

# **Chief Executive’s Award for Teaching Excellence (2022 / 2023)**

## **Excellence Indicators for Teaching Practices for Guidance and Discipline**

### **Foreword**

The *Excellence Indicators for Teaching Practices for Guidance and Discipline* are compiled for use as reference in assessing nominations for the Chief Executive’s Award for Teaching Excellence (CEATE) (2022/2023).

In drafting the Indicators, we have consulted a number of references including curriculum documents (see References on pages 13-14). 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 to 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, showing reflective practices;
- (iii) inspiring and can be shared with colleagues to improve the quality of education; and
- (iv) instrumental in achieving the targets of Guidance and Discipline (i.e. creating a harmonious and caring school atmosphere through the whole-school approach so as to nurture students’ positive values, attitudes and behaviours; equipping students with the necessary skills to overcome learning and life challenges at different stages of development; providing appropriate counselling services for students with learning, behavioural and emotional problems; specifically for the area of Life Planning Education and Career Guidance, it means connecting with school’s curriculum to equip students with the knowledge, skills and attitudes to make informed choices for further studies or career in accordance with their interests, abilities and orientations, and to integrate their career/academic aspirations with whole-person development and lifelong learning).

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 guidance and discipline, 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 (2022/2023)  
November 2022

## **Excellence Indicators for Teaching Practices for Guidance and Discipline**

### **1. Professional Competence Domain**

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Design and Organisation	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• formulate the policy and measures of whole-school approach to guidance and discipline (including life planning education) that focus on student learning and are in line with the educational trends, the school's vision and mission, and learner diversity; implement a sustainable and appropriate school-based curriculum and personal growth programmes, and take forward relevant tasks effectively;</li> <li>• actively develop a shared vision with peers and strengthen the collaborative culture of teachers to foster students' whole-person development; assist in the implementation of the policy of whole-school approach to guidance and discipline; mobilise teachers and students to jointly establish a caring campus with an inclusive culture, and cultivate students' sense of belonging to the school;</li> <li>• adhere to the principle of positive discipline by properly implementing clear, fair and reasonable school rules with a reward and punishment system, as well as policies and measures on promoting a healthy campus, with a view to providing a safe, healthy and harmonious school environment for students; and establish a support mechanism to enable timely intervention and following up in crisis situations;</li> <li>• implement comprehensive and appropriate guidance and discipline/career guidance programmes designed according to students' varying needs for personal, social, academic and career development; provide them with developmental, preventive and remedial guidance services; identify and attend to students' problems as early as possible; and establish a referral mechanism and make effective use of it;</li> <li>• actively provide comprehensive student guidance services and authentic learning activities; take forward the priorities of the whole-school approach to guidance and discipline at school, grade,</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<p>class and individual levels; and promote close cooperation of all subject panels and committees to effectively coordinate their efforts in student development, and adjust learning content and counselling strategies to appropriately cater for students' individual needs (including students with special educational needs, non-Chinese speaking students, and newly-arrived children), with a view to supporting the healthy development of students and helping them unleash their potential;</p> <ul style="list-style-type: none"> <li>• provide appropriate personal growth education, life education and values education curricula with equal emphasis on knowledge, skills and attitudes, and develop learning content relevant to daily life with regard to students' needs, affective development and interests, enabling students to acquire broad and balanced learning experiences, generic skills, the ability to control emotions, and positive attitudes such as respecting and cherishing life; and</li> <li>• formulate appropriate school-based life planning education policies and provide career guidance services; incorporate learning elements of life planning education including "Self-understanding and development", "Career exploration" and "Career planning and management" which are applicable to secondary students/"Self-understanding and development", "Study pathways and career exploration" and "Planning and management of further studies" which are applicable to upper primary students into school curriculum and/or student development; and help students fulfil learning expectations through integration and collaboration with subject panels, Applied Learning and other student support services.</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>• 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 coordinate activities related to various Key Learning Areas, subject curricula and/or other learning experiences; and work closely with various coordinators for continuous development and improvement of the school-based curricula and activities to enhance the effectiveness of work on nurturing student;</li> <li>• understand the latest developments in education and curriculum at the local, national and international levels, and incorporate relevant content into the school-based curriculum;</li> <li>• effectively implement the whole-school approach to guidance and discipline, and enhance liaison and collaboration among different panels and disciplines in order to promote values education (including life education, national education and national security education) and provide students with authentic learning experiences;</li> <li>• properly manage and flexibly utilise resources of guidance and discipline, and make effective use of the additional resources/manpower provided for life planning in order to meet the diverse learning and development needs of students (including life planning education) and continuously enhance the quality in nurturing student;</li> <li>• establish a mechanism for collegial exchange and knowledge management, maintain close communication and collaboration with team members, effectively coordinate school-based guidance and discipline measures or life planning education policies to promote understanding and acceptance among stakeholders; and appropriately collect, develop, share and leverage good practices to enhance work effectiveness; and</li> <li>• establish a sound evaluation and monitoring mechanism to effectively assess the deliverables of various student support measures, activity programmes and school-based curricula; and adjust learning content and strategies, deploy resources and take follow-up actions in a timely manner to cater for the diverse learning and development needs of students, thereby meeting the objectives of student development.</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>• adopt an approach centring on student learning to draw up suitable teaching objectives and learning content that are properly linked to students' life experience as well as local and non-local exchange activities, and set reasonable expectations for students; create interactive activities or classroom settings by adopting flexible or innovative teaching strategies, giving positive encouragement, and using effective questioning and explanatory techniques; and give appropriate feedback to engage students in active learning and effectively motivate them to reflect, solve problems and innovate in the school-based counselling programmes/lessons;</li> <li>• effectively implement classroom management strategies to foster the relationship between teachers and students, support students' affective development and enhance their sense of belonging to the school;</li> <li>• coordinate cross-panel and cross-disciplinary collaboration to provide ample opportunities for students to participate in activities organised by the school and external organisations, in order to enhance their understanding of physical and mental health issues (e.g. prevention of suicide and depression, internet addiction, cyber bullying, dangers of drug abuse, peer bullying, etc.) and consolidate the life skills they acquired;</li> <li>• cater for learner diversity and provide a variety of support services and activities to meet students' different development needs; early identify students who may have behavioural and emotional problems and teach them the skills on emotion management and interpersonal relationships to help them be more receptive to advice; provide students with individual/group counselling or referral to professional services where appropriate, thereby helping students at different stages of development to learn effectively and integrate into school life;</li> <li>• arrange diversified activities related to progression to secondary schooling (e.g. counselling services and visits for primary-secondary transition) for senior primary students to familiarise them with the learning modes, subjects and medium of instruction, etc. in secondary schools, so that they can set goals and get prepared for school selection and the transition; and</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> <li>provide students with rich learning experiences by offering them service placements of different nature in different industries so that they can acquire authentic work-related experiences and learn about the actual operation of organisations and requirements of employers; help students explore their own career orientations, enhance generic skills and develop correct work attitudes and values.</li> </ul>
	1.4 Professional Knowledge and Attitudes	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>master the concepts and professional knowledge about the whole-school approach to guidance and discipline and student development; have a thorough understanding of the trends in student development; actively develop 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>have a good understanding of students' upbringing, socioeconomic condition and family structure; provide timely support according to different needs, abilities and family changes of individual students; have appropriate expectations for students and help them achieve whole-person development and unleash their potential;</li> <li>care about and respect each student from their perspective, taking into account their development needs; guide students patiently; maintain sincere communication with students and express his/her views on and expectations for them, and timely motivate students by giving them meaningful encouragement and praise; appreciate the efforts students made to make them feel valued so as to foster mutual trust and respect between teachers and students and enhance students' sense of fulfillment and life satisfaction; and</li> <li>keep abreast of the latest developments in life planning education and career guidance; collect, update and disseminate to students information on further studies and future career; provide effective support to students and parents; help students develop self-understanding, personal planning, goal setting as well as self-reflection and revision; and equip them with the knowledge of various study, career and training pathways, so that they are well-prepared for the way ahead.</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>• establish an effective assessment mechanism and make effective and systematic use of a variety of assessment modes and tools; systematically monitor students' performance and progress in behaviour and acquisition of values and attitudes on an on-going basis to cater for learner diversity; and regularly review guidance and discipline programmes and practices to assess the effectiveness of their implementation, with a view to sustaining the enhancement of the curriculum and teaching practices;</li> <li>• give students timely and positive feedback as well as opportunities for reflection to help them improve academic and non-academic performance; and make good use of students' assessment information to offer constructive suggestions for improvement;</li> <li>• capitalise on student self-assessments and peer assessments or other e-assessment tools to facilitate students' self-reflection and review of their learning progress, thus reinforcing and improving their learning; and</li> <li>• motivate students to conduct assessment systematically for a better understanding of themselves, including their interests, abilities and orientations; and help students keep abreast of the latest developments in further studies and career opportunities, so that they can develop a life plan, set realistic and achievable learning and career goals and draw up implementation plans.</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>• guide students to respect laws and regulations and uphold the attitude of compliance, with a view to cultivating values for students; help students understand the responsibilities and importance of being a good citizen and acknowledge that in the exercise of individual rights, it is also important to respect and guarantee others' rights, and to promote others' compliance with the law and respect for the rule of law;</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>• cultivate a sense of self-discipline, law-abidingness and responsibility in 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;</li> <li>• encourage students to respect diversity to help them maintain a harmonious interpersonal relationship both inside and outside the classroom and in the cyber world; nurture students' media and information literacy, such as enhancing their awareness of preventing cyber-bullying, protecting personal data privacy and preventing internet addiction, so that they can practically differentiate between the virtual and the real world, and develop students' knowledge, skills and attitudes to use information and information technology ethically and effectively as responsible citizens and lifelong learners; and</li> <li>• encourage students to shape academic or career aspirations for the future, and make informed and responsible choices for further studies or career according to their personal attributes, interests and abilities as well as teachers' advice.</li> </ul>

Area	Performance Indicator	Examples of Excellence
	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 and seize the unique opportunities arising from Hong Kong’s integration into the country’s overall development; foster their understanding of the developments of different places and inspire them to acquire new ideas and knowledge by arranging extensive local and non-local exchange activities;</li> <li>• create space to help students develop, present and appreciate positive behaviour so that they can make wise and sensible decisions in real life situations;</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> <li>• encourage students to think independently, engage in self-reflection and be considerate, and enhance their responsiveness to and autonomy in personal growth; help them see the importance of emotional and mental well-being and coping with stress in a positive manner, and foster among them positive values and a healthy lifestyle conducive to good physical and mental health;</li> <li>• discuss with students how to make good use of social platforms, nurture good media and information literacy and exercise critical thinking, so that they can interpret information rationally, impartially and from different perspectives when receiving, compiling or forwarding information through different channels;</li> <li>• raise students’ understanding of and reinforce a proper attitude towards physical and mental development as well as behavioural problems, enhance their capabilities in communication, collaboration and resisting temptations, teach them the skills on emotion management, and help them develop good social behaviour;</li> <li>• nurture soft skills, morals, ethics, positive attitudes and adaptability in students, and help them apply what they learn to daily life, learning activities and workplace experience programmes; and</li> <li>• help students understand their own interests, abilities and orientations so that they can plan ahead by setting and reflecting on their personal goals, and provide students with diversified information on further studies, career and training to help them make informed and responsible choices.</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 of teacher 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>• take good care of personal physical and mental well-being, and actively promote positive values among peers;</li> <li>• uphold professional conduct, strive to enhance professional competence, proactively reflect on teaching practices, and pursue continuous self-improvement;</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 teaching profession” who shows his/her 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, etc.;</li> <li>• daringly innovate and readily share exemplary teaching plans and practices with peers as reference;</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, with a view to promoting professional exchange;</li> <li>• proactively and enthusiastically organise or participate in the activities of professional institutions, education-related community service groups or professional organisations, and offer constructive suggestions to government organisations or advisory bodies (including formulation, implementation and review of education policies), with a view to promoting education development and giving back to society; and</li> <li>• promote positive values in the community by actively participating in community services and sharing social resources with the needy.</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>• motivate peers to recognise and realise the school’s vision, mission and values; proactively support peers in using information technology, social media platforms, etc. to provide comprehensive guidance and discipline, including life planning education; collaborate with stakeholders to drive continuous school development; and make concerted efforts by building a consensus among peers to fulfill their shared commitment to nurturing students;</li> <li>• optimise the use of external resources (such as those from tertiary institutions, professional bodies, disciplined services and social welfare organisations) and develop partnerships with parents, school social workers, external organisations and the community in taking forward projects (such as those under the Business-School Partnership Programme and the District Development Networks) to provide students with meaningful learning or career-related experiences; help them set development goals, make informed, responsible and wise choices for further studies and future career, and integrate their academic or career aspirations into whole-person development and lifelong learning;</li> <li>• actively support home-school collaboration with a mechanism for close and effective communication and collaboration in place to foster mutual trust with parents; provide appropriate parent education for fostering parent-child communication and parenting skills that are effective in supporting student learning both inside and outside the classroom or at home, with a view to promoting students’ all-round growth;</li> <li>• actively respond to the professional development needs of peers and encourage them to take part in suitable continuing professional development activities to enhance their knowledge and skills on guidance and discipline, life planning education, inclusive education, anti-drug education, and life education, with a view to enhancing the professional capacity of teachers, developing the school into a professional learning community, and contributing to the school’s long-term development and innovation; and</li> <li>• motivate peers to actively participate in the school’s guidance and discipline work, including life planning education; create a healthy and harmonious school atmosphere; cultivate a caring culture on campus; and make concerted efforts to build harmonious and close teacher-student and student-student relationships in the school through team work.</li> </ul>

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