

# **Chief Executive’s Award for Teaching Excellence (2023/2024)**

## **Excellence Indicators for Teaching Practices for the**

### **Personal, Social and Humanities Education Key Learning Area**

#### **Foreword**

The *Excellence Indicators for Teaching Practices for the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA)* are compiled for use as reference in assessing nominations for the Chief Executive’s Award for Teaching Excellence (CEATE) (2023/2024).

In drafting the Indicators, we have consulted a number of references, including curriculum documents (see References on pages 14 and 15). The Indicators have been formulated and structured in a way that reflects the complexities of teachers’ work and the diverse nature of teachers’ competencies.

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

- (i) outstanding and/or innovative, with proven effectiveness in enhancing students’ motivation and/or in helping students achieve the desired learning outcomes; or  
creatively adapted from 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;
- (ii) based on a coherent conceptual framework, showing reflective practices;
- (iii) inspiring and can be shared with colleagues to improve the quality of education; and
- (iv) instrumental in achieving the learning targets of the PSHE KLA (i.e. enabling students to understand themselves, society, our nation and the world at large, maintain a healthy personal development and contribute to the well-being of the family, the local community, our nation and the world as confident, informed and responsible persons).

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 PSHE, so as to motivate teachers to pursue professional excellence.

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

Assessment Working Group  
Chief Executive's Award for Teaching Excellence (2023/2024)  
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**Excellence Indicators for Teaching Practices for the  
Personal, Social and Humanities Education Key Learning Area**

**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>• achieve the curriculum aims; keep abreast of the latest developments in education and curriculum emphases; and adopt an appropriate curriculum mode to organise the core elements/essential content for learning under the six strands of the PSHE KLA (i.e. Personal and Social Development, Time, Continuity and Change, Culture and Heritage, Place and Environment, Resources and Economic Activities, and Social Systems and Citizenship) according to the central curriculum framework, school context and students' diverse needs, with a view to enhancing students' learning effectiveness and reflecting the essence of this KLA;</li> <li>• ensure vertical continuity and lateral coherence of the curriculum as well as smooth interface between different learning stages through curriculum design that builds on experiences and lays foundation for future progress; and develop a school-based curriculum from the perspectives of the school as a whole in the light of school context and learner diversity;</li> <li>• plan and develop a broad, balanced, systematic and flexible school-based curriculum with clear learning objectives to foster students' personal and social development; help students construct a solid foundation of knowledge, understand Chinese history and culture, develop a global perspective, connect knowledge with life experiences and approach social issues from multiple perspectives; and make curriculum adaptations as appropriate to cater for students with diverse abilities and aptitudes to promote effective learning;</li> <li>• take forward the curriculum focuses (including Humanistic Qualities, Entrepreneurial Spirit, Values Education, e-Learning, Generic Skills and their Integrative Use, Promotion of National and Global Understanding, and Language across the Curriculum); prioritise these focuses in consideration of the</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<p>school's features; and provide students with diversified learning experiences, so that they can develop, integrate and apply generic skills, particularly collaborative problem-solving and holistic thinking skills;</p> <ul style="list-style-type: none"> <li>• provide students with ample opportunities to learn through enquiry and participation, and encourage proactive discussion over relevant issues to help clarify concepts and facilitate reflection, thereby enabling them to better understand various changes in local, national and global contexts, look into relevant opportunities and challenges, and develop positive values and attitudes;</li> <li>• promote diversified life-wide learning by extending learning context from the classroom to the wider social environment, and make good use of community resources to provide students with opportunities to acquire knowledge and skills in the humanities and social sciences by observing and engaging in social dynamics, thereby encouraging them to reflect on their experiences in various aspects, including personal growth, interpersonal relationships, studying and life planning, and preparing them for their future roles in society;</li> <li>• strengthen the linkage between classroom learning and real-life scenarios for different learning content by providing students with opportunities to observe and engage in social dynamics; make use of his/her extensive knowledge in the humanities and social sciences to prepare students for their future roles in society; and</li> <li>• intertwine learning content with real-life scenarios and social issues to arouse students' awareness of current affairs and help students understand themselves, society and the world, with a view to nurturing in students a healthy perception of history and culture, a positive and inclusive attitude as well as a sense of responsibility towards nature, our nation and humanity.</li> </ul>

Area	Performance Indicator	Examples of Excellence
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• take a curriculum leadership role in working closely with colleagues of the same KLA to devise a holistic curriculum development plan, and ensure vertical and lateral coherence across the curriculum of this KLA and other KLAs;</li> <li>• demonstrate effective leadership in motivating peer efforts to conduct holistic curriculum planning and review of school-based curriculum, taking into account students' needs at different stages of development; effectively co-ordinate activities related to various KLAs, subject curricula and other learning experiences; and work closely with various co-ordinators for continuous development and improvement of the school-based curricula and activities to enhance the effectiveness of the work on student nurturing;</li> <li>• keep abreast of the latest developments in education and curriculum at the local, national and international levels, enhance his/her understanding of our country's history, culture and latest developments, and incorporate relevant content into the school-based curriculum as appropriate; and implement national security education through classroom teaching and life-wide learning activities to strengthen students' understanding of the rule of law and the conditions of our country, thereby enabling students to understand the importance of national security, enhancing their sense of national identity, and enriching their understanding of the Constitution and the Basic Law;</li> <li>• properly manage and flexibly utilise resources to meet the diverse learning and development needs of students and continuously enhance the quality of student nurturing; and</li> <li>• establish a mechanism for collegial exchange and knowledge management, and promote close communication and collaboration among different panels and disciplines; and appropriately collect, develop, share and adopt good practices and views to enhance teaching effectiveness.</li> </ul>

Area	Performance Indicator	Examples of Excellence
Teaching	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• set different learning targets, adopt suitable strategies, flexibly organise learning activities, and compile different learning materials to cater for students’ learning abilities, needs, aptitudes, and interests, with a view to stimulating their active participation in learning;</li> <li>• encourage students to engage in enquiry learning through carefully designed enquiry learning activities, thus helping them acquire the necessary knowledge, have a grasp of the issues from multiple perspectives, and develop critical thinking skills and problem-solving skills;</li> <li>• broaden the knowledge base of students and help them link up different knowledge areas by incorporating in the curriculum cross-disciplinary learning elements, such as cross-disciplinary project learning activities and Reading across the Curriculum, and promoting STEAM education and Language across the Curriculum in collaboration with teachers of related KLAs and language subject panels respectively;</li> <li>• respond to changes in students’ learning needs by adopting innovative and effective learning and teaching strategies to connect learning content with real-life experiences, so as to enhance students’ interest and motivation to learn; and, in a timely manner, summarise and consolidate what students have learnt to help them discover the meaning of learning;</li> <li>• provide students with abundant learning resources and interactive learning opportunities, and facilitate learning across time and space by adopting a wide repertoire of learning and teaching resources and strategies (such as e-learning, life-wide learning and enquiry learning);</li> <li>• create plenty of diversified learning contexts and activities that align with the curriculum, and provide challenging and inspiring learning materials and resources, with a view to arousing students’ curiosity and motivation to learn as well as encouraging them to develop, integrate and apply generic skills;</li> <li>• demonstrate good classroom practices of using teaching languages in a clear and accurate manner, delivering fluent, lively and organised lessons, giving clear instructions and demonstrations, and</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<p>asking structured questions to effectively stimulate students' thinking; and provide timely and specific feedback to clarify concepts; and</p> <ul style="list-style-type: none"> <li>• take care of students' personal developmental needs, learning needs and performance, and create a positive classroom atmosphere that is receptive to and supportive of students' views and values.</li> </ul>
	1.4 Professional Knowledge and Attitude	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• have a good understanding of the rationale and content of the curriculum as well as teaching approaches and the latest developments to enhance and promote curriculum development, and apply them effectively in teaching; actively develop a school-based curriculum, closely follow up, review and reflect on the effectiveness of his/her work, lead teachers to put the curriculum into practice; and actively promote team collaboration among teachers;</li> <li>• give due consideration to students' learning needs; care about and respect each student; guide students patiently; maintain sincere communication with students and express his/her views on and expectations for them; motivate students by giving them timely and meaningful encouragement and praise; appreciate the efforts students made to make them feel valued, so as to foster mutual respect and trust between teachers and students and enhance students' sense of fulfillment and life satisfaction; and</li> <li>• contribute as an educator who proactively reflects on his/her teaching practices, teaches with great enthusiasm, strives for self-improvement, and effectively integrates education theories with teaching practices for informing learning and teaching and thus promoting continuing professional development of the school.</li> </ul>
Performance Assessment	1.5 Assessment Planning and Use of Information	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• establish a holistic assessment mechanism, and make continuous, systematic and effective use of a variety of assessment modes and tools to improve learning and teaching, monitor students' learning progress, cater for learner diversity, review teaching practices, with a view to informing the planning</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<p>and design of lessons as well as sustaining the enhancement of the curriculum and teaching practices;</p> <ul style="list-style-type: none"> <li>• have a good understanding of students’ learning performance in terms of knowledge, skills and attitudes by effectively employing the strategies of “Assessment as Learning” and “Assessment for Learning” to reflect the effectiveness of related learning activities;</li> <li>• enhance formative assessment; give students timely, constructive and positive feedback to enhance their motivation to learn; help them identify their strengths and weaknesses; and provide them with clear and specific suggestions that are conducive to improving their learning strategies;</li> <li>• adopt assessment activities with different approaches, and make effective use of internal and external assessment data and results to provide opportunities for students of varying aptitudes and abilities to fulfill their potential;</li> <li>• capitalise on students’ peer assessment and self-assessment to promote self-reflection, discussions and review of learning progress, with a view to enabling students to apply what they have learned; and</li> <li>• regularly review the assessment mechanism to ensure that it is up-to-date, and correlate the assessment results with the effectiveness of learning and teaching.</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>• uphold the spirit of cultivating values in students and guide them to comply with laws and regulations, distinguish right from wrong, develop good characters, understand the responsibilities and importance of being a good citizen, and appreciate Chinese culture;</li> <li>• help students understand themselves and their connections with society, the country and the world around them; help them develop a positive outlook on life and values; and prepare them for learning and everyday life by equipping them with a positive and optimistic attitude, a sense of commitment and the courage to change;</li> <li>• cater for the personal growth and development of students and respect individual diversity to enable all students to develop their talents to the full and achieve personal aims; and provide them with sufficient learning opportunities to develop the ability and motivation for “learning to know”, “learning to do”, “learning to live together”, and “learning to be”;</li> <li>• encourage students to keep an open mind and respect pluralism in society, so that they can think from multiple perspectives, stay empathetic, and maintain harmonious interpersonal relationships both inside and outside the classroom and in the cyber world; and develop students’ knowledge, skills and attitudes to share learning experiences and achievements ethically as responsible citizens and lifelong learners;</li> <li>• endeavour to foster in students a healthy perspective on history and culture, and a sense of responsibility for contributing to nature, the country and humanity, so that they can, through the inheritance of culture and traditions, learn from history, develop a sense of belonging to the country and culture, embrace a global outlook, and contribute to creating a better world;</li> <li>• promote entrepreneurial spirit among students to instil in them a creative and innovative mindset to take calculated risks, embrace challenges in the face of the unknown, and seize the opportunities ahead;</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> <li>• groom students as active learners by enriching their learning experiences, fostering their self-directed learning and lifelong learning, encouraging them to adopt a healthy lifestyle and instilling positive values and attitudes in them, so that they are well prepared for their future and the challenges ahead; and help them pursue personal development in a healthy manner; and</li> <li>• help students enhance their self-confidence, self-esteem and resilience to adversity, affirm their own strengths and value, and develop good self-management skills and tenacity.</li> </ul>
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• encourage students to adopt a wider perspective, understand Chinese history and culture, and seize the unique opportunities arising from Hong Kong’s integration into the country’s overall development; foster their understanding of the development of different places, and inspire them to acquire new ideas and knowledge by flexibly arranging local and non-local exchange activities in order to unleash their potential;</li> <li>• provide students with opportunities and space to expand their knowledge, so that they can not only combine and integrate knowledge of different KLAs but also learn about themselves, the community, the nation and the world, understand the present in the context of the past, think from multiple perspectives, and make reasonable judgments in an objective and rational manner;</li> <li>• help students develop, integrate and apply generic skills, and build up their analytical, judgement, adaptability and execution capabilities which are necessary for addressing social and personal issues, so as to help them deal with the ever-changing personal circumstances and social environment;</li> <li>• guide students in enquiry learning to help them become active and self-directed learners; assist students to grasp and probe deeper into relevant concepts and knowledge, co-construct knowledge with peers, and develop various skills as well as positive values, and enable them to connect knowledge with real life;</li> <li>• nurture in students good media and information literacy, and encourage them to make good use of</li> </ul>

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		<p>digital tools, social platforms and resources to enhance learning; deal with changes in the age of information technology, and in turn be able to guide students to interpret information rationally and impartially from different perspectives by exercising critical thinking when receiving, compiling or forwarding information through different channels; and</p> <ul style="list-style-type: none"> <li>• promote Language across the Curriculum, and provide language support for students in collaboration with language teachers to help students understand relevant terminologies/vocabulary, thereby enhancing their learning effectiveness.</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 to others;</li> <li>• uphold professional conduct, strive to enhance professional competence, proactively reflect on teaching practices, and pursue continuous self-improvement, in order to promote 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-constructor” who constructs knowledge together with students, and a “committed role model in the education sector” who shows his/her professionalism;</li> <li>• facilitate the transfer of experience and foster a culture of collegial collaboration and sharing by guiding and inspiring peers and new teachers in such areas as professional knowledge and teachers’ professional conduct;</li> <li>• daringly 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 as well as sharing and exchange activities within and outside the school, and pursue continuing education; produce exemplary teaching materials, and support cross-subject, cross-school, cross-territory collaboration for sharing teaching experiences and establishing communities of learning and practice, with a view to 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>• promote whole-person education in accordance with the school’s philosophy; guide and assist peers in recognising and realising the school’s vision and mission by sharing exemplary practices and experiences, with a view to supporting students’ learning and the school’s continuous development in concerted efforts;</li> <li>• improve learning and teaching of the PSHE KLA in collaboration with stakeholders by encouraging peers and other relevant parties to work in concerted efforts; and make effective use of educational resources to enhance students’ learning experiences;</li> <li>• actively support home-school cooperation with a mechanism for close and effective communication and collaboration in place to foster mutual trust between the school and parents; provide appropriate parent education to effectively support students’ learning both inside and outside the classroom or at home;</li> <li>• optimise the use of external resources (such as those from tertiary institutions and professional bodies) to provide students with meaningful learning experiences; enhance the overall capacity of teachers and promote the overall development of the school through sharing and support across disciplines and professions, so as to contribute to the school’s long-term development; and</li> <li>• actively respond to the professional developmental needs of peers, and encourage them to take part in continuing professional development activities in order to foster a sharing and collaborative culture that facilitates the organisation and establishment of a professional learning community in the school, with a view to enhancing the professional capacity of teachers.</li> </ul>

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