

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

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

### **General Studies**

#### **Foreword**

The *Excellence Indicators for Teaching Practices for General Studies* 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 12 and 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 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 General Studies (enable students to “understand their growth and development, develop a healthy lifestyle and respect for themselves and others, and attach importance to harmonious interpersonal relationships; understand the development and changes of the community, and appreciate and respect multiculturalism of Hong Kong; develop care and concern for the well-being of their families, the community of Hong Kong, the nation and the world, and as a result understand their roles and responsibilities in their families, society and country, respect the rule of law and

contribute for the common good; develop interest in exploring the scientific world and technological world, integrate and apply science and technology knowledge and skills to solve everyday problems; understand the impact of science and technology on human society and the environment, and practise green living; develop capabilities of effective and ethical use of information and information technology, engaging in continual 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 General Studies teacher, 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 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, the collaboration 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 General Studies**

### **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>• conduct review and planning for the General Studies (GS) curriculum, and set out clearly defined learning targets and learning objectives that align with the aims, framework, major renewed emphases of the curriculum and directions of development, taking into account the school context and students' needs;</li> <li>• draw on extensive experience in curriculum organisation to carry out a holistic planning for school-based GS curriculum, set short-term and long-term goals, and formulate a concrete implementation plan; strategically develop a school-based curriculum with a balanced coverage of the core learning elements in the six strands of GS with due consideration of students' abilities and learning needs, with a view to promoting whole-person development of students;</li> <li>• cater for learner diversity through curriculum design to enhance students' motivation and interests in learning; effectively help them construct knowledge and develop creativity, collaboration and problem-solving skills; cultivate positive and correct values and attitudes in them; and strengthen their affective development and sense of national identity;</li> <li>• strengthen the vertical continuity and lateral coherence of the GS curriculum to provide students learning experiences of different subjects through organic integration and natural connection so as to enable students to have foundation knowledge and skills of the Science Education Key Learning Area (KLA), the Technology Education KLA and the Personal, Social and Humanities Education KLA, with a view to ensuring smooth interfaces between different key stages, and closely linking the major renewed emphases to students' different learning experiences;</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> <li>• actively respond to the new elements in the “Ongoing Renewal of the School Curriculum”, develop a student-centred curriculum in a holistic manner, attach importance to the development of students’ enquiry and self-learning capabilities, effectively promote STEAM education, and deepen values education with a view to fostering whole-person development and lifelong learning of students;</li> <li>• effectively guide students to develop a correct understanding of Chinese history and appreciate Chinese culture and traditional values through cross-curricular learning both inside and outside the classroom and life-wide learning; and</li> <li>• use “learning time” flexibly, make good use of thematic learning activities, extended learning activities and project learning activities, and actively collaborate and coordinate with teachers of other KLAs.</li> </ul>
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• formulate an effective mechanism to plan the curriculum, monitor the implementation and evaluate the effectiveness of the curriculum systematically, and keep pace with the times by adapting the curriculum content and teaching schedules and adjusting the teaching strategies with regard to the actual circumstances;</li> <li>• play a leadership role in facilitating the holistic planning of school-based curriculum development and the establishment of an effective mechanism for peer professional sharing and exchange, and strengthen the reflection and learning among team members, so as to continuously refine the school-based curriculum and teaching practices;</li> <li>• actively tap into and flexibly utilise, deploy, manage and share internal and external resources, and collect, develop and leverage good practices as appropriate to enrich the learning experiences of students and enhance the effectiveness of learning and teaching; and</li> <li>• formulate a clear and systematic curriculum evaluation mechanism, collect relevant assessment data to evaluate the effectiveness of the curriculum by adopting an evidence-based approach, and ensure close connection between the curriculum design—learning and teaching—evaluation cycle, with a</li> </ul>

Area	Performance Indicator	Examples of Excellence
		view to informing curriculum planning.
Teaching	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• achieve curriculum goals by providing diversified and rich learning experiences as well as making effective use of innovative learning and teaching strategies that are in line with the school-based curriculum;</li> <li>• adopt appropriate teaching strategies in accordance with students’ abilities and learning needs to enhance their self-efficacy and effectively foster their motivation and interests in learning with a view to catering for learner diversity;</li> <li>• provide students with diversified learning experiences that align with the learning objectives of the GS curriculum by making good use of “learning time” and various resources so as to expand their learning space and horizons; and strengthen the linkage between cross-curricular learning experiences through thematic and life-wide learning activities with a view to connecting students’ learning to their real-life experiences;</li> <li>• make good use of pedagogy centering on student learning to facilitate teacher-student and student-student interactions; effectively help students construct knowledge, develop generic skills and self-directed learning abilities, and cultivate positive and correct values and attitudes through activities such as cooperative learning, discussions of life events, scientific enquiry, project learning, etc.;</li> <li>• meticulously design and organise STEAM-related activities to cultivate students’ interests in science and technology; and strategically provide hands-on and minds-on activities to enable students to master the science process skills, acquire experience in “design and make”, learn to integrate and apply knowledge and skills so that they can face challenges and solve everyday problems with correct values and attitudes;</li> <li>• integrate coding activities with teaching content in the GS curriculum as appropriate to develop students’ computational thinking and creative problem-solving skills effectively while enhancing their media and information literacy by infusing relevant elements into regular classroom learning</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<p>activities;</p> <ul style="list-style-type: none"> <li>• create a safe, pleasant and inspiring learning environment, effectively employ information technology and electronic learning platforms for learning, and make good use of school and community resources to organise life-wide learning activities with a view to enriching students' learning experiences thereby promoting whole-person development; and</li> <li>• evaluate and revise teaching content and adopt differentiated teaching strategies with adjustment in a timely manner in accordance with students' performance in order to cater for learner diversity effectively.</li> </ul>
	1.4 Professional Knowledge and Attitudes	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• keep abreast of the latest developments in the GS curriculum; acquaint themselves with the renewed curriculum emphases, subject content and pedagogies; and apply relevant knowledge and skills in day-to-day classroom teaching;</li> <li>• create a dynamic and engaging learning environment in accordance with students' needs, play multiple roles in motivating, facilitating, enabling and assessing students' learning in varied learning contexts to cater for their diverse learning needs, reflect constantly on teaching practices for self-improvement thereby achieve the set learning goals, and strive to improve;</li> <li>• demonstrate passion for teaching, good moral character, correct and positive values and attitudes as well as proper words and deeds to serve as students' role model; care for students, understand, accept and respect learner diversity; have reasonable expectations for students; recognise and appreciate students' achievements; and play a vital role in fostering whole-person development of students;</li> <li>• act as a curriculum leader by building a professional team strategically to develop the curriculum, learning and teaching strategies and assessment methods; and actively promote professional exchange and sharing activities with a view to facilitating the development of the subject; and</li> <li>• organise professional learning communities to reflect on, share and pass on teaching experience through professional dialogues, ongoing training and action research, thus facilitating the</li> </ul>

Area	Performance Indicator	Examples of Excellence
		<p>professional development of individual teachers and the teaching profession and also building a culture of collaboration and sharing.</p>
Performance Assessment	1.5 Assessment Planning and Use of Information	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• demonstrate assessment literacy; develop a clear and comprehensive assessment mechanism and criteria; make good use of assessment for learning to analyse students' assessment information and provide feedback as appropriate; and promote assessment as learning so that students can take part in assessment actively during the learning process;</li> <li>• promote student-centred learning, teaching and assessment cycle and make effective use of formative assessment to provide students with timely, specific and constructive feedback that helps improve student learning;</li> <li>• appropriately use diversified assessment tools, such as assignments, e-assessment tools and learning portfolios, which are relevant to different learning content and learning and teaching activities to track student learning progress and timely assess their performance;</li> <li>• make good use of students' self-assessment and peer assessment to engage students in self-reflection, thus allowing individual students to understand their personal strengths and weaknesses and to seek self-improvement accordingly; and</li> <li>• understand and make good use of information technology tools, systematically collect assessment data, and consolidate, store and analyse such data to continuously enhance the effectiveness of the curriculum design—learning and teaching—assessment cycle, thereby facilitating effective learning.</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>• effectively promote values education, provide guidance to help students face the problems they encounter during personal growth and development with a positive, optimistic and correct attitude, and encourage them to attach importance to interpersonal relationships and show respect for themselves and others;</li> <li>• integrate various values education activities, such as discussions of life events, analysis of current affairs, visits, etc., and collaborate with external organisations when necessary to create an atmosphere conducive to learning and cultivating students' positive and correct values and attitudes;</li> <li>• actively nurture students to care about the development and changes of the Hong Kong community, and appreciate and respect the multiculturalism in Hong Kong;</li> <li>• help students understand our society, nation and the world; effectively promote national education, including national security education, to cultivate students' sense of belonging to the country, foster their appreciation, love and respect for Chinese history and culture as well as strengthen their sense of national identity so as to pass on the heritage of Chinese culture;</li> <li>• effectively further students' understanding of their roles and responsibilities as family and society members and also the respect for the rule of law and law-abidingness, so that they can become good citizens who are confident, responsible, empathetic, diligent, committed to their families, society and the country, eager to serve, and ready to take accountability;</li> <li>• nurture students to care about the development of science and technology and its impact on the human society and the environment; teach them to make effective use of resources and cherish the environment, help students develop self-management skills and a healthy lifestyle as well as practise green living; and</li> <li>• nurture students to meet challenges and solve problems with perseverance and integrity, enhance their media and information literacy so that they use information and information technology ethically and</li> </ul>



Area	Performance Indicator	Examples of Excellence
		responsibly.
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• organise learning activities covering the core learning elements in the GS curriculum to cater for students’ needs, and effectively equip students of diverse abilities with the knowledge and skills required for their smooth transition to junior secondary education;</li> <li>• organise extended learning activities, such as project learning and life-wide learning, as appropriate, to enrich students’ learning experiences, broaden their horizons and develop their generic skills, including but not confined to creativity and collaboration skills;</li> <li>• effectively help students construct knowledge, acquire self-directed learning skills, learn how to learn, and develop their science process skills, computational thinking as well as skills in “design and make” and applying information technology for learning with a view to enhancing students’ media and information literacy;</li> <li>• organise appropriate learning activities, such as visits, interviews and exchange programmes, to enhance students’ understanding about themselves, their families, society, the nation and the world, and effectively help them acquire the skills required for the 21st century; and</li> <li>• organise STEAM-related activities to effectively nurture students’ interest and curiosity in the world of science and technology, and help them develop the ability to integrate and apply their knowledge and skills (including “hands-on” skills) in science and technology to solve everyday problems.</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 and positive values, observe rules and the law, and serve as a role model by setting a good example for others;</li> <li>• 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-creator” who inspire students to construct knowledge, and a “committed role model in teaching profession” who shows his/her professionalism;</li> <li>• daringly innovate and readily share exemplary teaching plans and practices with peers;</li> <li>• promote the culture of educational research by taking part in research and writing articles on relevant subjects, conducting action research, planning or organising effective learning and co-curricular activities, and benefiting students and the school with the findings/outcomes;</li> <li>• actively participate in and organise professional development and exchange activities within or outside the school, support cross-school collaboration for sharing teaching experiences, continuously promote professional development, and establish learning communities of practice; and</li> <li>• proactively and enthusiastically organise or participate in the activities of subject societies, education-related community service groups or professional organisations, and offer constructive suggestions to government organisations and advisory bodies, with a view to promoting education development and giving back to society.</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>• collaborate continuously with peers by setting out specific and clear division of duties among team members and performing their respective functions with a view to promoting GS and cross-disciplinary collaboration, thereby facilitating school development;</li> <li>• fully collaborate with different stakeholders in supporting student learning and school development by upholding the school's belief;</li> <li>• inspire peers and other stakeholders to work in concerted efforts to create space for curriculum design as well as teaching and learning activities so as to promote school-based holistic collaboration and enhance the overall effectiveness of learning and teaching in school;</li> <li>• prepare for the school's continuous development and future changes through continuous professional development as well as exchanges and collaboration with learning communities, the community and subject-related professional bodies;</li> <li>• strive to promote collaborative lesson planning and a collaborative culture in class teaching so as to facilitate the professional growth of the teaching force, with a view to developing the school into a learning community of practice;</li> <li>• actively guide and assist peers in recognising and realising the school's vision, mission and core values on experience transfer through sharing exemplary practices and experiences, and showcase the characteristics of the school culture and ethos through various effective channels; and</li> <li>• actively support the school in promoting collaboration with students' families and the community to foster the all-round development of students.</li> </ul>

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<sup>#</sup> Chinese version available only