

# Chief Executive's Award for Teaching Excellence 2021/2022

## Nomination Guidelines

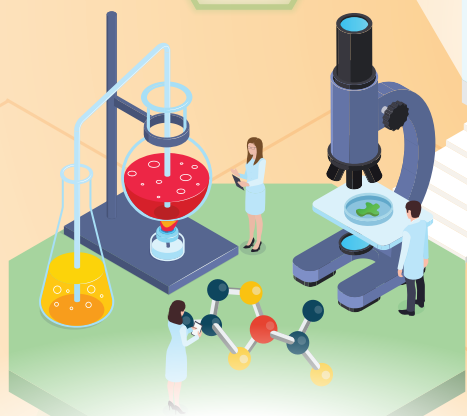
**Nomination Period**  
2.7.2021 - 4.10.2021



**Curriculum Leadership**



**Physical Education Key Learning Area**



**Science Education Key Learning Area**

### Recognising Teaching Excellence Fostering Professional Development

主辦機構 Organiser

教育局  
Education Bureau

贊助 Sponsor

 優質教育基金  
Quality Education Fund



# Nomination Guidelines

## I Foreword

Since the launch of the Chief Executive's Award for Teaching Excellence (CEATE), over 900 outstanding teachers have been awarded in different themes and they have also received community-wide recognition for their achievements. CEATE (2021/2022) covers three themes: Physical Education Key Learning Area (KLA), Science Education KLA, and Curriculum Leadership. Teachers' participation in CEATE is the key of its success and we encourage teachers to participate in CEATE (2021/2022).



## II Objectives

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

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

## III Eligibility

**3.1 Both individual and group nominations are accepted.** The following teachers are eligible for nomination in CEATE (2021/2022):

- (a) Physical Education KLA  
Teachers of primary, secondary and special schools who teach subjects under the Physical Education KLA<sup>1</sup>;
- (b) Science Education KLA  
Teachers of secondary and special schools who teach subjects under the Science Education KLA; and
- (c) Curriculum Leadership  
Teachers of kindergartens<sup>2</sup>, primary, secondary and special schools who play a leading role in the whole-school curriculum planning and implementation.

**3.2** Nominees should meet the following criteria:

- (a) Nominees should be registered under the Education Ordinance, Cap. 279 (except those who are exempted under Section 9(1)(a) of the Ordinance) as **Registered Teachers**. The Education Bureau will examine if the nominees meet this criterion based on the internal records;
- (b) Nominees should teach the subject(s) [for nominees under paragraph 3.1(a) and (b)] or have been involved in Curriculum Leadership [for nominees under paragraph 3.1(c)] in or before the 2020/21 school year and will continue to do so in the 2021/22 school year;

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<sup>1</sup> Nominees for PE KLA should have completed subject-training in PE. If there is any doubt about personal qualifications, advice should be sought from respective District School Development Section via schools. For details, please refer to the following webpage:

[https://cd1.edb.hkedcity.net/cd/pe/en/bb/PE\\_Teacher\\_Qualification\\_E.htm](https://cd1.edb.hkedcity.net/cd/pe/en/bb/PE_Teacher_Qualification_E.htm)

<sup>2</sup> Including kindergarten-cum-child care centres and schools with kindergarten classes.

- (c) Immediately before the close of nomination, nominees should have at least three consecutive years of teaching experience in local schools which offer a formal curriculum<sup>3</sup>. For group nominations, at least half of the members of the group should meet this criterion; and
- (d) The words and deeds of the nominees should adhere to the standards of professional conduct of teachers and there are no records of their professional misconduct and punishment imposed by EDB and/ or schools.

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

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

**3.5** Principals are not eligible for nomination.

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

## IV Awards

**4.1** **There is no pre-set limit to the number of awards to be given out.** There are two kinds of awards:

(a) Award for Teaching Excellence

Nominees who have demonstrated excellence holistically in the four domains of assessment, namely “Professional Competence”, “Student Development”, “Professionalism and Commitment to the Community” and “School Development”, will be presented with the Award for Teaching Excellence.

(b) Certificate of Merit

Nominees who have demonstrated a standard very close to excellence in the four domains will be presented with the Certificate of Merit.

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<sup>3</sup> Formal curriculum refers to curriculum recommended by the Curriculum Development Council.



**4.2** Nominations presented with the Award for Teaching Excellence or the Certificate of Merit will receive the following prizes:

Item	Nomination presented with the Award for Teaching Excellence		Nomination presented with the Certificate of Merit	
	Individual Nomination	Group Nomination <sup>4</sup>	Individual Nomination	Group Nomination <sup>4</sup>
<b>(a) Cash Award</b>	\$20,000	\$40,000	\$12,000	\$24,000
<b>(b) Dissemination and Continuing Professional Development Grant</b>	\$60,000	\$80,000	\$36,000	\$48,000
<b>(c) Trophy and Certificate</b>	(i) A trophy for nominations presented with the Award for Teaching Excellence (ii) A certificate for nominations presented with the Certificate of Merit (iii) A personal trophy and a certificate for each awarded teacher			

**4.3** Nominators of the nominations presented with the Award for Teaching Excellence and the Certificate of Merit will receive book coupons in the value of \$2,800 and \$1,600 respectively.

**4.4** Removal of an awardee’s status<sup>5</sup> will be considered if:

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

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

<sup>4</sup> For awarded group nominations, each group has to decide on the share of the items (a) and (b) apportioned to each group member.

<sup>5</sup> Circumstance (a) is applicable to all awarded teachers since the 2003/04 school year whereas circumstance (b) is applicable to awarded teachers since the 2015/16 school year.



## V Dissemination Activities of the Awarded Teachers

- 5.1** Awarded teachers are required to provide articles accompanied by photos and teaching materials that are relevant to the awarded teaching practices for use in the CEATE Compendium which will be published in 2022.
- 5.2** Awarded teachers will automatically become members of the CEATE Teachers' Association. They are required to participate in professional development activities organised by the Education Bureau and the CEATE Teachers' Association to share their teaching practices with their fellow teachers. These activities include:
- (a) Conducting one sharing session in the CEATE Showcase which will be held in late 2022; and
  - (b) Arranging at least one demonstration lesson in the 2022/23 school year for observation by other teachers.
- 5.3** Awarded teachers should participate in or organise other dissemination and sharing activities according to the dissemination plans submitted together with the nominations to foster a culture of professional collaboration and excellence. The Education Bureau will provide suitable assistance.

## VI Nomination

### 6.1 Nomination period

Nominations will be accepted from 2 July 2021 to 4 October 2021.

### 6.2 Nominators

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



### **6.3 Nominees**

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

### **6.4 Seconders**

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

### **6.5 Group nominations**

- (a) Each group should comprise not more than five teachers, and select among themselves a group leader.
- (b) Contribution of each group member, interaction in the group, and how efforts of the group have contributed to the desired outcomes of the teaching practices will need to be explained. The professional competence of each and every group member and the overall performance of the group in its entirety will be taken into account when considering whether the group will be recommended for the Award for Teaching Excellence or the Certificate of Merit.

### **6.6 School heads**

The school heads of the nominees' current schools should either be the nominators or the seconders of the nominations. The school heads are encouraged to support their teachers, if awarded, to organise and participate in the dissemination and sharing activities for teaching practices within one year after being awarded.

### **6.7 Colleagues, students, parents**

Nominees may incorporate the views of their colleagues, their students and/ or parents of their students in the nomination materials. Also, the Assessment Panel may interview colleagues, students, parents, etc. during school visits in detailed assessment for a more thorough understanding of the nominees' teaching practices.

### **6.8 Souvenir**

All nominators and nominees will each receive a souvenir.

## **VII Nomination Materials to be Submitted**

### **7.1 Nomination Form**

The CEATE Nomination Form comprises two parts: Part A – Nomination Summary and Part B – Nomination Details. Nominees should complete both Part A and Part B, and submit the printed copies to the CEATE Secretariat (the Secretariat).

- (a) Nominees can fill in and submit Part A of the Nomination Form via **GovHK** (<https://eform.one.gov.hk/form/edb021/en/>). Upon successful submission, the system will be directed to the “Acknowledgement” page. **Please download and print the submitted form at this page**, and quote the system-generated reference number for all future correspondence with the CEATE Secretariat.
- (b) Nominees shall download the Nomination Form from the **CEATE website** ([www.ate.gov.hk](http://www.ate.gov.hk)). Nominees who submitted Part A via GovHK are required to fill in Part B only.
- (c) The original and two copies of the Nomination Form (Part A and Part B) should be submitted together with the other nomination materials, in person or by post, to the Secretariat on or before the submission deadline. Reference number of the submitted e-Form should be quoted on the cover of the envelope, if applicable.

### **7.2 Reflection of Teaching Practices**

- (a) Nominees should describe the following in Reflection of Teaching Practices:
  - (i) A reflection of their teaching practices and their philosophy of teaching or conceptual framework of what constitutes teaching excellence in Physical Education KLA, Science Education KLA or Curriculum Leadership.
  - (ii) Relevant examples and details to illustrate the outcomes and effect in respect of the four domains of assessment as set out in paragraph 9.2 of the Nomination Guidelines. Nominees may refer to the Appendix I (Reference Questions for Preparing Nominations) and Appendix II (Template of Reflection of Teaching Practices).
  - (iii) What teaching practices they will disseminate and how they will take forward their dissemination, if awarded.





(b) Points to Note

- (i) For group nominations, the reflection of teaching practices should represent the group as a whole. It should describe clearly the contribution of each group member to the teaching practices.
- (ii) The document should be typed in font 12 points or above (Times New Roman for English and 細明體 for Chinese) and printed on both sides of A4 paper. The total number of pages should not exceed 10 pages.
- (iii) The word file concerned should be saved in “doc” or “docx” format in a USB and submitted together with the printed copy of the document.

### 7.3 Video clip

Submit one video-recorded lesson (30-45 minutes) of the nominee/ one of the nominees (for group nomination) which should be an authentic, continuous lesson without editing to demonstrate the teaching practices. A one-page lesson outline should be submitted together with the video clip to describe relevant teaching practices. For nominations under Curriculum Leadership, nominees may alternatively submit an authentic video clip (30-45 minutes) to record important parts of formulating/ reviewing the curriculum, discussing teaching plans or planning activities, such as the discussion sessions of the meeting of the curriculum committee or lesson study, together with a one-page activity outline. The video recording should be in “avi”, “wmv”, “mpeg”, “mpg” or “mp4” format and the one-page lesson/ activity outline (in word format) should be stored in the USB mentioned in paragraph 7.2.

### 7.4 Year Plan or Teaching Schedule

Submit the year plan/ teaching schedule of all levels in the previous school year (2020/21) on the themes relevant to the nominations to give background information to the Assessment Panel. This information should be stored in the USB mentioned in paragraph 7.2.

### 7.5 Supplementary Information

Append, if necessary, supplementary information such as curriculum plans and learning activity records, to help describe the teaching practices. All the supplementary information (**up to a maximum of 50 pages in a single file including an index page**) should be stored in the USB mentioned in paragraph 7.2.

## Note

- (a) Nomination materials may be prepared in either Chinese or English.
- (b) Nominees, nominators and seconders should sign in corresponding areas in Part B of the Nomination Form.
- (c) The prescribed format and maximum number of pages allowed should be strictly followed. Non-complying nominations will not be considered.
- (d) Nomination materials mentioned in paragraphs 7.2 - 7.5 should be stored in the same USB and submitted together with the Nomination Form (Part A and Part B) and the printed copy of the reflection of teaching practices.
- (e) Be prepared that the Assessment Panel may request the submission of more detailed materials as evidence when necessary.

## VIII Submission of Nomination

### 8.1 Nomination materials include:

- (a) Printed copy of completed Nomination Form (Part A and Part B)
- (b) Printed copy of the reflection of teaching practices
- (c) The USB which stores the materials below:
  - (i) Reflection of teaching practices in Word format
  - (ii) Video clip of a lesson or an activity, with relevant outline
  - (iii) Year plan/ teaching schedule of all levels in 2020/21 school year
  - (iv) Supplementary information and its index page, if any

Full set of the abovementioned nomination materials should be submitted **in triplicate**, in person or by post, to the **CEATE Secretariat at Room 1107, 11/F., Wu Chung House, 213 Queen's Road East, Wan Chai, Hong Kong** on or before **4 October 2021**. For nominations submitted by post, date of the stamp chop will be used as the submission date. Reference number of the submitted e-Form should be quoted on the cover of the envelope, if applicable.

### 8.2 Nominations may not be considered if the submitted nomination materials fail to comply with the requirements as stated above.

### 8.3 All materials provided will not be returned.



## IX Assessment Mechanism

### 9.1 What is “teaching excellence”?

For the purpose of CEATE, “teaching excellence” means excellence in implementing “teaching practice” which refers to the learning experiences provided by a teacher that facilitate the learning of students as a result of the teacher’s professional knowledge and skills in lesson planning, teaching pedagogy, curriculum and assessment design, adaptation of materials, etc. Teaching practices are considered excellent if they are:

- (a) outstanding and/ or innovative and proven to be effective in enhancing students’ motivation and/ or in helping students achieve the desired learning outcomes; or creatively adapted exemplary teaching practices from elsewhere to suit the local (i.e. school-based and/ or student-based) context, with proven effectiveness in enhancing students’ learning outcomes;
- (b) based on a coherent conceptual framework, showing reflective practices;
- (c) inspiring and can be shared with colleagues to improve the quality of education; and
- (d) instrumental in achieving the learning targets of the themes concerned.
  - For Physical Education KLA, it aims to provide quality education through a variety of physical activities that helps students develop physical competence, knowledge of movement and safety, and nurture their positive values and attitudes to enable our students to lead a healthy lifestyle. This provides strong foundation for students to pursue lifelong learning and becomes responsible citizens who contribute to the building of an active and healthy community.
  - For Science Education KLA, it means developing students’ curiosity and interest in science, scientific literacy as well as creativity; equipping students with the ability to inquire and solve problems; fostering students’ ability to integrate and apply knowledge and skills with other related disciplines; enhancing students’ understanding on the latest development of science and technology and nurturing students to become life-long learners in science for personal development.
  - For Curriculum Leadership, it means fostering students’ whole-person development, and nurturing lifelong and self-directed learning capabilities through leading teachers to conduct whole-school curriculum planning and implementation, which is in line with the Learning Goals<sup>6</sup>/ curriculum aims<sup>7</sup> set out by the Curriculum Development Council.

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<sup>6</sup> The Seven Learning Goals of Primary Education comprise Responsibility, National Identity, Habit of Reading, Language Skills, Learning Skills, Breadth of Knowledge in the 8 KLAs and Healthy Lifestyle. The Seven Learning Goals of Secondary Education comprise National and Global Identity, Breadth of Knowledge, Language Proficiency, Generic Skills, Information Literacy, Life Planning and Healthy Lifestyle.

<sup>7</sup> The aims of the Kindergarten Education curriculum are (i) to foster children’s balanced development in the domains of ethics, intellect, physique, social skills and aesthetics; (ii) to help children develop good living habits and a strong and healthy body; (iii) to foster in children an interest in learning, an inquisitive mind and eagerness to explore; and (iv) to instil in children positive values and attitudes.

### 9.2 Domains of Assessment

Assessment of nominations will focus on four domains of assessment, namely “Professional Competence”, “Student Development”, “Professionalism and Commitment to the Community”, and “School Development”. As teaching practices cannot be separated into discrete areas, when assessing the nominations, the Assessment Panels will adopt a **holistic approach** with a focus on learning and teaching.

#### (a) Professional Competence

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

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

#### (b) Student Development

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

- (i) catering for school-based or student-oriented needs by appropriate adaptation of the curriculum to help students attain the desired learning outcomes;
- (ii) inspiring students of different backgrounds and abilities and motivating them to learn;
- (iii) making positive impacts on students’ whole-person development and development of generic skills;
- (iv) providing pastoral care services and student activities; and
- (v) building trust and rapport with students.



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

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

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

### **(d) School Development**

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

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

## **9.3 Excellence Indicators**

The respective Excellence Indicators of the three themes will be compiled for use as reference in assessing nominations and will be available on the CEATE website in January 2022. The Excellence Indicators will include the corresponding examples of excellence of the four domains mentioned above.



### X Assessment Procedures

#### Initial Assessment

( To be conducted tentatively in December 2021 and January 2022 )

- Vetting and examining the nomination materials
- Interviewing nominees (The interview is compulsory in nature. For group nominations, the presence of one to two representative(s) will suffice.)
- Short-listing nominations for detailed assessment



#### Detailed Assessment<sup>8</sup>

( To be conducted tentatively in February and March 2022 )

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



**Recommendation by the CEATE Assessment Panels**



**Discussion by the CEATE Assessment Working Group**



**Acceptance by the CEATE Steering Committee**



**Endorsement by the CEATE High-level Advisory Panel**

<sup>8</sup> Nominees will receive notification of school visit by late March 2022 if they are short-listed for detailed assessment. Nominees who are unable to make themselves available for detailed assessment will be treated as withdrawals.



## **XI CEATE Assessment Panels**

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

## **XII Handling of Information**

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

## **XIII Declaration of Interests**

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

## **XIV Enquiries**

- 14.1** For enquiries, please call 2892 5782 or e-mail to [ate@edb.gov.hk](mailto:ate@edb.gov.hk).
- 14.2** Adhering to the principle of confidentiality and fairness, once the assessment procedures have started, the CEATE Secretariat will not respond to any enquiries regarding the decision of the assessment until the assessment results have been announced publicly.



## Appendix I

### Reference Questions for Preparing Nominations

A reflection of your teaching practices and philosophy of teaching or conceptual framework on what constitutes teaching excellence in Physical Education KLA, Science Education KLA or Curriculum Leadership. You may make reference to the Excellence Indicators and CEATE Compendiums at the CEATE website (<https://www.ate.gov.hk/english/index.html>).

1. How do you conceive “effective teaching practice” with reference to Physical Education KLA, Science Education KLA or Curriculum Leadership? How does an effective teaching practice contribute to improving learning and teaching?

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

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

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

## Four Domains of Assessment

Evidence of exemplary practices in these four domains of assessment is set out in paragraph 9.2 of the Nomination Guidelines.

### Professional Competence

3. How would you describe your professional competence?

*(You may use actual incidents/ examples to illustrate your excellent performance in professional knowledge, subject knowledge, education/ learning theories applied to your teaching practices, curriculum planning and implementation, teaching skills, classroom management, designing an assessment mechanism conducive to effective learning, solving problems encountered in curriculum development and teaching, developing students’ higher order thinking skills, cultivating positive values and attitudes among students, catering for learner diversity, etc.)*

### Student Development

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

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

### Professionalism and Commitment to the Community

#### 5. What are your reflections on the teaching practices?

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

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

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

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

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

### School Development

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

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

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

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

### Dissemination Plan

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

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





## Appendix II

### Template of Reflection of Teaching Practices

(For reference only)

*(With reference to the theme of your nomination, you may briefly describe what constitutes effective/ exemplary/ innovative teaching practice and what criteria you would use to judge whether a teaching practice is effective or excellent.)*

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

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*(Evidence of exemplary practices in four domains of assessment)*

#### 1. Professional Competence

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#### 2. Student Development

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**3. Professionalism and Commitment to the Community**

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**4. School Development**

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*(Briefly describe the dissemination plan)*

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行政長官卓越教學獎

CHIEF EXECUTIVE'S AWARD FOR  
TEACHING EXCELLENCE