

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

Excellence Indicators for Teaching Practices

Award for Education Innovation

Foreword

The *Excellence Indicators for Teaching Practices* 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 consulted a number of references, including curriculum documents (see References on page 6). 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 in which a teacher has demonstrated excellence in providing students with learning experiences that facilitate their learning. These practices should be grounded in a coherent conceptual framework or academic research, exhibit reflective elements, and be inspiring and shareable with peers.

In the context of the Award for Education Innovation, “education innovation” refers to a teacher’s ability to effectively enhance the quality of education by taking into account the latest trends and development in education. Such enhancement is based on a range of professional innovations introduced by teachers in lesson planning, teaching pedagogy, curriculum and assessment design, adaptation of teaching materials or utilisation of technologies to enhance the effectiveness of both teaching and assessment/foster students’ whole-person development in a systematic manner. The Assessment Panel will examine whether the nominees can provide valid evidence to demonstrate excellence in their teaching practices in two key areas, namely “Professional Competence and Innovative Spirit” and “Effectiveness of Education Innovation”.

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.

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 two key areas 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 innovative, 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)

October 2024

Excellence Indicators for Teaching Practices

Award for Education Innovation

1. Professional Competence and Innovative Spirit

Assessment Criteria	Examples of Excellence
<p>a) Displaying mastery of subject/professional knowledge and skills, and constantly innovating and striving to keep abreast of developments in education practices and the latest trends</p> <p>b) Setting appropriate learning objectives for lessons, designing diversified learning activities in class, and adopting effective teaching strategies to ensure students' attainment of the learning targets</p> <p>c) Adopting innovative and diverse assessment methods to comprehensively evaluate students' learning performance and teaching effectiveness</p> <p>d) Flexibly adapting the learning content and learning process by adopting a student-centred approach to cater for learner diversity</p> <p>e) Adopting effective classroom instruction, questioning, interaction and management techniques</p> <p>f) Holding appropriate expectations for students, and encouraging them to pursue continuous self-improvement and realise their potential</p> <p>g) Formulating/implementing the school's policies, procedures and initiatives in accordance with its values, vision and mission</p>	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● display mastery of up-to-date professional knowledge regarding curriculum objectives, pedagogy and subject content, and demonstrate excellence in assessment literacy; ● actively explore and daringly integrate innovative thinking into teaching practices to enhance the quality of learning and teaching while keeping abreast of the latest educational trends through continuous learning; ● strive to enhance professional competence, proactively reflect on teaching practices, pursue continuous self-improvement, and effectively integrate education/learning theories with teaching practices, ultimately contributing to both learning and teaching; ● perform the three professional roles of a teacher, namely a “caring cultivator” who supports students' all-round growth, an “inspirational co-constructor” who constructs knowledge together with students, and a “committed role model” in teaching profession who shows his/her professionalism; ● flexibly allocate learning time to cater for students' diverse needs, thereby providing them with an open learning environment and creative space; ● design diversified class learning activities, continuously update learning and teaching resources and/or employ innovative teaching strategies to facilitate effective learning and offer pleasurable and meaningful learning experiences for students; ● demonstrate a thorough understanding of how technology can support learning and teaching, such as selecting and deploying appropriate e-teaching tools to integrate technology into lessons;

Assessment Criteria	Examples of Excellence
	<ul style="list-style-type: none"> ● demonstrate excellent pedagogical content knowledge and competence in classroom management by using clear and accurate teaching languages and asking structured questions; provide timely, specific and positive feedback in light of student’s varied abilities and needs to clarify concepts and enhance participation in classroom learning; ● understand students’ actual learning needs and identify their learning difficulties and strengths at an early stage; adopt suitable and innovative strategies to support students in unleashing their potential and sustaining their learning interest inside and outside the classroom; ● deploy innovative approaches and flexible teaching strategies to overcome constraints on space, resources and students’ conditions, thereby creating an inclusive and supportive learning environment conducive to all students; ● utilise different assessment strategies and tools to collect evidence of student learning, and adapt learning objectives and content, teaching strategies and pace as well as assessment standards as appropriate according to students’ learning progress; ● design and implement an innovative, coherent, balanced and diversified school-based curriculum to ensure vertical interface between different learning stages as well as lateral coherence of the curriculum while facilitating organic connections of various learning areas; ● foster students’ all-round development through cross-disciplinary collaboration and organic integration of knowledge, skills and ways of thinking across subject boundaries; and ● establish a clear mechanism that aligns with the school’s values, vision and mission to monitor and review the effectiveness of curriculum adaptation in a timely manner, reflect on teaching effectiveness, and holistically evaluate students’ cross-curricular learning performance.

2. Effectiveness of Education Innovation

Assessment Criteria	Examples of Excellence
<p>a) Developing and implementing creative curricula to assist students' development and integrative use of generic skills</p> <p>b) Practising innovative teaching pedagogy to foster active learning among students</p> <p>c) Integrating and introducing novel technologies, digital tools, online platforms, etc. to enhance the effectiveness of learning and teaching, assessment and promotion of students' whole-person development</p>	<p>By designing and implementing innovative and effective curricula/lesson plans/assessment activities, and/or adopting novel or innovative pedagogy and/or creative teaching materials, and/or introducing emerging technologies, the teacher is able to:</p> <ul style="list-style-type: none"> ● incorporate Major Renewed Emphases (MRE) such as values education and STEAM education into curricula and provide meaningful or creative contexts that nurture proper values and attitudes, thereby developing students into responsible citizens and life-long learners; ● build trust and rapport with students, and create a pleasant learning atmosphere to encourage engagement in proactive learning; ● promote students' whole-person development and cultivate their growth mindset, interests and talents; ● empower students to take charge of their learning through innovative approaches, guide them in setting specific, measurable and realistic goals, and support them in developing learning strategies and metacognitive skills to facilitate independent learning and self-reflection; ● nurture good media and information literacy in students, and encourage them to make good use of digital tools to enhance self-directed learning; ● effectively enhance students' learning ability, participation and understanding of key concepts, as well as their ability to integrate and apply knowledge and skills including essential 21st century skills such as creativity, collaboration and problem-solving, thereby fostering an innovative mindset and entrepreneurial spirit among students, while also enhancing their cultural understanding and global competitiveness; ● effectively bolster students' creative thinking in different contexts such as written and visual expression, and inquiry into scientific or social issues, and equip them with the ability to engage productively in the generation, evaluation and improvement of ideas that can result in original and effective solutions, advances in knowledge and impactful expressions of imagination; and ● arrange for students to participate in field trips or practical activities where they can apply what they have learned in real-life situations, thereby unlocking their creativity.

References

1. United Nations Educational, Scientific and Cultural Organization (2016). *Innovative Pedagogical Approaches in Early Childhood Care and Education (ECCE) in the Asia-Pacific Region: A Resource Pack*. France: Paris.
Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000246050>
2. Curriculum Development Council (2017). *Secondary Education Curriculum Guide*. Hong Kong: Education Bureau.
3. Curriculum Development Council (2017). *Kindergarten Education Curriculum Guide*. Hong Kong: Education Bureau.
4. Education Bureau (2017). *Performance Indicators (Kindergartens)*. Hong Kong: Education Bureau.
5. Committee on Professional Development of Teachers and Principals (2018). *T-standard+: Professional Standards for Teachers of Hong Kong*. Hong Kong: Education Bureau.
Retrieved from: <https://www.cotap.hk/images/T-standard/Teacher/PST-Framework-Stage-Descriptors-20180913.pdf>
6. Education Bureau (2021). *The Curriculum Framework of National Security Education in Hong Kong*. Hong Kong: Education Bureau.
7. Quality Assurance Division (2022). *Performance Indicators for Hong Kong Schools (For Secondary, Primary and Special Schools)*. Retrieved from: https://www.edb.gov.hk/attachment/tc/sch-admin/sch-quality-assurance/performance-indicators/2022_Performance%20Indicators_TC.pdf
8. Education Bureau (2022). *“Information Literacy for Hong Kong Students” Learning Framework (Updated Version) (Draft)*. Hong Kong: Information Technology in Education Section, Education Bureau.
9. The Organization for Economic Cooperation and Development (2022). *PISA 2022: Creative Thinking*. Retrieved from
Retrieved from: <https://www.oecd.org/en/topics/sub-issues/creative-thinking/pisa-2022-creative-thinking.html>
10. Vincent-Lancrin, S. (ed.) (2023). *Measuring Innovation in Education 2023: Tools and Methods for Data-Driven Action and Improvement*. Educational Research and Innovation. OECD Publishing: Paris.
Retrieved from: <https://doi.org/10.1787/a7167546-en>
11. Cambridge University Press & Assessment (2024). *Developing the Cambridge Learner Attributes: Chapter 4 Innovation and Creativity*. Retrieved from: <https://www.cambridgeinternational.org/support-and-training-for-schools/leading-learning-and-teaching-with-cambridge/guides-for-schools-and-school-leaders/cambridge-learner-attributes>
12. Curriculum Development Council (2024). *Primary Education Curriculum Guide*. Hong Kong: Education Bureau.
13. Education Bureau (2024). *Chief Executive's Award for Teaching Excellence (2024/2025) Nomination Guidelines*.