

# **Chief Executive’s Award for Teaching Excellence (2024/2025)**

## **Excellence Indicators for Teaching Practices**

### **Values Education**

#### **Foreword**

The *Excellence Indicators for Teaching Practices for Values Education* compiled in this document serve as a reference for assessing nominations for the Chief Executive’s Award for Teaching Excellence (CEATE) (2024/2025).

In drafting the Indicators, we have consulted a number of references, including curriculum documents (see References on page 13). The Indicators have been formulated and structured in a way that reflects the complexities of teachers’ work and the diverse nature of teachers’ competencies.

For the purposes of CEATE, teaching excellence refers to teaching practices that are –

- (i) outstanding and/or innovative, with proven effectiveness in enhancing students’ motivation and/or in helping students achieve the desired learning outcomes; or creatively adapted from exemplary teaching practices elsewhere to suit the local (i.e. school-based and/or student-based) context, with proven effectiveness in enhancing students’ learning outcomes;
- (ii) based on a coherent conceptual framework, exhibiting reflective elements;
- (iii) inspiring and can be shared with colleagues, resulting in improved quality of education; and
- (iv) instrumental in achieving the learning targets of Values Education (i.e. developing students to practise proper values, positive attitudes and proper behaviours to lead a healthy life style; to enhance students’ law-abidingness and civic awareness; and to nurture in them a sense of identity and commitment to the society and the nation.)

The Indicators fall within four domains, namely (1) Professional Competence, (2) Student Development, (3) Professionalism and Commitment to the Community, and (4) School Development. The first two domains focus on recognising teaching excellence and the other two on fostering teachers' professional development and building a culture of teaching excellence.

The Indicators are to be used only as a framework for recognising excellent teaching practices; they are not intended to prescribe a rigid model of excellence for every teacher. The examples of excellence cited for each indicator are provided for illustration only and should not be regarded as a checklist. We hope that the Indicators will not only serve as an assessment tool, but may also highlight the qualities of an accomplished teacher in the area of Values Education, so as to motivate teachers to pursue professional excellence.

All awardees must possess the essential qualities of a professional teacher, such as professionalism and a loving concern for students. Each nomination will be assessed in the four domains mentioned above by adopting a **holistic approach** based on professional knowledge and judgment. However, as the focus of CEATE is on learning and teaching, we are looking for exemplary and effective teaching practices that are inspiring and can be shared with colleagues. In assessing group nominations, we will also consider the contribution of each group member, collaboration among group members, and how their joint efforts have contributed to the desired outcomes.

Assessment Working Group  
Chief Executive's Award for Teaching Excellence (2024/2025)  
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# Excellence Indicators for Teaching Practices

## Values Education

### 1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1. Curriculum Planning and Organisation	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• design a school-based values education curriculum that aligns with the objectives and concepts of the central curriculum as well as societal expectations under the central curriculum framework, taking into account factors such as the school vision and characteristics as well as students' attributes, to provide school-based values education appropriate to students' development needs and life experiences; and draw up school-based annual/medium and long-term targets or objectives for implementation;</li> <li>• provide students with a holistic and balanced curriculum from the perspective of the school's overall planning, and implement the curriculum in diversified modes through life-wide learning activities and different platforms, including classroom learning, personal practical experiences, service learning, guidance and discipline services, campus atmosphere, parent education, etc., to offer comprehensive and authentic learning experiences to students;</li> <li>• nurture students into lifelong learners who are able and virtuous through learning and teaching in various disciplines, Key Learning Areas and cross-curricular activities, as well as other relevant learning experiences; develop their ability to identify the values involved in the difficulties they encounter at different stages of development, so that they can analyse objectively, make reasonable judgments and practise the values to rise to the challenges ahead;</li> <li>• make use of everyday life events to amalgamate learning activities of various cross-curricular domains in values education, including moral education, civic education, national education (including the Constitution, the Basic Law and national security education), anti-drug education, life education, sex education, media and information literacy education, education for sustainable development, human rights education under the legal framework, timely responding to social concern and students' needs, and strengthening the connection among the domains to facilitate students' whole-person development;</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> <li>• fulfil the mission of “cultivating values and nurturing people” by integrating values education into the curriculum through “organic integration”, “natural connection”, “learning within and beyond the classroom” and “whole-school participation”, and by promoting values education from the perspectives of knowledge, emotion and action in various disciplines/cross-curricular domains;</li> <li>• incorporate into the curriculum the elements of cognition, affection and practice by deepening students’ understanding of proper values (cognition), cultivating in them a caring and benevolent attitude (affection), and encouraging the practice of proper values through experience and service (practice); and</li> <li>• conduct planning for learning experiences that meet students’ developmental and living needs and align with the five domains, namely personal development, family, the school, social life, as well as the community, the nation and the world, taking into account their expected learning outcomes at different key stages of learning, thereby nurturing in students positive values and attitudes.</li> </ul>
	1.2. Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• co-ordinate, oversee and evaluate the overall curriculum on the basis of whole-school participation, and co-ordinate the efforts of various subject panels for flexible integration of learning within and beyond the classroom, life-wide learning and service learning activities, thereby creating a positive learning atmosphere;</li> <li>• demonstrate effective leadership in their leading role within the school to work collaboratively with the school stakeholders towards the common goal of promoting values education through different learning and exchange platforms, professional development programmes and parents’ associations;</li> <li>• develop, pool and flexibly capitalise on the strengths and resources of different stakeholders to promote and implement school-based values education in a holistic and integrated approach, and organise an array of activities in collaboration with organisations sharing the same educational philosophy, such as government departments, voluntary groups and social welfare organisations, thereby fostering students’ growth through joint endeavours;</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> <li>• systematically observe students’ learning performance and progress, make good use of the evaluation information and data in taking forward specific follow-up measures, and make adjustments promptly in response to current social issues and students’ needs, thereby ensuring that curriculum planning, learning and teaching, and evaluation are closely tied in with one another; and</li> <li>• assist the school in establishing a clear and systematic mechanism, and collect appropriate evaluation data through different means to monitor curriculum implementation and review effectiveness.</li> </ul>
Teaching	1.3. Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• adopt or innovate diversified teaching methods for classroom instruction, and develop students into new generations who uphold proper values and good morals through teacher-student rapport and interactions;</li> <li>• contextualise proper values in students’ lives in sharing, experience, discussion and reflection activities centring around experiences of personal growth and life events; guide students in analysing the values involved in selected issues of public concern, and lead and inspire them to make sound judgments and act aptly in adherence to proper values;</li> <li>• create a learning and living environment conducive to the cultivation of positive values and attitudes through diverse activities such as “My Pledge to Act” activities, reading activities, parent talks, sharing sessions for schools, fun days, etc. in collaboration with participating stakeholders;</li> <li>• design quality teaching resources or make good use of resources from the Education Bureau/community to achieve organic integration with the content of values education in various cross-curricular domains as well as a natural connection with subject-based/ cross-curricular learning contents; and</li> <li>• proactively plan life-wide learning activities that can offer students with authentic contexts for learning and application to promote values education; and enhance the integration and linkage of values education with different subjects/cross-curricular domains by encouraging collaboration among subject panels, which in turn creates a school atmosphere conducive to students’ healthy development.</li> </ul>

Area	Performance Indicator	Examples of Excellence
	1.4. Professional Knowledge and Attitudes	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• master the concepts, pedagogy and professional knowledge of implementing values education, thoroughly understand the school’s vision and mission, and develop a school-based curriculum for values education, taking into account the school context, students’ needs and social expectations;</li> <li>• keep abreast of the new trends in values education development, have a good knowledge of curriculum content and the teaching content of relevant values education domains, and pursue continuous personal growth through lifelong learning;</li> <li>• effectively integrate education theories with teaching practices to cultivate students’ positive attitudes towards life as a reflective practitioner who has an acute awareness of current issues and life;</li> <li>• proactively co-operate with colleagues and promote team collaboration, introduce new ideas and implementation strategies in a timely manner, optimise the school-based curriculum, and promote among peers a culture of learning and sharing;</li> <li>• recognise the high societal expectations on teachers’ moral character, conduct and behaviours; and serve as a role model by practising what he/she preaches and setting a good example in daily interactions with students;</li> <li>• care for students, understand and respect learner diversity, and foster a caring and respectful school culture in a supportive and open-minded attitude, with the aim of promoting their healthy development; and</li> <li>• actively develop learning and teaching resources and eagerly share teaching practices, thereby contributing to the sustainable development of values education.</li> </ul>

Area	Performance Indicator	Examples of Excellence
Performance Assessment	1.5. Assessment Planning and Use of Information	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• strategically and systematically use various assessment modes and tools to support curriculum planning, and cater for students’ abilities, learning progress as well as other school contextual factors; and regularly review them to ensure that they align with current curriculum objectives and conceptual frameworks for assessment;</li> <li>• design formative and summative assessment modes of different difficulty levels in accordance with curriculum objectives, learning focuses, expected learning outcomes and students’ learning progress to cater for different levels of performance and learner diversity, and to provide students with equal opportunities to showcase what they have achieved;</li> <li>• make use of assessment to enhance learning, and give timely, positive and clear feedback on students’ learning attitudes and behaviours to affirm correct attitudes and behaviours without shying away from addressing their deviations and mistakes, thereby helping students differentiate right from wrong, reflect for improvement, and progressively develop strong positive values.</li> <li>• regularly review implementation effectiveness, and evaluate students’ learning effectiveness and progress by diversified means of curriculum evaluation, such as students’ self-assessment, teachers’ and parents’ observation as well as learning portfolios; lead colleagues in formulating relevant assessment policies and taking concrete measures in the implementation and execution, thereby improving the effectiveness of “assessment for learning” and “assessment as learning”; and</li> <li>• care for students attentively, make acute observation of their learning, emotions and behaviours as well as maintaining close communication with parents, subject teachers and student guidance personnel, corroborate and consolidate observations made inside and outside the classroom through various channels, provide timely guidance in response to students’ behaviours, and make use of the observations to benefit the planning of values education by continuously reviewing and adjusting the emphases and implementation priorities of school-based values education.</li> </ul>

## 2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1. Values and Attitudes	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• cultivate students' proper values and attitudes as well as good behaviours, and nurture a new generation who loves our country, Hong Kong and our community and is equipped with a sense of social responsibility and national identity, an affection for Hong Kong as well as an international perspective;</li> <li>• promote values education through nurturing in students the twelve priority values and attitudes, namely "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety", or other values or attitudes as appropriate in accordance with the school's philosophy and context;</li> <li>• espouse Chinese culture as the backbone of values education to help students understand and appreciate traditional Chinese culture and values, develop in students the core values underpinning Chinese morals and culture for fostering their good moral character and conduct, and guide students to base their judgments, decisions, behaviours and attitudes on national interest and universal values, thus enabling them to thrive healthily with a sense of national identity, and navigate changes and challenges in a courageous, optimistic and proactive manner;</li> <li>• enhance life education (including understanding the meaning of life, facing adversity and challenges with positive attitudes, respecting and cherishing life, realising one's goals and exploring the future), and emphasise the learning elements of sex education (including self-understanding, establishing good interpersonal relationships, self-protection, respect for and acceptance of others) and anti-drug education (including knowing the harm of drugs, building positive values for facing adversity and resisting temptation, building a positive attitude towards life and leading a healthy lifestyle) as appropriate in light of the school context;</li> <li>• encourage students to respect diversity to help them learn to put themselves in others' shoes, respect others and maintain a harmonious interpersonal relationship both inside and outside the classroom and in the cyber world; cultivate a sense of self-discipline, law-abidingness and responsibility among students so that they are willing to accept and bear the consequences of their own acts, and help them distinguish right from wrong, correct mistakes and develop good character; and</li> </ul>



Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> <li>• help students set goals and put them into action; recognise and value students' potential and achievements, and encourage students to adopt a proactive attitude towards learning, pursue excellence, build self-confidence, cultivate self-discipline, keep an open mind, respect one another, readily collaborate and share learning experiences and achievements with others, thereby creating a caring and pleasurable learning atmosphere.</li> </ul>
	2.2. Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• help students develop a correct understanding of Chinese history, an appreciation for Chinese culture and traditional values, as well as respect for national symbol and sign (including the national flag, the national emblem and the national anthem), and promote the importance of the Constitution and the Basic Law;</li> <li>• enhance students' resilience to adversity and abilities to manage emotions, make judgments, solve problems, engage in communication and social interactions and exercise self-control, educate students to cherish life, and nurture in them values such as self-esteem, self-confidence, perseverance, empathy, self-discipline and commitment, thereby fostering their whole-person development and preparing them for making contributions to society;</li> <li>• cultivate in students media and information literacy which enables them to handle information from different media in a rational and responsible attitude; and facilitate students' comprehension, analysis, clarification and judgment as to the authenticity of the information or the presence of any hidden stance, so that students are capable of making decisions and performing actions that are rational and responsible;</li> <li>• cater for students' diverse abilities, interests and learning needs, foster students' learning motivation, promote different levels of thinking for students of varied abilities to learn at their own pace, and encourage self-directed learning, with the aim of propelling students towards continuous improvement and realisation of potential;</li> <li>• encourage students to develop through an inquiry process the ability to learn independently by actively gathering, collating and comprehensively assessing information, thus enriching their learning experiences as well as fostering their ability to construct knowledge and the spirit of self-directed learning;</li> <li>• encourage students to be receptive to advice, and help them sustain the practice of identifying strengths and weaknesses from teachers' feedback, so that they can make improvements to have a better grasp of the learning content and related skills; and</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> <li>collaboratively create an entrepreneurial and creative school atmosphere, deepen students' understanding of the fast-changing world, develop in them a positive world view, and encourage them to capitalise on the advantages and dynamics of Hong Kong as an international metropolis.</li> </ul>

### 3. Professionalism and Commitment to the Community Domain

Area	Performance Indicator	Examples of Excellence
Professionalism and Commitment to the Community	3.1 Contribution to the Profession and the Community	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• demonstrate good moral character, observe rules and the law, and serve as a role model by setting a good example for others;</li> <li>• uphold professional conduct and abide by the rule of confidentiality; and respect individuals' privacy (including that of students, parents and colleagues);</li> <li>• strive to enhance professional competence, proactively reflect on teaching practices, and pursue continuous self-improvement, thereby promoting teachers' professional development;</li> <li>• perform the three professional roles of a teacher, namely a "caring cultivator" who supports students' all-round growth, an "inspirational co-structor" who constructs knowledge together with students, and a "committed role model" who shows professionalism;</li> <li>• facilitate the transfer of experience by guiding and inspiring peers and new teachers in such areas as professional knowledge and teachers' professional conduct, and foster a culture of collegial collaboration and sharing;</li> <li>• dare to innovate, design and share exemplary teaching practices with peers, actively take part in educational research, and make good use of various channels, such as publications, to demonstrate teaching practices with proven effectiveness; and</li> <li>• actively participate in and organise local, national and international professional development training, sharing and exchange activities within and outside the school, and pursue continuing education; produce exemplary teaching materials, and support cross-subject, cross-school or cross-territory collaboration for sharing teaching experiences and establishing communities of learning and practice, thereby promoting professional exchange.</li> </ul>

## 4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 Support to School Development	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• make good use of school resources and manpower to build consensus and consolidate views; readily recognise and encourage partner teachers; and strategically strengthen teachers' professional exchange and promote teachers' professional growth, with a view to enhancing the professional capability of teachers and developing the school into a learning organisation;</li> <li>• formulate school-based development strategies and measures that meet the needs of the school, teachers and students, and develop a school-based curriculum that aligns with the school's mission and addresses stakeholders' concerns by taking into full consideration the views of different stakeholders (e.g. parents, local community and the public); and flexibly deploy school resources and tap external resources to support the implementation of various measures and effectively promote the overall development of the school;</li> <li>• inspire peers to join hands in improving learning and teaching; promote a collaborative and sharing culture within the school; lead and assist them in recognising and realising the school's vision and mission and promoting continuous school development by sharing exemplary practices and experiences; and showcase the essence of the school culture and ethos through various effective channels;</li> <li>• maintain close ties with the local community, and based on the school's development needs, purposely engage external professional support services or enlist external institutions in collaboration programmes to provide opportunities for broadening teachers' and students' horizons, enriching students' learning experiences and fostering teachers' professional growth, with a view to effectively taking forward school-based curriculum reforms, enhancing learning and teaching effectiveness, and continuously maximising the benefits of the positive impacts and experiences of curriculum reforms; and</li> <li>• see parents as important partners in school development; effectively collect and follow up on the views of parents; promote diversified parent education activities to enhance parents' knowledge and skills in educating their children; and work with parents to promote students' whole person development.</li> </ul>

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