"> Participates regularly in parent-related activities Recognizes the value of home-school collaboration in school development 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Building trust with parents for further school development	<ul style="list-style-type: none"> Shows basic awareness of the importance of gaining parents' trust for creating a cooperative school environment Makes conscientious efforts to build trust with parents 	✓		<input type="checkbox"/> Yes Area(s) for development:			

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Dimension: Responsiveness to societal changes							
Pays attention to and has general understanding of what happens outside the school; shows concern for societal changes and issues related to social values.							
Awareness and knowledge of societal changes in relation to their impact on school	<ul style="list-style-type: none"> Pays attention to and has general understanding of the impact of societal changes on the school Pays attention to relevant major developments world-wide 		✓	<input type="checkbox"/> Yes Area(s) for development:			
Responsiveness to societal changes and issues related to social values	<ul style="list-style-type: none"> Makes attempts to share with students different views about current issues 		✓	<input type="checkbox"/> Yes Area(s) for development:			

4. Professional Relationships and Services Domain

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Dimension: Collaborative relationships within the school Maintains cordial relationships with colleagues to fulfill duties assigned by the school. Shows willingness to work and contributes as a member of a team in the school. Has general understanding of the division of work as well as the duties and responsibilities of the various departments, committees and teams within the school.							
Working relationships with individuals	<ul style="list-style-type: none"> Establishes and maintains positive working relationships with colleagues on the teaching staff and on the support staff (clerical/technical) 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Working relationships with groups	<ul style="list-style-type: none"> Contributes as a member to the activities of the functional groups concerned Sustains positive working relationships with the group members 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Working relationships within formal structures	<ul style="list-style-type: none"> Has general understanding of the division of work as well as the duties and responsibilities of the various departments, committees and teams Follows the procedures for usual communication according to the line of command 	✓		<input type="checkbox"/> Yes Area(s) for development:			

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Dimension: Teachers' professional development							
Prepared to share knowledge and good practices with colleagues when invited to do so. Participates in school-based staff development activities / other professional development activities when assigned to.							
Sharing knowledge and good practices with others	<ul style="list-style-type: none"> With mentor's/ supervisors' support, collaborates with colleagues to reflect on and improve teaching practices 	✓		<input type="checkbox"/> Yes Area(s) for development:			
Contributions to teacher professional development	<ul style="list-style-type: none"> Is aware of the importance of teachers' continuing professional development in promoting quality education Takes the initiative to identify own professional development needs to suit the school's development 		✓	<input type="checkbox"/> Yes Area(s) for development:			
Dimension: Involvement in policies related to education							
Has a basic grasp of current education policies and pays attention to the possible implications of these new initiatives on own teaching work.							
Awareness and knowledge of policies related to education	<ul style="list-style-type: none"> Maintains interest in policies related to education, and shows basic awareness of their impact on own teaching work and student learning 		✓	<input type="checkbox"/> Yes Area(s) for development:			
Responsiveness to policies related to education	<ul style="list-style-type: none"> Expresses views about education policies and issues mainly in informal settings through exchanges with colleagues 		✓	<input type="checkbox"/> Yes Area(s) for development:			
Contribution to policies related to education	<ul style="list-style-type: none"> Is aware of the responsibility of individual teachers to render contributions to education-related policies 		✓	<input type="checkbox"/> Yes Area(s) for development:			

Strand	Descriptor (Has the mentee fulfilled the following?)	Core	Optional	Interim Review		Final Review	
				Reflection by Mentee	Remarks by Mentor	Reflection by Mentee	Remarks by Mentor
Dimension: Education-related community services and voluntary work Aware of the importance of establishing links with the broader community for improved learning outcomes as well as the development of students' positive social values. Ready to participate in district projects, voluntary work committees and so on when invited.							
Interaction with the broader community	<ul style="list-style-type: none"> Shows awareness of the importance of establishing links with the broader community for students' improved learning outcomes Collaborates with colleagues to maintain links among schools and with the broader community when required 		✓	<input type="checkbox"/> Yes Area(s) for development:			
Participation in education related community services and voluntary work	<ul style="list-style-type: none"> Not required at this stage, but should gradually develop the capacity for taking up such a role later on 			Remarks, if any:	Remarks, if any:	Remarks, if any:	Remarks, if any:

Please put a "✓" in the boxes provided if the mentee has met the pointers for the specific strands. To facilitate systematic documentation, the mentee and the mentor may put down their initials and the dates in the relevant boxes if they feel this is necessary. The descriptors under the "Has the mentee fulfilled the following?" column serve to assist the mentor in making the review. The mentor has to make reference to the school context and exercise professional judgement based on sound evidence when reviewing the mentee's performance. Unless there are demonstrated failures in certain major aspects of work, the mentee should be deemed to have met the pointers.

Mentor's Signature : _____

Date: _____

Mentee's Signature : _____

Date: _____

Sources of evidence

The following methods can be used to collect information. The information so collected can be verified from different perspectives to make the evaluation, including the mentee's self-evaluation, more accurate.

Observations

Observations can be made on the mentee's work inside and outside the classroom and on relevant student activities. Visits can be made to resource corners and display areas, where applicable.

Discussions and interviews

Discussions and interviews with the school head, deputy head(s), chairpersons of KLAs/committees, teachers and other staff members, parents, and students.

Questionnaire surveys

Questionnaire surveys administered to students and/or colleagues, if applicable.

Scrutiny of Students' work

Scrutiny of students' homework, assignments and other products.

Documents

- Mentee's portfolio
- Plans related to teaching, if available
- Records, e.g. discussions between the mentee and mentor, and relevant meeting minutes, teaching timetables, records of professional development activities
- Review and reflection reports, e.g. subject panels/committees review reports
- Learning activities review reports, if applicable
- Documents related to teaching and performance assessment, e.g. records of work, test/exam papers, marking schemes, students' reports, records of student performance

Part IV - Personal Statement on Philosophy of Education

Aim

To help mentees express their professional goals and values as teachers so as to facilitate their on-going self-reflection on professional practices and their understanding of own professional growth.

Rationale

A statement on philosophy of education is very important to teachers as it reflects their personal views and beliefs of their expected roles. This philosophy can also be used as a guide to plan their professional activities and develop their practices. Teachers' statements of educational philosophy should be unique, as these should be indicative of their **personal feelings** about a variety of educational issues and their practices.

For mentees, the development of their educational philosophy is an on-going process. They should be given the freedom and space to express their views and beliefs in education, revisit and renew this statement as they gain more workplace experiences. An open and liberal approach is encouraged to help them develop this statement on educational philosophy. Mentors should avoid being judgemental in the process, as there is no philosophy of education that can be deemed absolutely correct. A full-fledged set of educational philosophy embodying their beliefs and values is not expected of mentees at this initial stage of their career, as it takes time for them to consolidate their philosophy through on-going professional development. Thus, mentees are encouraged to formulate a statement of educational philosophy that will be further shaped by their enriched experiences involving personal reflections. Mentees will highlight the changes in their beliefs and views as teachers near the completion of the induction period. This process of growth can be rewarding as the development helps enhance mentees' professionalism.

Operating Suggestions

1. There is no prescribed format for the mentees' statement on educational philosophy. Mentees are encouraged to express freely their beliefs and views on education. Some guiding questions are provided for reference in Section A. However, mentees should not be restrained in any way when developing such a statement.
2. Mentees should feel free to discuss their views with their mentors or peers when thinking about and developing the statement.
3. A revisit of the mentees' formative statement on philosophy of education and a year-end reflective review of the impact of the statement on their work are essential so as to improve their future practices.

Proforma for Personal Statement on Philosophy of Education

Section A

(To be completed by mentees at the beginning of the induction period)

Please respond freely to the following questions **wherever appropriate** when formulating your initial statement at the beginning of the school year. Please ensure that your responses can best fit your personal values and beliefs. These questions are not exhaustive and are for reference only, and you should not be hindered by them in any way.

1. What makes you believe that teaching is a valuable career?
2. What are the roles and responsibilities of a teacher? (Try to recall someone who has affected your life and your work as a teacher, such as a mentor or one of your past teachers.)
3. When will effective student learning occur?
4. How do you wish to be remembered by your students?
5. What essential qualities should you possess and what roles should you play to meet students' diverse needs and to nurture holistic student development?

Please write a statement on your philosophy of education based on your personal beliefs. It is unnecessary for the initial version of this statement to be written in an elaborate or well-presented manner. However, as time goes by, you will be able to provide a more refined version reflecting your vision as a teacher on the basis of your professional growth and changes in your beliefs/views in education.

Section B

(To be completed by mentees towards the end of the induction period)

With reference to the version of the statement on educational philosophy which you prepared at the beginning of the school year, please give a brief reflective account outlining **your personal growth or changes** during the induction period.

Part V - Professional Development Activities

Aim

1. To identify mentees' personal and school-focused professional development needs through a review of their assigned duties/roles, action planning and reflection;
2. To enhance mentees' professional skills and knowledge leading to enhanced career development and self-advancement along the continuum for professional development as set out in the generic Teacher Competencies Framework (TCF); and
3. To become life-long learners who are expected to develop professionally and personally to meet future challenges in the education landscape, and to work as contributing members in a learning community.

Rationale

Continuing Professional Development (CPD) is part and parcel of a teacher's professional life. At various stages of their career, teachers undergo continuous learning to enhance their knowledge, skills and abilities and develop positive values for the benefits of students. To institutionalize the practice of CPD and foster a CPD culture in schools, a teachers' CPD framework has been recommended as laid out in ACTEQ's document "Towards a Learning Profession – The Teacher Competencies Framework and the Continuing Development of Teachers" (2003). Inherent in the framework is the pursuit of a soft target of 150 CPD hours in a three-year cycle. This is an indicative target for teachers to work towards and is never meant to be any kind of rigid requirement. Moreover, the CPD framework is formulated with focus on relevance and quality of teachers' CPD rather than quantity.

In the course of implementation, professional discretion and judgement are emphasized. A "soft-landing" approach, which underpins a flexible interpretation of the quantity and intensity of CPD and the discretionary choice of the mode of CPD, has been adopted to help teachers make professional decisions on the kind of CPD that can best suit their professional development needs and those of their schools.

Underpinning the teachers' CPD framework, a generic TCF has been developed. The TCF comprises descriptions of the professional competencies typical of the different stages of development in the core domains of teachers' work. The TCF helps provide goals for the identification of personal and school-based professional development needs relative to teachers' particular stages of professional maturity, whereas CPD is the means to attain these goals. Hence, use of the generic TCF is recommended as it provides direction and substance for teachers' CPD. For more detailed references on the teachers' CPD framework and the TCF, as well as the relevant recommendations, please refer to the three documents "Towards a Learning Profession – The Teacher Competencies Framework and the Continuing Professional Development of Teachers", "Interim Report on Teachers' Continuing Professional Development" and "Third Report on Teachers' Continuing Professional Development" released by ACTEQ in November 2003, April 2006 and June 2009 respectively. The documents are also available at <http://www.acteq.hk>.

At an initial stage of their career, mentees are entitled to professional development and should be given opportunities for this. Their needs specific to the first year of teaching should be duly identified and addressed during the induction period. The structured mentoring support provided to mentees at this stage can be regarded as their initial professional development. The level and intensity of mentors' systematic support should vary according to mentees' stages of professional maturity and their personal needs and interests. The provision of appropriate mentoring and support can significantly improve mentees' professional competencies. This in turn is conducive to helping them contribute more proactively and constructively to school development and student learning. In planning mentees' initial professional development, both mentors and mentees should collaborate closely in the process as this can also help mentees make informed decisions about their future CPD activities.

Operating Suggestions

1. At an opportune time at the beginning of the school year, a personal and school-focused CPD plan addressing mentees' specific personal and professional development needs in their first year of teaching is to be formulated. Mentees can prepare this plan on the basis of support from and professional dialogues with mentors and other colleagues. There is no prescribed format for this plan, and teachers can refer to the format adopted in their schools.
2. Mentees' CPD plan can include an appropriate selection of professional development activities conducive to balanced participation in "structured learning" (e.g. short courses, seminars and conferences, workshops, degree awarding programmes) and "other CPD modes" (e.g. sharing of good or innovative teaching practices within and across schools, sharing of professional readings and ideas in the context of learning/study circles, mentoring, serving in education-related committees, presenting as trainers/facilitators/speakers for professional development programmes".
3. Throughout the induction period, mentors and teachers overseeing mentoring practice in school should provide opportunities and capacity for mentees to undergo professional development.
4. Mentees' professional development upon completion of the induction period should focus on the enhancement of their professionalism and competencies based on the TCF.
5. The mentoring activities involving mentors and mentees should be counted towards CPD.

**Proforma for CPD Activities Undertaken
(To be completed by the mentee)**

Section A

Description of the professional development activities	Course providers / Institutions (if any)	Date	CPD Hours
Activities related to mentoring and induction ³			
Total:			

(To economise on workload, you may attach print-outs from your e-service professional development portfolio as evidence.)

Section B

Membership to Professional Bodies/Organizations

Section C

Write a short paragraph (this could take the form of bullet points) to reflect on your professional development activities.

³ These activities can also include those in the school-based induction programme and other support measures devised for mentees. To emphasize mentoring and internship as an integral part of mentees' initial professional development, the item has been entered in the first box.

Part VI – Reflective Journal on Teaching, Learning and Assessment

Aim

Mentees are required to reflect on and evaluate their personal practices in teaching, learning and assessment, so that they can develop into more effective practitioners. This reflective account is intended to illustrate highlights of mentees' teaching effectiveness and improvement efforts, their re-conceptualization of teaching and learning through on-the-practice reflection, and their sensitivity to students' diverse learning needs in broadly meeting the TCF-related descriptors as set out in Domain 1 of the Interim and Final Reviews (i.e. Part III of Chapter 2).

Rationale

“Teaching and Learning” is one of the core domains in the TCF. To become effective practitioners, mentees need to reflect constantly on their day-to-day practices to see how much learning has taken place and what remediation measures, if any, need to be introduced. With the help of the TCF and the ICR, mentees can identify their strengths and weaknesses, be more sensitive to their professional development needs and be able to formulate their professional development plans. Needless to say, feedback from a mentor and/or other experienced colleagues will provide objective data in assuring mentees' successful practices and shedding light on possible areas for improvement.

Operating Suggestions

1. Mentees make use of the proforma to collect data for a more systematic analysis/reflection of their work.
2. At the beginning of the school year, mentees examine with their panel heads/mentors/other experienced colleagues their annual schemes of work to identify particular teaching topics (say, between 2 and 3) as focuses for professional reflection. The time can be spaced out so that reflection will take place during the first and second halves of the school year. Where possible, lesson observation can be arranged with a view to providing feedback to mentees.
3. Mentees may attach complementary information on an optional basis, e.g. lesson plans, samples of student work, extracts of lessons videotaped, test/examination papers and student scores, in the form of appendices, but these are not essential.
4. Mentees are advised to reflect on the effectiveness of their teaching in terms of student learning as evidenced in lessons, student assignments and assessment outcomes; and on how to improve the teaching and learning outcomes on the same theme/topic in future.

Proforma for Reflective Journal on Teaching, Learning and Assessment

Section A - To be completed by the mentee

(For the purpose of Data Protection, please do not identify individuals by name.)

Planning

Teaching Topic: _____

No. of Teaching Periods for the Topic: _____

Teaching Schedule: from _____ to _____

Source of teaching materials:

(Please tick ✓ in the appropriate box(es).)

- | | |
|--|--|
| <input type="checkbox"/> Course books | <input type="checkbox"/> Supplementary reference books |
| <input type="checkbox"/> Materials acquired/developed
in external workshops | <input type="checkbox"/> Materials designed by self |
| <input type="checkbox"/> Materials from EDB Packages | <input type="checkbox"/> Others: _____ |

Intended Learning Outcome(s) _____

Actual Delivery

1. Did everything work according to plan? How did you manage the time and resources to enrich the learning environment? Did you have to make adjustments during class? What prompted those adjustments?

2. To what extent were you satisfied with the student participation/response at the various stages of teaching this topic? Were the intended learning outcomes achieved? How did you judge whether your teaching was effective or otherwise? What would you do differently if you were to teach the same topic next time?

3. Did you invite a mentor/colleague to observe one or more of the lessons? What

feedback did you receive? Would you agree with their observations? What insights did you gain?

Student Participation/ Performance

1. What opportunities were provided for students to demonstrate their learning at individual and group levels? Were you satisfied with their response/performance? Did you observe any gaps in students' prior knowledge that may have undermined their response/performance?

2. What do you think has affected their performance, e.g. Did you employ adequate teaching strategies to enhance learning of students with diverse learning needs? Did the medium of instruction or classroom management pose any problems? Were students attentive in class? Was there anyone being bothered by personal or family matters?

Assessment

1. To what extent were you satisfied with the design of assessment tasks, test or examination papers? Were the assessment scores/outcomes reflective of students' achievement? What implication(s) could you draw from the assessment outcomes with regard to how you taught?

2. What would you do to help students who under-performed? What would you do to those who excelled?

Section B - Mentor's comments

Mentor's signature: _____

Date: _____

Part VII – Case Study on Student Development **(For the purpose of Data Protection, please do not identify individuals by name.)**

Aim

To enable mentees to engage in an in-depth case study on student development with a view to building skills to identify and address students' diverse needs in school.

Rationale

“Student Development” is one of the core domains in the TCF. To facilitate students' whole-person development, mentees need to nurture students' all-round growth covering their academic, social and personal development within a supportive and caring school community. As students are unique in their backgrounds and personality, in-depth reflections on mentees' encounters with individual students can increase their understanding of issues and people involved. Through establishing positive rapport with students and in-depth reflections on how they help individual students develop, mentees can derive deeper insights into student development. The processes involved enable them to acquire better skills, knowledge and understanding to employ a more student-centred approach to stretching students' potential and meeting their diverse needs. The experience of following through an in-depth inquiry on student development focusing on an individual student will thus be beneficial to mentees.

Operating Suggestions

1. In their daily encounters with students, mentees need to develop an awareness of particular issues/concerns that individual students face. They need to observe closely individual students' personal development.
2. Using the Proforma in this Part and taking into account the descriptors contained in Domain 2 of the Interim Review (i.e. Part III of Chapter 2), mentees engage in at least one in-depth investigation into an issue/concern related to an individual student's personal development, and follow through the investigation. The issue/concern chosen for investigation can cover aspects on academic, attitudinal, emotional and/or social development. In the process, mentees need to reflect on the causes and impact of the issue/concern on the student concerned.
3. With the guidance and support of mentors and/or other experienced colleagues, mentees develop and implement strategies to better understand and help the student tackle the issue/concern with due respect for trust, privacy and confidentiality.
4. Mentees reflect on how their support strategies have empowered the student to tackle the issue/concern, and how the strategies being employed are aligned with their personal beliefs and values.
5. Mentees record their insights gained, sources of support they have received during the inquiry, and should be prepared to transfer such ideas and skills to tackle similar cases.

Proforma for Case Study on Student Development

Section A - To be completed by the mentee

(For the purpose of data protection, please do not identify individuals by name.)

1. What do I understand to be the concern related to the personal development of the student identified?
2. What do I see as the cause(s) and source of this concern?
3. In what ways is the student being affected by this concern?
4. How have I tried to help the student (e.g. what have been my strategies? Have I sought help from others? How have I established trust with the student? Have I allowed sufficient room for the student to formulate his/her own approach to tackling the concern?)
5. What change of the student's behaviour, if any, has occurred? Has it been for better or for worse? What strategies have I used? Which of my strategies have been effective? Which of these have led to adverse outcomes?
6. How has my rapport with the student changed? Have I become a more understanding person in the process? What impact do my encounters and relationship with the student have on other students?

7. What advice have I got from my mentor/ experienced colleague(s)/ parents/ Student Guidance Officer/ Social Worker? How have they contributed to my approach in dealing with the student? To what extent have my personal beliefs and values shaped my course of action?

8. What have I learned from this in-depth investigation? Are there any transferable skills, knowledge and understanding that will be beneficial to me when dealing with future cases?

Section B - Mentor's comments

Mentor's signature: _____

Date: _____

Chapter 3 – Summative Review

Note:

This Review consists of five parts, which should preferably be completed within two weeks following the completion of the mentee’s induction period.

**Induction Completion Reference (ICR)
Summative Review**

Part I – Overall Review – to be completed by mentor

Please put a “✓” in the appropriate box(es) below.

1. The mentee has successfully completed the Induction Programme having regard to the Induction Completion Reference and portfolio tasks.
2. The mentee has upheld the six core values of the profession.
3. *The mentee has not yet completed the core items listed in the ICR satisfactorily. / The mentee is recommended for an extended period of induction for six months in the coming school year.

***Please delete as appropriate if Box 3 is ticked.**

In case Box 3 is ticked, please give full justifications and concrete evidence to substantiate the review. If appropriate, please also make recommendations on the support measures that would be required to help the mentee to complete the Induction Programme during the extended induction period.

Concluding remarks, if any:

Evidence to support (3) “not yet completing the core items listed in the ICR satisfactorily” or “recommendation for an extension of induction period”:

Recommendations on support measures to help the mentee during the extended induction period (if applicable)

Mentor’s Signature: _____ Date: _____

Induction Period: _____ to _____

Part II – To be completed by mentee

Please list other operational or managerial tasks undertaken in the induction period that are not already covered in the Induction Completion Reference or portfolio tasks:

- 1. _____
- 2. _____
- 3. _____

Part III – To be completed by mentor

On the basis of the mentee’s performance in the induction period, I consider the following to be his/her future professional development needs:

Part IV – To be completed by mentee

I confirm that I have seen the mentor’s review in Part I of the form. I [#]agree/ do not agree with the review.

My comments (if any) are: _____

Mentee’s Signature: _____ Date: _____

Part V – To be completed by school head

I confirm that I am satisfied with the induction process.

My comments (if any) are: _____

School Head's Signature: _____ Date: _____

#Please delete as appropriate.

~ End ~

Appendix 1 - Effective Induction and Roles of Various Stakeholders

The Need for Induction and Mentoring for Beginning Teachers

As shown in a vast amount of contemporary research elsewhere, beginning teachers are often concerned about various issues including classroom management, motivation of students, dealing with the individual differences among students, assessing students' work, lesson organization, insufficient materials and supplies as well as relations with parents. In Hong Kong and many other Asian systems, beginning teachers are also confronted with responsibilities and expectations beyond classroom teaching. Hence, beginning teachers who newly join the teaching profession require orientation to the profession involving school-based mentoring support to ensure that their first-year teaching is a positive and fruitful experience.

Concept of Mentoring for Other Professions

2. Mentoring practice is found in many professions. The concept of mentoring is first seen as a means to enculturate the newcomers into professionalism. In other professions in Hong Kong e.g. barristers, solicitors, engineers, accountants and medical doctors, the concept of induction or other similar arrangements is commonly adopted as a way to ensure that those who are new to the profession will, with proper guidance and support from experienced members, acquire the necessary professional competencies to advance in the profession and to acquire the values and norms that the profession cherishes.

Mentoring for the Teaching Profession

3. A school-based supportive induction programme with mentoring support is designed to help mentees solve enormous unexpected practical workplace problems in their first year of teaching. Formalizing the mentor's role for experienced teachers in a supportive induction programme for mentees creates a niche in demonstrating experienced teacher's professional competencies and professionalism. More importantly, mentoring practice for experienced teachers will help them expand their professional roles to render all possible assistance to smoothen mentees' transition into the profession. The process also provides reciprocal learning opportunities for both parties to affirm/promote their professionalism, career-long learning and enquiry-based professional practice through ongoing on-the-job reflection. In particular, it strengthens collaboration of all teachers that ultimately changes the entire school culture into a learning community that strives for collegiality to improve student learning.

Key Elements for Implementing a School-based Induction Programme for Beginning Teachers

Envisioning for School-based Induction and Mentoring Support for Beginning Teachers

4. To make a school-based induction programme a meaningful professional endeavour, it must be linked to a set of beliefs and attitudes that constitute a vision of good teaching as underpinned in the TCF. A greater impact of the induction programme is expected if schools can highlight the vital importance of mentoring as part and parcel of staff development that promotes staff collegiality leading to

enhanced student learning.

Supportive School Organization and Management for Effective Induction and Mentoring

5. Favourable conditions and a school organizational structure are essential in order to nurture the professional growth of both mentors and mentees. To this end, school principals and/or members of the senior management team may exercise effective leadership to provide the necessary support, e.g. to mobilize the school resources available and coordinate the efforts of mentors and other veteran teachers involved in mentoring practices.

Multi-level Mentorship Training for Teachers and Principals

6. To equip school personnel with the appropriate skills, knowledge and attitudes required for taking forward school-based mentoring work, EDB has, in the past few years, commissioned various teacher education institutions (TEIs) to provide different mentorship training programmes for teachers of the middle/senior management level and principals so that they are better prepared to plan and provide effective mentoring support for mentees. A 30-hour part-time “Mentorship Training Programme for Teachers” is being offered from May to November 2009.

Support for Mentoring Practices

7. To set up networks for the provision of mentoring support, it is desirable to develop partnership and networks among schools, TEIs, the subject-related organisations as well as the Curriculum Development Institute of EDB.

8. In addition to this Tool Kit and the associated tools for supporting schools’ mentoring process, we have prepared a pamphlet on “Teacher Induction Scheme” to provide a quick reference for schools in setting up or refining their school-based teacher induction systems. A common blog on teacher induction has been set up under the “Ed Blog” of the HKEdCity website (<http://edblog.hkedcity.net/tis>), and relevant information and resources on the Scheme are regularly uploaded for schools’ convenient access. The ACTEQ Secretariat will organise briefing sessions and workshops for schools. With the joint efforts of Regional Education Offices (REO), we will also organise networking and experience-sharing activities for schools participating in the Scheme. REO staff will join members of the ACTEQ Secretariat to visit schools and provide on-going school-based support in teacher professional development. Moreover, we will disseminate relevant resources and good practices on the ACTEQ website, and answer schools’ enquiries including those made in the online discussion forum.

Criteria for Selecting Mentors at School Level

9. Schools are encouraged to exercise their discretion in selecting suitable mentors to work with the mentees. Mentors play a crucial role in the induction programme in that they provide all the necessary emotional, instructional and organizational support to promote the professional growth of mentees.

General Qualities and Attributes of Mentors

10. Generally speaking, it is desirable for a mentor to be a registered teacher who possesses at least 5 years of successful teaching practice. He/She is normally

employed as a regular classroom teacher who shows professional commitment to the improvement of teaching and learning as well as the development of mentees. However, schools may consider assigning retired and/or part-time teachers who have ample successful teaching and/or mentoring experience as mentors if such arrangement is considered desirable. As the mentor may seek assistance and advice from other teachers in the same school (including the subject panel heads), the mentor may not necessarily be a member of the same subject panel as the mentee. It is also possible for schools to assign more than one mentor for each mentee if such arrangement best suits the school's own needs and existing practice.

11. It is vitally important for good mentors to possess a variety of skills and knowledge related to their profession and their particular school context. To build a collegial school community to provide comprehensive and stronger mentoring support to mentees, other veteran teachers or subject/KLA-related panel heads/members are encouraged to work collaboratively with the assigned mentor(s) in providing the necessary assistance and guidance to the mentees.

12. The desirable qualities of effective mentors can be considered against the three general attributes: (i) attitude and character; (ii) professional knowledge, competence and experience; and (iii) effective communication and interpersonal skills.

Whole-school Support for Induction and Mentoring Activities

13. Some key roles of stakeholders in implementing school-based induction programmes are suggested below for reference by schools:

- (a) The School Management Committee (SMC) needs to formulate a policy to support teacher induction and provide the necessary resources to assist new teachers in professional development. Conflicts and/or problems arising from the mentoring activities should be handled in accordance with the policy established;
- (b) The principal should allocate resources properly, oversee and promote the overall development of the school-based induction programmes;
- (c) A designated teacher is to oversee the logistics related to the induction programme and assist the principal in creating capacity for both the mentor and mentee to undergo mentoring activities;
- (d) The assigned mentor should establish productive, congenial relationships with mentees and provide them with professional, administrative and emotional support;
- (e) Beginning teachers should be accountable for their own professional learning and duties, and work closely with mentors in professional reflection and work performance with a view to meeting the required standards of the school-based induction programmes;
- (f) Other subject-/KLA-related panel members/functional group members are encouraged to provide necessary support to mentees; and
- (g) Other members of the teaching staff can support beginning teachers through sharing their practices and expertise, and contribute to developing a culture of collaboration and sharing within school.

Appendix 2 – Induction Timetable

Part I – *Example* of an induction timetable

Support and follow-up	
Term 1 (September – January of the following year)	 <p>Mentor and the school authority will ensure that on-going support and an individualized professional development programme are in place for the mentee, including observation of experienced teachers, training and advice within and from outside the school, discussions between the mentee and colleagues in charge of the functional groups concerned, discussions with colleagues responsible for guidance, discipline and special educational needs (SEN), and participating in functional groups.</p> 
<ul style="list-style-type: none"> ✧ Mentor-mentee conferences to be held on a monthly basis to give support, review progress, feedback, follow up on issues, etc. ✧ Inform mentee on how to access essential documents (e.g. school development plan) and procedural manuals, and brief him/her of the essential points a mentee should know ✧ Become familiar with the objectives of the induction programme ✧ Introduce “Professional Development for Beginning Teachers – An Induction Tool Kit” ✧ Be acquainted with the content of the Induction Completion Reference <ul style="list-style-type: none"> • Quantitative Evidence • Teaching and Learning Domain • Student Development Domain • School Development Domain • Professional Relationships and Services Domain ✧ Highlight key features <ul style="list-style-type: none"> • Personal statement on philosophy of education • Professional development activities • Reflective journals on teaching, learning and assessment • At least one case study on student development ✧ Arrange for mentee to observe at least one lesson taught by peer/mentor, and conduct lesson evaluation ✧ Arrange for mentee to be observed at least one lesson by peer/mentor (details about the lesson to be observed to be agreed in advance), and conduct lesson evaluation ✧ For mentor - complete the Interim Review on “Quantitative Evidence” and on the four Domains at a convenient time in Dec./Jan./Feb. ✧ For mentee - complete the Interim Review on “Quantitative Evidence” and on the four Domains at a convenient time in Dec./Jan./Feb. ✧ Conduct a meeting immediately upon the mentor’s completion of the Interim Review for reflection and feedback purposes ^{Note}. 	
Term 2 (February to June)	

<ul style="list-style-type: none"> ✧ Mentor-mentee conferences to be held on a monthly basis to give support, review progress, feedback, follow up on issues, etc. ✧ Arrange for mentee to observe at least one lesson taught by peer/mentor, and conduct lesson evaluation ✧ Arrange for mentee to be observed at least one lesson by peer/mentor (details about the lesson to be observed to be agreed in advance), and conduct lesson evaluation ✧ Follow up on issues regarding induction completion, particularly, the personal statement on philosophy of education, professional development activities, reflective journals on teaching, learning and assessment, the case study on student development ✧ For mentor - complete the Final Review on “Quantitative Evidence” and the four Domains, and fill in the relevant parts of the “Summative Review” at a convenient time in May/June. ✧ For mentee - complete the Final Review on “Quantitative Evidence” and the four Domains, and fill in the relevant parts of the “Summative Review” at a convenient time in May/June. The school head will then indicate whether he/she is satisfied with the induction process by completing Part V of the “Summative Review”. 	
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Note The following questions may be referred to for the meeting of the Interim Review:

- What is the mentee’s best strength at this point of the year
- What is the mentee’s biggest success to date
- What are some of the mentee’s targeted areas for growth
- What type of support and assistance the mentee needs for the coming months
- In terms of support from the mentor/school, what has been helpful to the mentee thus far
- What observations has the mentee made of the lessons taught by peers/mentor

Part II - Example of an Action Plan for Key Tasks

	Sept.	Oct.	Nov.	Dec.	Jan. of the following year	Feb.	Mar.	Apr.	May	Jun.	Jul.
Mentor-mentee Conference	1st mentor-mentee conference		2nd mentor-mentee conference		3rd mentor-mentee conference		4th mentor-mentee conference		5th mentor-mentee conference		6th mentor-mentee conference
Lesson Observations by mentee	At least one lesson observation by mentee & follow-up discussion				At least one lesson observation by mentee & follow-up discussion						
Lesson Observations by Mentor/Peer	At least one lesson observation by mentor/peer & follow-up discussion				At least one lesson observation by mentor/peer & follow-up discussion						
Interim Review					Mentor & mentee to complete Interim Review & formal meeting between mentor and mentee						
Personal Statement on Philosophy of Education	Mentee to complete Section A of relevant Proforma for mentor's comments		Mentee to engage in on-going reflections and revisit his/her statement of educational philosophy in Section A based on workplace experiences.					Mentee to complete Section B of relevant Proforma			
Reflective Journal on Teaching, Learning and Assessment	Mentee to examine with mentor to identify teaching topics as focuses for professional reflection		Follow up on relevant issues					Mentee to complete relevant Proforma for mentor's comments			
CPD Activities	Mentee to record all CPD activities undertaken and complete Sections A and B of relevant Proforma									Mentee to complete Section C of relevant Proforma	
Case Studies on Student Development	Identify issues on student development for in-depth investigation in at least 1 case study and follow through the investigation and self-reflection with support from mentor and colleagues							Mentee to complete Section A of relevant Proforma for mentor's comments			
Final Review										Mentee and Mentor to complete Final Review	
										Mentor to complete Parts I & III of Summative Review	
										Mentee to complete Parts II & IV of Summative Review	
										School head to complete Part V of Summative Review	

Appendix 3 - Sample Lesson Observation Tools

This appendix provides some sample lesson observation tools for reference. The use of lesson observation for professional development and evaluation can be extensive. Through lesson observation, teachers can understand students' learning needs and difficulties, and the development of generic skills. They can diagnose teaching difficulties and suggest ways to improve practice. They can also identify gaps between programme planning and implementation, and improve teaching skills and strategies in lesson delivery.

For the parts on lesson observation and portfolio building, lesson observation tools are needed. Two examples of lesson observation forms are suggested, i.e. "General Lesson Observation" (aiming at an overall understanding of classroom learning and teaching) and "Focused Lesson Observation" (focusing on specified areas). Sample lesson observation forms from local schools are also included in the appendices. Mentors and mentees may also use the lesson observation tools currently in use in their schools. The tools used need to be consistent with the purposes of the lesson observation.

Example 1: General Lesson Observation Form

Observer:	Date:
Teacher:	Time:
Class:	Period:
Subject:	Medium of Instruction:
Topic:	Teaching Content:

Teaching Objective(s) of this Lesson: _____

Focus of Observation: _____

Content of Observation:

Teaching	Strengths	Areas for Improvement	Evidence
Subject matter knowledge			
Pedagogical content knowledge			
Knowledge and application of teaching strategies and skills			
Language proficiency			
Motivation of student learning through different teaching methods and multi-media			
Class Management			

Student Learning	Strengths	Areas for Improvement	Evidence
Learning Attitude			
Learning Strategies			
Learning Performance			

Self-evaluation by the Teacher: _____

Summary of Evaluation: _____

Example 2: Focused Lesson Observation Form re. Questioning Techniques

Purpose: To observe teacher's questioning techniques during classroom teaching

Teaching Processes	Grade*	Evidence
I Motivation/Revision		
1. check students' preparation		
2. get students to know the objectives of the lesson initially		
3. develop students' interest		
4. help students to revise what they have learnt		
II Guiding Students to Learn		
1. questions meet the learning needs of the students		
2. questions aptly tap the knowledge and relate to the experience of the students		
3. questions help students think and discuss		
4. questions motivate students to inquire further		
5. questions are clear and focused		
6. wording is appropriate and easily understood		
7. teacher's voice is clear and questions are asked at an appropriate pace		
8. teacher is amiable and patient		
9. only one question is raised each time		
10. teacher repeats the question when students are still thinking		
11. teacher asks the question before nominating students to answer		
12. the questions raised range from easy to difficult		
13. teachers rephrase questions or adopt other question types to suit the learning content		
14. different modes of questions are flexibly used to help students learn individually or in groups		
15. adequate think time is allowed		
16. teacher listens patiently to students' answers		
17. prompts are provided to help students think or discuss further after giving the initial answer		
18. teacher encourages students to answer questions and commend them appropriately		
III Evaluating Teaching Effectiveness		
1. check students' understanding of the content taught		
2. provide opportunities for students to ask questions		
3. questions are used to help students consolidate their learning		

Other comments:

*Please use 4-point grading: 4 = Excellent, 3 = Good, 2 = Acceptable, 1 = Unsatisfactory. The 4 levels of performance are defined as follows:

- "Excellent" (Grade 4) - Major strengths
- "Good" (Grade 3) - Strengths outweigh weaknesses
- "Acceptable" (Grade 2) - Some strengths and some weaknesses
- "Unsatisfactory" (Grade 1) - Major weaknesses

Sample 1 - 順利天主教中學 **Shun Lee Catholic Secondary School**

觀課紀錄表 Lesson Observation Form

科目 (Subject) : _____ 日期 (Date) : _____
 授課老師 (Teacher): _____ 觀課老師 (Observing Teacher): _____
 班別 (Class) : _____ 上課地點 (Venue) : _____
 課題 (Subject) : _____
 目標 (Teaching Objective): _____

	表現 Performance						意見 / 改善方法 Comments / Suggestions
	(Excellent)	極佳	甚佳	滿意	尚好	須予改善	
		極須改善	(Much improvement needed)				
A. 備課 <u>Lesson Preparation</u>							
準備工作 Preparation work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
B. 溝通技巧 <u>Communication Skills</u>							
1. 聲線的運用 Use of voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. 說話技巧 Speaking skills (流暢、速度、用詞) (Fluency, speed, vocabulary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. 雙向溝通技巧 Bilateral communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4. 身體語言的運用 Use of body language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
C. 上課表現 <u>Classroom Performance</u>							
1. 引起動機 Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. 對課題的掌握 Understanding of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. 教學技巧 Teaching skills							
a. 黑板、教具及其他教學資源的 Use of blackboard, teaching aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
b. 表達及講解技巧 Expression and presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
c. 發問技巧 Questioning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
d. 概念建立 Establishment of concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
e. 教學活動的安排 Arrangement of teaching activities (條理、層次)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

受課教師意見 (Comments from teacher) :

f. 引發學生學習的技巧

Ability in motivating students

(適當的獎懲、引發趣味的討論)

g. 教學方法與學生能力的配合

Appropriateness of teaching methods

h. 對個別學生的照顧

Attention to individual students

i. 時間、速度的控制

Time management

j. 教學總結

Closure

4. 整體課堂發展

Overall lesson development

(自然、暢順)

5. 達到教學目標

Realization of teaching objectives

6. 教學態度

Teaching attitude

D. 課室管理 Classroom Management

1. 學習氣氛

Learning atmosphere

(學生的反應及參與)

2. 學生秩序

Student discipline

3. 警覺性

Awareness

E. 整體意見 (Overall comments) :

授課老師簽名: _____
(Signature of Teacher)

觀課老師簽名: _____
(Signature of Observing Teacher)

日期: _____
(Date)

Sample 2 - TWGHs Li Chi Ho Primary School
Lesson Observation Form

Observer: _____

Teacher: _____

Date: _____

Class: _____

Subject: _____

Period: _____

Area	Focal Points	1	2	3	4	5	Remarks
• Lesson Preparation	1. Achievement of teaching objectives						
	2. Choice of teaching content						
	3. Design of activities appropriate with reference to teaching objectives						
	4. Others:						
• Teaching Skills	1. Use of teaching aids						
	2. Time management						
	3. Ability to stimulate learning interest						
	4. Catering for individual needs						
	5. Arrangement of group activities/work						
	6. Others:						
• Communication Skills	1. Voice control						
	2. Use of body language						
	3. Explanation						
	4. Questioning techniques						
	5. Demonstration						
	6. Clarity of instruction						
	7. Others:						
• Classroom Management	1. Management of class discipline						
	2. Encouragement and praise						
	3. Pupils' performance						
	4. Others:						

Remarks: 1= Poor 2=Unsatisfactory 3=Acceptable 4=Good 5=Excellent

A. Please share the parts of the lesson with which you were pleased.

B. Please share the parts of the lesson which you felt could be improved.

Sample 3 - Caritas Lok Kan School
Classroom Observation

Teacher: _____ Observer: _____ Date: _____
Class: _____ Subject: _____ Unit: _____

Area of Assessment	Details	Self-evaluation				Observer's Comment				Observer's overall Comments
		A	B	C	D	A	B	C	D	
Pre-class preparation	1. Mastery of subject knowledge, target and focal points									
	2. Teaching plan based on pre-set syllabus									
	3. Teaching plan based on students' ability and needs									
	4. Content, target and focal points are clearly indicated									
	5. Key points clearly outlined in the teaching plan									
Teaching Content	1. Expected learning outcome achieved									
	2. Teaching design based on students' needs and ability so as to promote students' prior learning									
	3. Content coherent, systematic and progressed from simple to complex									
	4. Grouping and catering for learning diversity									
	5. Teaching quality indicative of professionalism									
Teaching Activities	1. Activities aligned with teaching objectives, key learning points and items									
	2. Activities are practical, relevant to everyday life and varied									
	3. Activities can promote students' knowledge, ability and skills									
Teaching	1. Effective time									

Method	management										
	2. Ample opportunities and guidance provided to students										
	3. Students' interest and attention sustained										
Teaching Evaluation	1. Evaluation matched with the curriculum requirements										
	2. Teaching content matched with evaluation items										
	3. Evaluation tools concise, clear and appropriate										
Teaching Aids	1. Appropriate to students' ability, needs and interest										
	2. Effective use of IT and other teaching aids										
Homework	1. Appropriacy in both quality and quantity										
	2. Allocation and arrangements										
Teaching Environment	1. Learning environment facilitating effective teaching, e.g. use of posters and display boards										
	2. Flexible in students' seating arrangements to enhance learning										
Classroom Management	1. Students' behaviour handled										
	2. Safety measures and teaching environment										
Classroom Atmosphere	1. Pleasant learning atmosphere										
	2. Cordial teacher-student relationship										

Remarks: A = Excellent B = Good C = Acceptable D= Unsatisfactory

Teacher's Signature: _____ Date: _____

Observer's Signature: _____ Date: _____