

Chief Executive's Award for Teaching Excellence

2025 / 2026

Nomination Guidelines



Nomination Period
7.7.2025 - 3.10.2025

STEAM Education

Curriculum Leadership

Award for Budding Teachers

**Physical Education
Key Learning Area**

Award for Education Innovation



Recognising Teaching Excellence
Fostering Professional Development



Index

Foreword and Objectives	2
Chief Executive's Award for Teaching Excellence (2025/2026) covers :	
(A) Themes: Physical Education Key Learning Area (KLA), STEAM Education and Curriculum Leadership	3-19
<i>Appendix I</i>	20-22
(B) Award for Budding Teachers	23-37
<i>Appendix II</i>	38-40
(C) Award for Education Innovation	41-55
<i>Appendix III</i>	56-58

Points to note:

- Each nominee can be nominated **once** only at this CEATE (Physical Education KLA, STEAM Education, Curriculum Leadership, Budding Teachers or Education Innovation), irrespective of individual or group nomination.
- The criteria for each award, including eligibility requirements and submission materials, etc., please refer to the relevant sections for details.

2025/2026 行政長官卓越教學獎

Chief Executive's Award for Teaching Excellence

Foreword

Since the launch of the Chief Executive's Award for Teaching Excellence (CEATE), over 950 outstanding teachers have been awarded in different themes and they have also received community-wide recognition for their achievements. CEATE (2025/2026) covers three themes and two awards, namely Physical Education KLA, STEAM Education and Curriculum Leadership, Award for Budding Teachers and Award for Education Innovation. Teachers' participation in CEATE is the key to its success and we encourage teachers to participate in CEATE (2025/2026).

Objectives

CEATE symbolises the awarded teachers' excellent efforts and dedicated commitment to education. It aims to -

- (a) recognise accomplished teachers who demonstrate exemplary teaching practices;
- (b) enhance the professional image and the social status of teachers, thereby gaining society's recognition of the teaching profession and fostering a culture of respect for teachers;
- (c) pool together accomplished teachers through the Education Bureau and the CEATE Teachers' Association to facilitate sharing of good practices; and
- (d) foster a culture of excellence in the teaching profession.



(A)
**Chief Executive's Award for
Teaching Excellence**



**(For nominations under the Physical Education KLA,
STEAM Education and Curriculum Leadership)**

I Target

1.1 Both individual and group nominations (not more than five teachers) are accepted for the Physical Education KLA, STEAM Education and Curriculum Leadership. The following teachers are eligible for nomination in CEATE (2025/2026) :

- (a) Physical Education KLA
Teachers of primary, secondary and special schools who teach subjects under the Physical Education KLA¹ ;
- (b) STEAM Education
Teachers of primary, secondary and special schools who teach subjects under the STEAM Education; and
- (c) Curriculum Leadership
Teachers of kindergartens² , primary, secondary and special schools who play a leading role in the whole-school curriculum planning and implementation.

II Eligibility

2.1 Nominees should meet the following criteria -

- (a) Nominees should be registered under the Education Ordinance, Cap. 279 (except those who are exempted under Section 9(1)(a) of the Ordinance) as **Registered Teachers**. The Education Bureau will examine if the nominees meet this criterion based on the internal records;
- (b) Immediately before the close of nomination, nominees should have at least three consecutive years of full-time teaching experience teaching a local curriculum³ in local schools⁴. For group nominations, at least half of the members of the group should meet this criterion;
- (c) (For nominations under **Physical Education KLA** and **STEAM Education**) Nominees should be full-time teachers teaching the related subject(s) under a local curriculum as described in paragraph 1(a) or (b) in local primary, secondary or special schools on

¹ Nominees for PE KLA should have completed subject-training in PE. If there is any doubt about personal qualifications, advice should be sought from respective District School Development Section via schools. For details, please refer to the following webpage: https://www.edb.gov.hk/en/curriculum-development/kla/pe/PE_Teacher_Qualification/index.html

² Including kindergarten-cum-child care centres and schools with kindergarten classes.

³ Local curriculum refers to the curriculum prepared by the Curriculum Development Council.

⁴ Local schools include primary schools, secondary schools, special schools, kindergarten-cum-child care centres and schools with kindergarten classes (excluding English Schools Foundation schools and international schools).



or before the 2024/25 school year, and must continue to be full-time teachers teaching these subjects in local primary, secondary or special schools in the 2025/26 school year;

- (d) (For nominations under **Curriculum Leadership**) Nominees should be full-time teachers teaching a local curriculum in local schools and undertake the curriculum leadership roles as described in paragraph 1(c) on or before the 2024/25 school year, and must continue to be full-time teachers teaching a local curriculum in local schools and undertake the curriculum leadership roles as described in paragraph 1(c) in the 2025/26 school year; and
- (e) The words and deeds of the nominees should adhere to the standards of professional conduct of teachers and there are no records of their professional misconduct and punishment imposed by the Education Bureau and/ or schools.

2.2 Teachers who were awarded in the previous CEATEs (including Certificate of Merit, Award for Budding Teachers and Award for Education Innovation) may also be nominated if they meet the above criteria. However, the teaching practices are substantially different from the one(s) submitted by the same nominee(s) and awarded in previous CEATEs.

2.3 Each nominee can only be nominated **once** for this CEATE (Physical Education KLA, STEAM Education, Curriculum Leadership, Award for Budding Teachers or Award for Education Innovation), irrespective of individual or group nominations.

2.4 Teachers who are not permanent residents of Hong Kong can also be nominated if they meet the criteria stated in paragraph 2.1.

2.5 Principals are not eligible for nomination.

2.6 The Education Bureau has the sole discretion in determining the eligibility of nominees.

III Awards

3.1 There is no pre-set limit to the number of awards to be given out. There are two kinds of awards -

- (a) Award for Teaching Excellence

Nominees who have demonstrated excellence holistically in the four domains of assessment, namely “Professional Competence”, “Student Development”, “Professionalism and Commitment to the Community” and “School Development”, will be presented with the Award for Teaching Excellence.

- (b) Certificate of Merit

Nominees who have demonstrated a standard very close to excellence in the four domains will be presented with the Certificate of Merit.

2025/2026 行政長官卓越教學獎

Chief Executive's Award for Teaching Excellence

3.2 Nominations presented with the Award for Teaching Excellence or the Certificate of Merit will receive the following prizes -

Item	Nomination presented with the Award for Teaching Excellence		Nomination presented with the Certificate of Merit	
	Individual Nomination	Group Nomination ⁵	Individual Nomination	Group Nomination ⁵
(a) Cash Award	\$25,000	\$50,000	\$15,000	\$30,000
(b) Dissemination and Continuing Professional Development Grant	\$60,000	\$80,000	\$36,000	\$48,000
(c) Trophy and Certificate	(i) A trophy for nominations presented with the Award for Teaching Excellence (ii) A certificate for nominations presented with the Certificate of Merit (iii) A personal trophy and a certificate for each awarded teacher			

3.3 Nominators of the nominations presented with the Award for Teaching Excellence and the Certificate of Merit will receive book coupons in the value of \$2,800 and \$1,600 respectively, and a souvenir.

3.4 Removal of an awardee's status will be considered if :

- (a) his/her teacher registration has been cancelled by the Education Bureau; or
- (b) he/she has received a reprimand letter from the Education Bureau.

⁵ For awarded group nominations, each group has to decide on the share of the items (a) and (b) apportioned to each group member.



IV Dissemination Activities of the Awarded Teachers

- 4.1** Awarded teachers are required to provide articles accompanied by photos and teaching materials that are relevant to the awarded teaching practices for use in the CEATE Compendium.
- 4.2** Awarded teachers will automatically become members of the CEATE Teachers' Association. They are required to participate in professional development activities organised by the Education Bureau and the CEATE Teachers' Association to share their teaching practices with their fellow teachers. These activities include -
- (a) conducting one sharing session in the CEATE Showcase which will be held in late 2026; and
 - (b) arranging at least one open lesson in the 2026/27 school year for observation by other teachers.
- 4.3** Awarded teachers should participate in or organise other dissemination and sharing activities according to the dissemination plans submitted together with the nominations to foster a culture of professional collaboration and excellence. The Education Bureau will provide suitable assistance.

V Nomination

5.1 Nomination period

Nominations will be accepted from 7 July 2025 to 3 October 2025.

5.2 Nominators

- (a) Each nomination should be made by one nominator in his or her personal capacity.
- (b) Nominators should be the school head or colleagues of the nominee(s)' current school, peers or experienced educators. Self-nomination is also accepted.
- (c) Nominators should obtain prior consent from the nominees before making nominations.

5.3 Seconders

- (a) Each nomination (including self-nomination) should be seconded by two to three persons in their personal capacity.
- (b) Seconders should be the school head or colleagues of the nominee(s)' current schools, peers, experienced educators, students (including former students) or parents.

5.4 Nominees

Nominees are required to describe their philosophy of teaching and what constitutes teaching excellence in the Physical Education KLA, STEAM Education, or Curriculum Leadership to reflect on their teaching practices. Nominees are also required to give an account of their teaching practices, how these practices are implemented and their effectiveness. Nominees should cite examples for illustration.

5.5 Group nominations

- (a) Each group should comprise not more than five teachers, with one member serving as the group leader.
- (b) Nominees are required to elaborate on the contribution of each group member, collaboration among group members, and how their joint efforts have contributed to the desired outcomes of innovative teaching practices. The professional competence of each group member and the overall performance of the group in its entirety will be taken into consideration in recommending the group for the Award for Teaching Excellence or the Certificate of Merit.

5.6 School heads

The school heads of the nominee(s)' current schools should either be the nominators or the seconders of the nominations. The school heads are encouraged to support their teachers, if awarded, in organising and participating in the dissemination and sharing activities for teaching practices within one year after being awarded.

5.7 Colleagues, students, parents

Nominees may incorporate the views of their colleagues, their students and/ or parents of their students in the nomination materials. Also, the Assessment Panel may interview colleagues, students, parents, etc. during school visits in the detailed assessment for a more thorough understanding of the nominee(s)' teaching practices.



VI Nomination Materials to be Submitted

6.1 Nomination Form

The CEATE Nomination Form comprises two parts: Part A - Nomination Summary and Part B - Nomination Details. Nominees should complete both Part A and Part B, and submit the printed copies to the CEATE Secretariat.

- (a) Nominees can fill in and submit Part A of the Nomination Form via **GovHK** (<https://eform.one.gov.hk/form/edb021/en/>). Upon successful submission, the system will be directed to the “Acknowledgement” page. **Please download and print the submitted form on this page**, and quote the system-generated reference number for all future correspondence with the CEATE Secretariat.
- (b) Nominees should download the Nomination Form from the **CEATE website** (www.ate.gov.hk). Nominees who submitted Part A via GovHK are required to fill in Part B only.
- (c) The original and two copies of the Nomination Form (Part A and Part B) should be submitted together with the other nomination materials, in person or by post, to the CEATE Secretariat on or before the submission deadline. Reference number of the submitted e-Form should be quoted on the cover of the envelope, if applicable.
- (d) Nominees should save the soft copy of Section 2C and 3C “Reason(s) for nominating / seconding the nomination” of the Nomination Form, signed by the nominator/seconded on each page, in “pdf” format in a USB flash drive.

6.2 Reflection of Teaching Practices

- (a) Nominees should describe the following in the Reflection of Teaching Practices:
 - (i) A reflection of their teaching practices and their philosophy of teaching or conceptual framework of what constitutes teaching excellence in the Physical Education KLA, STEAM Education, or Curriculum Leadership.
 - (ii) Relevant examples and details to illustrate the outcomes and impact in respect of the four domains of assessment as set out in paragraph 8.2 of this chapter of the Nomination Guidelines. Nominees may refer to **Appendix I** (Reference Questions for Preparing Nominations and Template of Reflection of Teaching Practices).
 - (iii) What teaching practices they will disseminate and how they will take forward their dissemination, if awarded.

(b) Points to Note

- (i) For group nominations, the reflection of teaching practices should represent the group as a whole. It should describe clearly the contribution of each group member to the teaching practices.
- (ii) The document should be typed in font 12 points or above (Times New Roman for English and 細明體 for Chinese) and printed on both sides of A4 paper. The total number of pages should **not exceed 10 pages**.
- (iii) The word file concerned should be saved in “docx” format in a USB flash drive and submitted together with the printed copy of the document.

6.3 Video clip of a lesson

- (a) Submit an unedited, continuous and authentic video clip (30-45minutes) of a lesson conducted by the nominee/one of the nominees (for group nomination), which should be recorded on or after 1 September 2024.
- (b) For nominations under STEAM Education, nominees may additionally submit an extra authentic video clip, recorded after 1 September 2024 and edited to a maximum of 20 minutes, capturing the highlights of any programme or activities related to the teaching practices.
- (c) For nominations under Curriculum Leadership, nominees may additionally submit an extra authentic video clip, recorded after 1 September 2024 and edited to a maximum of 20 minutes capturing the important parts of formulating/ reviewing the curriculum, discussing teaching plans or planning activities, such as the discussion sessions of the meeting of the curriculum committee or lesson study.
- (d) Please note that the video should showcase the teaching practices proposed by the nominee(s), demonstrating effective learning and teaching outcomes. Nominees should also ensure clear audio quality and a camera angle that clearly captures the learning and teaching process and/or the setup of the teaching environment before submission.
- (e) The video clip (in “avi” , “wmv” , “mpeg” , “mpg” or “mp4” format) should be stored in the USB flash drive. Prior consent from students or their parents should be obtained before the recording.



6.4 Outline of the lesson video clip

- (a) A one-page outline, covering the name of the teacher, year of recording, teaching level, learning objective(s), teaching procedures, etc., should be submitted together with the video clip to describe relevant teaching practices.
- (b) The document should be typed in font 12 points or above (Times New Roman for English and 細明體 for Chinese) and printed on an A4 paper. The word file concerned should be saved in “docx” format in a USB flash drive and submitted together with the printed copy of the document.

6.5 Year plan or teaching schedule

Submit the year plan/ teaching schedule of all levels in the previous school year (2024/25) on the themes relevant to the nominations to give background information to the Assessment Panel. This information should be stored in the USB flash drive.

6.6 For nominations under STEAM Education and Curriculum Leadership, outline of the video clip (if applicable)

- (a) If an additional video clip is submitted, it should be supplemented by a one-page outline to help illustrate the teaching practices.
- (b) The document should be typed in font 12 points or above (Times New Roman for English and 細明體 for Chinese) and printed on an A4 paper. The word file concerned should be saved in “docx” format in a USB flash drive and submitted together with the printed copy of the document.

6.7 Supplementary Information (Optional)

Append, if necessary, supplementary information such as curriculum plans, learning activity records and students work etc., to help describe the teaching practices. All the supplementary information (**up to a maximum of 30 pages in a single file including an index page**) should be stored in the USB flash drive.

Note

- (a) The nomination materials can be written in Chinese or English.
- (b) Nominees, nominators and seconders should sign in corresponding areas in Part B of the nomination form.
- (c) Nominees should submit nomination materials in accordance with the requirements mentioned in paragraphs 6.1 to 6.6. The prescribed format and maximum number of pages allowed and requirements of the video clip should be strictly followed. Nominations may not be considered if the submitted nomination materials fail to comply with the requirements as stated above.

2025/2026 行政長官卓越教學獎

Chief Executive's Award for Teaching Excellence

- (d) Nomination materials mentioned in paragraphs 6.1 - 6.7 should be stored in the same USB flash drive and submitted together with the Nomination Form (Part A and Part B) and the printed copy of the Reflection of Teaching Practices and the outline of the lesson video clip and the outline of additional video clip if any. Please refer to the following file structure to store submitted documents:
1. Reasons for nominating or seconding
 2. Reflection of Teaching Practices
 3. Video clip and relevant outline
 4. Year Plan or Teaching Schedule
 5. Supplementary Information (Optional)
 6. Additional Video clip and relevant outline (for STEAM Education and Curriculum Leadership) (optional)
- (e) Nominee(s) is/are strongly advised to submit the nomination materials as early as practicable so that any mistakes found in the submitted nomination materials can be rectified before the end of the nomination period.

VII Submission of Nomination

7.1 Nomination materials include -

- (a) One original copy and two sets of printed copy of the completed and signed Nomination Form (Part A and Part B)
- (b) Three sets of printed copy of the Reflection of Teaching Practices and the outline of the lesson video clip
- (c) Three sets of printed copy of the outline of additional video clip, if any
- (d) USB flash drive which stores the materials below -
 - (i) Reason(s) of nominating / seconding in “pdf” format
 - (ii) Reflection of Teaching Practices in Word format
 - (iii) Video clip of the lesson (unedited, continuous and authentic, recorded on or after 1 September 2024), with relevant outline
 - (iv) Year plan/teaching schedule of all levels in the 2024/25 school year on the themes relevant to the nominations
 - (v) For nomination under STEAM Education and Curriculum Leadership, additional video clip (recorded on or after 1 September 2024) and relevant outline, if any
 - (vi) Supplementary information and its index page, if any



THREE sets of printed copy (item (a) should be original copy, (b) and (c)) **and ONE set of USB flash drive** (item (d)) of the abovementioned nomination materials should be submitted in person or by post, to the **CEATE Secretariat at Room 1107, 11/F., Wu Chung House, 213 Queen 's Road East, Wan Chai, Hong Kong** on or before **3 October 2025**. For nominations submitted by post, the postmark date will be used as the submission date. Reference number of the submitted e-Form should be quoted on the cover of the envelope, if applicable.

7.2 Nominations may not be considered if the submitted nomination materials fail to comply with the requirements as stated above.

7.3 All materials provided will not be returned.

VIII Assessment Criteria

8.1 What is “teaching excellence” ?

For the purpose of CEATE, “teaching excellence” means excellence in implementing “teaching practice” which refers to the learning experiences provided by a teacher that facilitate the learning of students as a result of the teacher’s professional knowledge and skills in lesson planning, teaching pedagogy, curriculum and assessment design, adaptation of teaching materials, etc. Teaching practices are considered excellent if they are -

- (a) outstanding and/or innovative and proven to be effective in enhancing students’ motivation and/or in helping students achieve the desired learning outcomes; or creatively adapted 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;
- (b) based on a relevant coherent conceptual framework or academic research, showing reflective elements;
- (c) inspiring and can be shared with colleagues to improve the quality of education; and
- (d) instrumental in achieving the learning targets of the themes concerned.

- For the Physical Education KLA, it aims to provide quality education through a variety of physical activities that help students develop physical competence, knowledge of movement and safety, and nurture their proper values and attitudes to enable them to lead a healthy lifestyle. This provides a strong foundation for students to pursue lifelong learning and become responsible citizens who contribute to the building of an active and healthy community.
- For STEAM Education, it aims to build a solid knowledge foundation for students in the fields of science, technology, and mathematics, and enhance their interest in learning; strengthen students' abilities to integrate and apply knowledge and skills, nurture in students the proper values and attitudes, cultivate the creativity, collaboration, and problem-solving skills they need for the 21st century, and equip them with creative thinking and an entrepreneurial spirit.
- For Curriculum Leadership, it aims to foster students' whole-person development, and nurture lifelong and self-directed learning capabilities through leading teachers to conduct whole-school curriculum planning and implementation, which is in line with the learning goals⁶ / curriculum aims⁷ set out by the Curriculum Development Council.

8.2 Domains of Assessment

Assessment of nominations will focus on four domains of assessment, namely “Professional Competence”, “Student Development”, “Professionalism and Commitment to the Community”, and “School Development”. As teaching practices cannot be separated into discrete areas, when assessing the nominations, the Assessment Panels will adopt a **holistic approach** with a focus on learning and teaching.

(a) Professional Competence

Evidence of exemplary practices in professional competence may include but is not limited to -

- (i) mastery of subject/professional knowledge, skills and communication ability;
- (ii) keeping themselves abreast of developments in education practices and policies, for example, the latest trends and content of the curriculum;

⁶ The Updated Seven Learning Goals of Primary Education comprise National Identity, Proper Values and Attitudes, Knowledge of Key Learning Areas, Language Skills, Generic Skills, Reading and Information Literacy and Healthy Lifestyle Secondary Education.

⁷ The aims of the Kindergarten Education curriculum are (i) to foster children's balanced development in the domains of ethics, intellect, physique, social skills and aesthetics; (ii) to help children develop good living habits and a strong and healthy body; (iii) to foster in children an interest in learning, an inquisitive mind and eagerness to explore; and (iv) to instil in children positive values and attitudes.



- (iii) effectively combining education/learning theories and teaching practices;
- (iv) setting appropriate learning objectives for lessons in accordance with the learning targets of the theme, as well as effective organisation and planning of teaching to ensure students' attainment of the learning targets;
- (v) developing appropriate teaching strategies and using suitable teaching skills to suit the diversified needs of different students, the context and environment;
- (vi) delivering effective classroom instruction, class interaction, class management and/or implementation strategies of programmes/ projects/activities;
- (vii) adopting a student-centred teaching strategy, designing learning activities that are related to the daily lives of students, providing students with various learning experiences, enabling students to scaffold their knowledge and establishing proper values and positive attitudes; and
- (viii) conducting effective assessment of student learning, and appropriate use of assessment information.

(b) Student Development

Evidence of exemplary practices in student development may include but is not limited to -

- (i) catering for school-based or student-oriented needs by appropriate adaptation of the curriculum to help students attain the desired learning outcomes;
- (ii) inspiring students of different backgrounds and abilities and motivating them to learn, to nurture their lifelong learning capabilities;
- (iii) catering for students' developmental needs at different stages, cultivate their proper values and positive attitudes so that they can practice good behaviour;
- (iv) providing pastoral care services and student activities to support them unleashing the potential; and
- (v) building trust and rapport with students.

(c) Professionalism and Commitment to the Community

Evidence of exemplary practices in professionalism and commitment to the community may include but is not limited to -

- (i) displaying the drive to pursue continuous self-improvement and professional development;
- (ii) serving as role models;
- (iii) producing exemplary teaching materials, involving in or contributing to educational research, and/or publishing of articles on teaching-related topics; and
- (iv) proactively providing support to the teaching profession and the community, such as participation in and contribution to professional sharing activities, dissemination of good practices, and involvement in community services.

(d) School Development

Evidence of exemplary practices in school development may include but is not limited to:

- (i) participating in the professional development of novice teachers, inspiring and providing support to colleagues for improvement of learning and teaching;
- (ii) promoting a sharing and collaborative culture among colleagues and stakeholders with a view to developing the school as a professional learning community;
- (iii) taking a leadership role among colleagues and stakeholders in promoting a consensus on and the actualisation of the school vision and mission through one's own exemplary practices and sharing of experience, focusing energy on achieving continuous school development, and realising the essence of the school culture and ethos through a variety of effective channels; and
- (iv) encouraging home-school collaboration, forging close link with the community and to secure support for student learning.

8.3 Excellence Indicators

The Excellence Indicators of the three themes will be compiled for use as reference in assessing nominations and will be available on the CEATE website by the end of 2025. The Excellence Indicators will include the corresponding examples of excellence of the four domains mentioned above.



IX Assessment Procedures⁸

Initial Assessment

(To be conducted tentatively in November and December 2025)

- Vetting and examining the nomination materials
- Interviewing nominees (The interview is compulsory in nature. For group nominations, the presence of one to two representative(s) will suffice.)
- Short-listing nominations for the detailed assessment



Detailed Assessment

(To be conducted tentatively in January to March 2026)

- Conducting school visits which include observation of lessons (For group nominations, the lessons of all group members will be observed.)
- Interviewing nominees, colleagues, students, parents, etc.
- Examining more evidence from nominees



Recommendation by the CEATE Assessment Panels



Discussion by the CEATE Assessment Working Group



Acceptance by the CEATE Steering Committee



Endorsement by the CEATE High-level Advisory Panel

⁸ Nominees who are unable to make themselves available for the initial assessment or detailed assessment will be treated as withdrawals. Nominees will receive notification of school visit by late March 2026 if they are short-listed for detailed assessment.

X CEATE Assessment Panels

- 10.1** Assessment Panels, each comprising experts and academics in the respective theme, experienced school heads, CEATE awarded teachers and a parent, will be set up to assess the nominations and recommend the ones to be awarded. The assessment results will be submitted to the CEATE Assessment Working Group for discussion, and to CEATE Steering Committee for acceptance. They will then be verified and endorsed by the CEATE High-level Advisory Panel, whose decision is final.
- 10.2** Information on members of the CEATE Assessment Panels will be available on the CEATE website.

XI Handling of Information

- 11.1** The Assessment Panel may request the submission of more detailed materials as evidence when necessary.
- 11.2** All materials provided will be solely used for the assessments and will not be returned. For nominations that are awarded, all information provided for the purpose of assessment may be used, distributed, disseminated, published and/ or reproduced for the purpose of disseminating good teaching practices by the Education Bureau or any organisations or agents appointed or authorised by it.
- 11.3** The relevant personal data (e.g. names of the nominees, nominators and seconders) provided in the Nomination Form may be disclosed to public sector schools, Direct Subsidy Scheme schools or private schools, other education institutions or organisations and other related persons or bodies, including their authorised agents or representatives for the same purpose mentioned above.
- 11.4** Personal data provided in the nomination materials will be handled according to the provisions stated in Section IV of Part B of the Nomination Form.



XII Declaration of Interests

All persons involved in the processing and assessment of nominations, including members of the CEATE Secretariat and the Assessment Panels, will be required to declare interests prior to working on any cases. The decision of the Education Bureau with regard to matters related to conflict of interests will be final.

XIII Enquiries

13.1 For enquiries, please call 2892 5782 or e-mail to ate@edb.gov.hk.

13.2 Adhering to the principle of confidentiality and fairness, once the assessment procedures have started, the CEATE Secretariat will not respond to any enquiries regarding the decision of the assessment until the assessment results have been announced publicly.

Appendix I

(For nomination under the Physical Education KLA,
STEAM Education and Curriculum Leadership)

Reference Questions for Preparing Nominations and Template of Reflection of Teaching Practices (For reference only)

1. Summary of Reflection on Teaching Practices

(Briefly summarise your reflections on teaching practices in no more than one page.)

2. Concept of and Reflection on Teaching Practices

(You may make reference to the Excellence Indicators and CEATE Compendiums at the CEATE website <https://www.ate.gov.hk>)

2a How do you conceive “effective teaching practice” with reference to the Physical Education KLA, STEAM Education, or Curriculum Leadership? How does effective teaching practice contribute to improving learning and teaching?

(You may briefly describe what constitutes effective/exemplary/innovative teaching practice and what criteria you would use to judge whether a teaching practice is effective or excellent.)

2b. How do you formulate and implement your concept of effective teaching practice mentioned above?

(You may cite examples of education/learning theories applied to your teaching practices.)

2c. What are your reflections on the teaching practices?

(You may describe how the reflection on teaching practices affects your professional development. For example, any difficulties encountered, ways of further improvements, inspiration obtained, etc.)



3. Four Domains of Assessment

Evidence of exemplary practices in these four domains of assessment is set out in paragraph 8.2 of Chapter A of the Nomination Guidelines.

Professional Competence

3a. How would you describe your professional competence?

(You may use actual incidents/examples to illustrate your excellent performance in professional knowledge, subject knowledge, education/learning theories applied to your teaching practices, curriculum planning and implementation, teaching skills, classroom management, designing an assessment mechanism conducive to effective learning, solving problems encountered in curriculum development and teaching, developing students' higher order thinking skills, cultivating proper and positive values and attitudes among students, catering for learner diversity, etc.)

Student Development

3b. How have students' attitude and their learning outcomes changed ?

(You may cite examples to illustrate (i) how students of different backgrounds or abilities are inspired and motivated to learn; and/or (ii) in what way you have made a positive impact on students, e.g. purposeful application of knowledge and skills, putting good behaviour and deeds into practice.)

Professionalism and Commitment to the Community

3c. What have you done to promote teachers' professionalism?

(You may describe your engagement in continuing professional development programmes, conducting action research, serving as role models, etc.)

3d. How can your teaching practices inspire teachers in other schools?

(You may describe how the teaching practices can be applied generally in other schools, how the experiences gained and inspiration distilled from the teaching practices can be shared effectively, etc.)

School Development

3e. How successful have you been in fostering changes in the teaching culture of your school?

(You may describe the continuing professional development activities and education research in which you have participated, how you have led colleagues/peers in the quest for excellence and improvement in curriculum planning, learning and teaching, etc.)

3f. How have your teaching practices inspired colleagues of your school?

(You may also describe how you promote your teaching practice to the colleagues and your achievements in helping to develop your school.)

4. Dissemination Plan

What good teaching practices would you disseminate and how would you share your practices should you be awarded?

(You may briefly state your plan of dissemination and how you are going to implement your plan.)

5. Contribution of Group Members (if applicable)

(Describe the contribution of each group member and the collaboration in the group.)



(B)
**Chief Executive's Award for
Teaching Excellence**



(For nomination under the Award for Budding Teachers)

I Eligibility

- 1.1** Only **individual nominations** are accepted for the Award for Budding Teachers of the Chief Executive's Award for Teaching Excellence (hereinafter referred to as the Award for Budding Teachers).
- 1.2** Nominees should meet the following criteria -
- (a) Nominees should be registered under the Education Ordinance, Cap. 279 (except those who are exempted under Section 9(1)(a) of the Ordinance) as **Registered Teachers**. The Education Bureau will examine if the nominees meet this criterion based on the internal records;
 - (b) Immediately before the close of nomination, nominees should have at least three years (but not more than eight years) of full-time teaching experience teaching a local curriculum⁹ in local schools¹⁰, and must continue to be full-time teachers teaching a local curriculum in local schools in the 2025/26 school year; and
 - (c) The words and deeds of the nominees should adhere to the standards of professional conduct of teachers and there are no records of their professional misconduct and punishment imposed by the Education Bureau and/or schools.
- 1.3** Each school can only nominate one teacher at most for the Award for Budding Teachers. Each nominee can only be nominated once for this CEATE (Physical Education KLA, STEAM Education, Curriculum Leadership, Award for Budding Teachers or Award for Education Innovation), irrespective of individual or group nominations.

⁹ Local curriculum refers to the curriculum prepared by the Curriculum Development Council.

¹⁰ Local schools include primary schools, secondary schools, special schools, kindergarten-cum-child care centres and schools with kindergarten classes (excluding English Schools Foundation schools and international schools).



- 1.4** Teachers who were awarded in the previous CEATEs (including the Certificate of Merit, Award for Budding Teachers and Award for Education Innovation) will not be considered for nomination.
- 1.5** Teachers who are not permanent residents of Hong Kong can also be nominated if they meet the criteria stated in paragraph 1.2.
- 1.6** Principals are not eligible for nomination.
- 1.7** The Education Bureau has the sole discretion in determining the eligibility of nominees.

II Awards

- 2.1** There is no pre-set limit to the number of awards to be given out.
- 2.2** Nominations presented with the Award for Budding Teachers will receive the following prizes -

Item	Prize
(a) Cash Award	\$15,000
(b) Trophy and Certificate	(i) A trophy for nominations presented with the Award for Budding Teachers (ii) A personal trophy and a certificate for each awarded teacher

2025/2026 行政長官卓越教學獎

Chief Executive's Award for Teaching Excellence

- 2.3** Nominators of the teachers presented with the Award for Budding Teachers will receive a souvenir and book coupons in the value of \$1,600.
- 2.4** Removal of an awardee's status will be considered if -
- (a) his/her teacher registration has been cancelled by the Education Bureau; or
 - (b) he/she has received a reprimand letter issued by the Education Bureau.



III Dissemination Activities of the Awarded Teachers

- 3.1** Awarded teachers are required to provide articles accompanied by photos and teaching materials that are relevant to the awarded teaching practices for use in the CEATE Compendium.
- 3.2** Awarded teachers will automatically become members of the CEATE Teachers' Association. They are required to participate in professional development activities organised by the Education Bureau and the CEATE Teachers' Association to share their teaching practices with their fellow teachers. These activities include -
- (a) conducting one sharing session in the CEATE Showcase which will be held in late 2026; and
 - (b) arranging at least one open lesson in the 2026/27 school year for observation by other teachers.
- 3.3** Awarded teachers should participate in or organise other dissemination and sharing activities to foster a culture of professional collaboration and excellence. The Education Bureau will provide suitable assistance.

IV Nomination

4.1 Nomination period

Nominations will be accepted from 7 July 2025 to 3 October 2025.

4.2 Nominators

- (a) Nominators should be the school head of the nominee's current school and nominate in their personal capacity. The school heads are encouraged to support their teachers, if awarded, in organising and participating in the dissemination and sharing activities for teaching practices within one year after being awarded.
- (b) Nominators should obtain prior consent from the nominee before making nominations.

2025/2026 行政長官卓越教學獎

Chief Executive's Award for Teaching Excellence

4.3 Seconders

- (a) Each nomination should be seconded by one person in his or her personal capacity.
- (b) Seconders should be panel heads or appraisers of the nominee's current school and second in their personal capacity.

4.4 Nominees

Nominees should meet the criteria mentioned in Part I of this chapter to be eligible for the nomination of the Award for Budding Teachers.

4.5 Colleagues, students, parents

Nominees may incorporate the views of their colleagues, students, and/or parents of their students in the nomination materials. Also, the Assessment Panel may interview colleagues, students, parents, etc. during school visits in the detailed assessment for a more thorough understanding of the nominees' teaching practices.



V Nomination Materials to be Submitted

5.1 Nomination Form

The CEATE Nomination Form comprises two parts: Part A - Nomination Summary and Part B - Nomination Details. Nominees should complete both Part A and Part B, and submit the printed copies to the CEATE Secretariat.

- (a) Nominees can fill in and submit Part A of the Nomination Form via **GovHK** (<https://eform.one.gov.hk/form/edb021/en/>). Upon successful submission, the system will be directed to the “Acknowledgement” page. **Please download and print the submitted form on this page**, and quote the system-generated reference number for all future correspondence with the CEATE Secretariat.
- (b) Nominees should download the Nomination Form from the **CEATE website** (www.ate.gov.hk). Nominees who submitted Part A via GovHK are required to fill in Part B only.
- (c) The original and two copies of the Nomination Form (Part A and Part B) should be submitted together with the other nomination materials, in person or by post, to the CEATE Secretariat on or before the submission deadline. Reference number of the submitted e-Form should be quoted on the cover of the envelope, if applicable.
- (d) Nominees should save the soft copy of Section 2C and 3C “Reason(s) for nominating / seconding the nomination” of the Nomination Form, signed by the nominator/seconded on each page, in “pdf” format in a USB flash drive.

5.2 Reflection of Teaching Practices

- (a) A Reflection of Teaching Practices should be written in accordance with Part VII of this chapter and **Appendix II** to illustrate their teaching excellence. The total number of pages should not exceed **8 pages**.
- (b) Points to Note
 - (i) The document should be typed in font 12 points or above (Times New Roman for English and 細明體 for Chinese) and printed on both sides of A4 paper.
 - (ii) The word file concerned should be saved in “docx” format in a USB flash drive and submitted together with the printed copy of the document.

5.3 Video clip of a lesson

- (a) Submit an unedited, continuous, and authentic video clip (**maximum 15 minutes**) of a lesson¹¹ conducted by the nominee, which should be recorded on or after 1 September 2024.
- (b) Please note that the video should showcase the teaching practices proposed by the nominee, demonstrating effective learning and teaching outcomes. Nominees should also ensure clear audio quality and a camera angle that clearly captures the learning and teaching process, and/or the setup of the teaching environment before submission.
- (c) The video clip (in “avi” , “wmv” , “mpeg” , “mpg” or “mp4” format) should be stored in the USB flash drive. Prior consent from students or their parents should be obtained before the recording.

5.4 Outline of the lesson video clip

- (a) A one-page lesson outline, covering the name of the teacher, year of recording, teaching level, learning objective(s), teaching procedures etc., should be submitted together with the video clip to describe relevant teaching practices.
- (b) The document should be typed in font 12 points or above (Times New Roman for English and 細明體 for Chinese) and printed on an A4 paper. The word file concerned should be saved in “docx” format in a USB flash drive and submitted together with the printed copy of the document.

5.5 Year Plan or Teaching Schedule

Submit the year plan/teaching schedule of all levels in the previous school year (2024/25) for the subjects taught by the nominee to give background information to the Assessment Panel. This information should be stored in the USB flash drive.

¹¹ Including the learning and teaching activities of kindergartens.



5.6 Supplementary Information (Optional)

Append, if necessary, supplementary information such as curriculum plans, learning activity records and students' works etc., to help describe the teaching practices. All the supplementary information **(up to a maximum of 10 pages in a single file including an index page)** should be stored in the USB flash drive.

Note

- (a) The nomination materials can be written in either Chinese or English. If the nominated teaching practice is in the subject under the Chinese Language Education KLA or English Language Education KLA, the nomination materials must be written in Chinese or English respectively.
- (b) Nominees, nominators and seconders should sign in corresponding sections in Part B of the Nomination Form.
- (c) Nominees should submit nomination materials in accordance with the requirements mentioned in paragraphs 5.1 to 5.5. The prescribed format and maximum number of pages allowed and requirements of the video clip should be strictly followed. Nominations may not be considered if the submitted nomination materials fail to comply with the requirements as stated above.
- (d) Nomination materials mentioned in paragraphs 5.1 to 5.6 should be stored in the same USB flash drive and submitted together with the Nomination Form (Part A and Part B) and the printed copy of the Reflection of Teaching Practices and the outline of the lesson video clip. Please refer to the following file structure to store submitted documents:
 - 1. Reasons for nominating or seconding
 - 2. Reflection of Teaching Practices
 - 3. Video clip and relevant outline
 - 4. Year Plan or Teaching Schedule
 - 5. Supplementary Information (Optional)
- (e) The nominee is strongly advised to submit the nomination materials as early as practicable so that any mistakes found in the submitted nomination materials can be rectified before the end of the nomination period.

VI Submission of Nomination

6.1 Nomination materials include:

- (a) One set of original copy and two sets of printed copy of completed and signed Nomination Form (Part A and Part B)
- (b) Three sets of printed copy of the Reflection of Teaching Practices and the outline of the lesson video clip
- (c) The USB flash drive which stores the materials below -
 - (i) Reasons of nominating/ seconding in “pdf” format
 - (ii) Reflection of Teaching Practices in Word format
 - (iii) Video clip of the lesson (unedited, continuous and authentic, recorded on or after 1 September 2024), with relevant outline
 - (iv) Year plan/teaching schedule of all levels for the subjects taught by the nominee in the 2024/25 school year
 - (v) Supplementary information and its index page, if any

THREE sets of printed copies (items (a) should be original copy and (b)) **and ONE set of USB flash drive** (item (c)) of the abovementioned nomination materials should be submitted in person or by post, to the **CEATE Secretariat at Room 1107, 11/F, Wu Chung House, 213 Queen’s Road East, Wan Chai, Hong Kong** on or before **3 October 2025**. For nominations submitted by post, the postmark date will be taken as the submission date. Reference number of the submitted e-Form should be quoted on the cover of the envelope, if applicable.

6.2 Nominations may not be considered if the submitted nomination materials fail to comply with the requirements as stated above.

6.3 All materials provided will not be returned.



VII Assessment Criteria

The Assessment Panel will examine whether the nominees can provide evidence to demonstrate excellence in their teaching practices¹². The assessment will focus on three key areas, namely “Cultivating Values and Nurturing People” as the core mission, “Excellence in Professional Knowledge and Teaching Competence”, and “Positive Impacts on Students’ Whole-person Development”.

(a) Cultivating Values and Nurturing People

For example:

- (i) having both virtues and talents, and upholding high moral standards;
- (ii) showing passion for education with a sense of mission;
- (iii) striving to promote values education, and fostering students’ understanding of local, national and global developments to facilitate their whole-person development; and
- (iv) being upright in words and deeds, and serving as good role models for students.

(b) Excellence in Professional Knowledge and Teaching Competence

For example -

- (i) displaying mastery of subject/professional knowledge and skills, and constantly reflecting and striving to change in alignment of the latest trends and development;
- (ii) 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;

¹² Excellent teaching practices should be based on a relevant conceptual framework or academic research, incorporate reflective elements, and should be inspiring and can be shared with colleagues.

- (iii) flexibly adapting the learning content and learning process by adopting a student-centred approach to cater for learner diversity;
- (iv) adopting effective classroom instructions, questioning techniques, classroom interactions and classroom management skills;
- (v) creating rich learning environments and organising diversified learning activities to foster students' whole-person development; and
- (vi) adopting a wide range of assessment methods to comprehensively evaluate students' learning performance and teaching effectiveness.

(c) Positive Impacts on Students' Whole-person Development

For example -

- (i) successfully arousing students' interest or inspiring/influencing students to help them attain the learning targets of the relevant subjects/Key Learning Areas/curriculum areas;
- (ii) holding appropriate expectations for students and tailoring teaching approaches and methods to suit their abilities with aims to encourage students to strive for continuous improvement and unleash their potentials;
- (iii) cultivating students' ability and attitude to learn independently so as to develop them into lifelong learners;
- (iv) showing care and respect to every student as well as giving patient guidance to help them develop a positive outlook on life and values;
- (v) appreciating students' efforts to enhance their confidence; and
- (vi) building rapport and trust with students.



VIII Assessment Procedures¹³

Initial Assessment

(To be conducted tentatively in November and December 2025)

- Vetting and examining the nomination materials
- Interviewing the nominees (The interview is compulsory in nature.)
- Short-listing nominations for the detailed assessment



Detailed Assessment

(To be conducted tentatively in January to March 2026)

- Conducting school visits which include observation of lessons
- Interviewing nominees, colleagues, students, parents, etc.
- Examining more evidence from the nominees



Recommendation by the CEATE Assessment Panel



Discussion by the CEATE Assessment Working Group



Acceptance by the CEATE Steering Committee



Endorsement by the CEATE High-level Advisory Panel

¹³ Nominees who are unable to make themselves available for initial assessment or detailed assessment will be treated as withdrawals. Nominees will receive notification of school visit by late March 2026 if they are short-listed for detailed assessment.

IX CEATE Assessment Panels

- 9.1** An Assessment Panel comprising experts and academics in different educational fields, experienced school heads, CEATE awarded teachers and a parent will be set up to assess the nominations and recommend the ones to be awarded. The assessment results will be submitted to the CEATE Assessment Working Group for discussion, and to the CEATE Steering Committee for acceptance. They will then be verified and endorsed by the CEATE High-level Advisory Panel, whose decision is final.
- 9.2** Information on members of the CEATE Assessment Panels will be available on the CEATE website.

X Handling of Information

- 10.1** The Assessment Panel may request the submission of more detailed materials as evidence when necessary.
- 10.2** All materials provided will be solely used for the assessments and will not be returned. For nominations that are awarded, all information provided for the purpose of assessment may be used, distributed, disseminated, published and/or reproduced for the purpose of disseminating good teaching practices by the Education Bureau or any organisations or agents appointed or authorised by it.
- 10.3** The relevant personal data (e.g. names of the nominees, nominators and seconders) provided in the Nomination Form may be disclosed to public sector schools, Direct Subsidy Scheme schools or private schools, other education institutions or organisations and other related persons or bodies, including their authorised agents or representatives for the same purpose mentioned above.
- 10.4** Personal data provided in the nomination materials will be handled according to the provisions stated in Section IV of Part B of the Nomination Form.



XI Declaration of Interests

All persons involved in the processing and assessment of nominations, including members of the CEATE Secretariat and the Assessment Panel, will be required to declare interests prior to working on any cases. The decision of the Education Bureau with regard to matters related to conflict of interests will be final.

XII Enquiries

12.1 For enquiries, please call 2892 5782 or e-mail to ate@edb.gov.hk.

12.2 Adhering to the principle of confidentiality and fairness, once the assessment procedures have started, the CEATE Secretariat will not respond to any enquiries regarding the decision of the assessment until the assessment results have been announced publicly.

Appendix II

(For nomination of the Award for Budding Teachers)

Reference Questions for Preparing Nominations and Template of Reflection of Teaching Practices (For reference only)

1. Summary of Reflection on Teaching Practices

(Briefly summarise your reflections on teaching practices in no more than one page.)

2. Concept of and Reflection on Teaching Practices

2a. How do you conceive “effective teaching practice” with reference to the subject/Key Learning Area/curriculum area that you teach? How does effective teaching practice contribute to improving learning and teaching?

(You may briefly describe what constitutes effective/exemplary/innovative teaching practice and what criteria you would use to judge whether a teaching practice is effective or excellent.)

2b. How do you formulate and implement your concept of effective teaching practice mentioned above?

(You may cite examples of education/ learning theories applied to your teaching practices.)



2c. What are your reflections on the teaching practices?

(You may describe how the reflection on teaching practices affects your professional development. For example, any difficulties encountered, ways of further improvements, inspiration obtained, etc.)

3. Professional Knowledge and Pedagogical Competence

3a. How would you describe your professional knowledge and teaching competence?

(You may use actual incidents/examples to illustrate your excellent performance in professional knowledge, subject knowledge, education/learning theories applied to your teaching practices, curriculum planning and implementation, teaching skills, classroom management, designing an assessment mechanism conducive to effective learning, solving problems encountered in curriculum development and teaching, developing students' higher order thinking skills, cultivating proper and positive values and attitudes among students, catering for learner diversity, etc.)

3b. How can your teaching practices inspire teachers within and outside your school?

(You may describe how the teaching practices help develop your school, how the experiences gained and inspiration distilled from the teaching practices can be shared effectively, etc.)

2025/2026 行政長官卓越教學獎

Chief Executive's Award for Teaching Excellence

4. Positive Impacts on Students' Whole-person Development

4a. How have students' attitude and their learning outcomes changed?

(You may cite examples to illustrate the positive impacts that you have made on students, e.g. purposeful application of knowledge and skills, putting good behaviour and deeds into practice.)

4b. How do you adjust the teaching practices that you advocate so as to support students' various learning styles and abilities?

(You may provide examples of how you teach or how students have benefitted from the adjustment.)

4c. In what ways are you a role model for students?

(You may share how you influence students in terms of pursuit of knowledge, interpersonal skills, values and attitudes.)



(C)
**Chief Executive's Award for
Teaching Excellence**



(For nomination under the Award for Education Innovation)

I Eligibility

- 1.1 Both individual and group nominations (not more than five teachers) are accepted** for the Award for Education Innovation of the Chief Executive's Award for Teaching Excellence (hereinafter referred to as the Award for Education Innovation).
- 1.2** Nominees should meet the following criteria -
- (a) Nominees should be registered under the Education Ordinance, Cap. 279 (except those who are exempted under Section 9(1)(a) of the Ordinance) as **Registered Teachers**. The Education Bureau will examine if the nominees meet this criterion based on the internal records;
 - (b) Immediately before the close of nomination, nominees should have at least three consecutive years of full-time teaching experience teaching a local curriculum¹⁴ in local schools¹⁵ and must continue to be full-time teachers teaching a local curriculum in local schools in the 2025/26 school year. For group nominations, at least half of the members of the group should meet this criterion;and
 - (c) The words and deeds of the nominees should adhere to the standards of professional conduct of teachers and there are no records of their professional misconduct and punishment imposed by the Education Bureau and/or schools.
- 1.3** Each school can only nominate one teacher/one group at most for the Award for Education Innovation. Each nominee can only be nominated once for this CEATE (Physical Education KLA, STEAM Education, Curriculum Leadership, Award for Budding Teachers or Award for Education Innovation), irrespective of individual or group nominations.

¹⁴ Local curriculum refers to the curriculum prepared by the Curriculum Development Council.

¹⁵ Local schools include primary schools, secondary schools, special schools, kindergarten-cum-child care centres and schools with kindergarten classes (excluding English Schools Foundation schools and international schools).



- 1.4** Teachers who were awarded in the previous CEATEs (including Certificate of Merit, Award for Budding Teachers and Award for Education Innovation) may also be nominated if they meet the above criteria. However, the teaching practices are substantially different from the one(s) submitted by the same nominee(s) and awarded in previous CEATEs.
- 1.5** Teachers who are not permanent residents of Hong Kong can also be nominated if they meet the criteria stated in paragraph 1.2.
- 1.6** Principals are not eligible for nomination.
- 1.7** The Education Bureau has the sole discretion in determining the eligibility of nominees.

II Awards

2.1 There is no pre-set limit to the number of awards to be given out.

2.2 Nominations presented with the Award for Education Innovation will receive the following prizes:

Item	Individual Nomination	Group ¹⁶ Nomination
(a) Cash award	\$15,000	\$30,000
(b) Trophy and Certificate	(i) A trophy for nomination presented with the Award for Education Innovation (ii) A personal trophy and a certificate for each awarded teacher	

¹⁶ For awarded group nominations, each group has to decide on the apportionment of the cash award to each group member.

- 2.3** Nominators of teachers presented with the Award for Education Innovation will receive a souvenir and book coupons in the value of \$1,600.
- 2.4** Removal of an awardee's status will be considered if -
- (a) his/her teacher registration has been cancelled by the Education Bureau; or
 - (b) he/she has received a reprimand letter issued by the Education Bureau.

III Dissemination Activities of the Awarded Teachers

- 3.1** Awarded teachers are required to provide articles accompanied by photos and teaching materials that are relevant to the awarded teaching practices for use in the CEATE Compendium.
- 3.2** Awarded teachers will automatically become members of the CEATE Teachers' Association. They are required to participate in professional development activities organised by the Education Bureau and the CEATE Teachers' Association to share their teaching practices with their fellow teachers. These activities include -
- (a) conducting one sharing session in the CEATE Showcase which will be held in late 2026; and
 - (b) arranging at least one open lesson in the 2026/27 school year for observation by other teachers.
- 3.3** Awarded teachers should participate in or organise other dissemination and sharing activities to foster a culture of professional collaboration and excellence. The Education Bureau will provide suitable assistance.



IV Nomination

4.1 Nomination period

Nominations will be accepted from 7 July 2025 to 3 October 2025.

4.2 Nominators

- (a) Each nomination should be made by one nominator in his or her personal capacity.
- (b) Nominators should be the school head or colleagues of the nominee(s)' current school, peers or experienced educators. Self-nomination is also accepted.
- (c) Nominators should obtain prior consent from the nominees before making nominations.

4.3 Seconders

- (a) Each nomination (including self-nomination) should be seconded by one person in his or her personal capacity.
- (b) Seconders should be the school head or colleagues of the nominee(s)' current schools, peers, experienced educators, students (including former students) or parents.

4.4 Nominees

Nominees should meet the criteria mentioned in Part I of this chapter to be eligible for the nomination of the Award for Education Innovation.

4.5 Group nominations

- (a) Each group should comprise not more than five teachers, with one member serving as the group leader.
- (b) Nominees are required to elaborate on the contribution of each group member, collaboration among group members, and how their joint efforts have contributed to the desired outcomes of innovative teaching practices. The professional competence of each group member and the overall performance of the group in its entirety will be taken into consideration in recommending the group for the Award for Education Innovation.

4.6 School heads

The school heads of the nominee(s)' current schools should either be the nominators or the seconders of the nominations. The school heads are encouraged to support their teachers, if awarded, in organising and participating in the dissemination and sharing activities for teaching practices within one year after being awarded.

4.7 Colleagues, students, parents

Nominees may incorporate the views of their colleagues, students and/or parents of their students in the nomination materials. Also, the Assessment Panel may interview colleagues, students, parents, etc. during school visits in the detailed assessment for a more thorough understanding of the nominee(s)' teaching practices.

V Nomination Materials to be Submitted

5.1 Nomination Form

The CEATE Nomination Form comprises two parts: Part A - Nomination Summary and Part B - Nomination Details. Nominees should complete both Part A and Part B, and submit the printed copies to the CEATE Secretariat.

- (a) Nominees can fill in and submit Part A of the Nomination Form via **GovHK** (<https://eform.one.gov.hk/form/edb021/en/>). Upon successful submission, the system will be directed to the “Acknowledgement” page. **Please download and print the submitted form on this page**, and quote the system-generated reference number for all future correspondence with the CEATE Secretariat.
- (b) Nominees should download the Nomination Form from the **CEATE website** (www.ate.gov.hk). Nominees who submitted Part A via GovHK are required to fill in Part B only.
- (c) The original and two copies of the Nomination Form (Part A and Part B) should be submitted together with the other nomination materials, in person or by post, to the CEATE Secretariat on or before the submission deadline. Reference number of the submitted e-Form should be quoted on the cover of the envelope, if applicable.
- (d) Nominees should save the soft copy of Section 2C and 3C “Reason(s) for nominating / seconding the nomination” of the Nomination Form in, signed by the nominator/seconded on each page “pdf” format in a USB flash drive.



5.2 Reflection of Teaching Practices

- (a) A Reflection of Teaching Practices should be written in accordance with Part VII of this chapter and **Appendix III** to illustrate their innovative teaching practices. The total number of pages should not exceed **8 pages**.
- (b) Points to Note
 - (i) For group nominations, the Reflection of Teaching Practices should represent the group as a whole. It should describe clearly the contribution of each group member to education innovation.
 - (ii) The document should be typed in font 12 points or above (Times New Roman for English and 細明體 for Chinese) and printed on both sides of A4 paper.
 - (iii) The word file concerned should be saved in “docx” format in a USB flash drive and submitted together with the printed copy of the document.

5.3 Video clip of a lesson

- (a) Submit an unedited, continuous, and authentic video clip (**maximum 15 minutes**) of a lesson¹⁷ conducted by the nominee/one of the nominees (for group nomination), which should be recorded on or after 1 September 2024.
- (b) The nominee may additionally submit an extra authentic video clip, recorded on any date and edited to a **maximum of 15 minutes**, capturing the highlights of any programme or activities related to the teaching practices.
- (c) Please note that the video should showcase the teaching practices proposed by the nominee(s), demonstrating effective learning and teaching outcomes. Nominees should also ensure clear audio quality and a camera angle that clearly captures the learning and teaching process and/or the setup of the teaching environment before submission.
- (d) The video clip (in “avi” , “wmv” , “mpeg” , “mpg” or “mp4” format) should be stored in the USB flash drive. Prior consent from students or their parents should be obtained before the recording.

¹⁷ Including the learning and teaching activities of kindergartens.

5.4 Outline of the lesson video clip

- (a) A one-page lesson outline, covering the name of the teacher, year of recording, teaching level, learning objective(s), teaching procedures, innovative elements, etc, should be submitted together with the video clip to describe the relevant teaching practices.
- (b) The document should be typed in font 12 points or above (Times New Roman for English and 細明體 for Chinese) and printed on an A4 paper. The word file concerned should be saved in “docx” format in a USB flash drive and submitted together with the printed copy of the document.

5.5 Year Plan or Teaching Schedule

Submit the year plan/teaching schedule of all levels in the previous school year (2024/25) relevant to the nominations to give background information to the Assessment Panel. This information should be stored in the USB flash drive.

5.6 Outline of the video clip of the programmes or activities (Optional)

- (a) If an additional video clip is submitted, it should be supplemented by a one-page outline to help illustrate the innovative teaching practices.
- (b) The document should be typed in font 12 points or above (Times New Roman for English and 細明體 for Chinese) and printed on an A4 paper. The word file concerned should be saved in “docx” format in a USB flash drive and submitted together with the printed copy of the document.

5.7 Supplementary Information (Optional)

Append, if necessary, supplementary information such as curriculum plans, learning activity records and students' works etc., to help describe the teaching practices. All the supplementary information **(up to a maximum of 10 pages in a single file including an index page)** should be stored in the USB flash drive.



Note

- (a) Nomination materials can be written in either Chinese or English. If the nominated teaching practice is in the subject under the Chinese Language Education KLA or English Language Education KLA, the nomination materials must be written in Chinese or English respectively.
- (b) Nominees, nominators and seconders should sign in corresponding sections in Part B of the Nomination Form.
- (c) Nominees should submit nomination materials in accordance with the requirements mentioned in paragraphs 5.1 to 5.5. The prescribed format and maximum number of pages allowed and requirements of the video clip should be strictly followed. Nominations may not be considered if the submitted nomination materials fail to comply with the requirements stated above.
- (d) Nomination materials mentioned in paragraphs 5.1 to 5.7 should be stored in the same USB flash drive and submitted together with the Nomination Form (Part A and Part B) and the printed copies of the Reflection of Teaching Practices, the outline of the lesson video clip and the outline of the video clip of programmes/activities (if applicable). Please refer to the following file structure to store submitted documents:
 - 1. Reasons for nominating or seconding
 - 2. Reflection of Teaching Practices
 - 3. Video clip and relevant outline
 - 4. Year Plan or Teaching Schedule
 - 5. Supplementary Information (Optional)
 - 6. Additional video clip and relevant outline (if any)
- (e) Nominees are strongly advised to submit the nomination materials as early as practicable so that any mistakes found in the submitted nomination materials can be rectified before the end of the nomination period.

VI Submission of Nomination

6.1 Nomination materials include:

- (a) One original copy and two sets of printed copy of completed and signed Nomination Form (Part A and Part B)
- (b) Three sets of printed copy of the Reflection of Teaching Practices and the outline of the lesson video clip
- (c) Three sets of printed copy of the outline of the programmes or activities, if any

2025/2026 行政長官卓越教學獎

Chief Executive's Award for Teaching Excellence

- (d) USB flash drive which stores the materials below:
 - (i) Reason(s) of nominating/seconding in “pdf” format
 - (ii) Reflection of Teaching Practices in Word format
 - (iii) Video clip of the lesson (unedited, continuous and authentic, recorded on or after 1 September 2024), with relevant outline
 - (iv) Year plan/teaching schedule of all levels relevant to the nomination in the 2024/25 school year
 - (v) Video clip and outline of the programmes or activities (recording date is not restricted and can be edited), if any
 - (vi) Supplementary information and its index page, if any

THREE sets of printed copies (items (a) should be original, (b) and (c)) **and ONE set of USB flash drive** (item (d)) of the abovementioned nomination materials should be submitted, in person or by post, to the **CEATE Secretariat at Room 1107, 11/F, Wu Chung House, 213 Queen’s Road East, Wan Chai, Hong Kong** on or before **3 October 2025**. For nominations submitted by post, the postmark date will be taken as the submission date. Reference number of the submitted e-Form should be quoted on the cover of the envelope, if applicable.

6.2 Nominations may not be considered if the submitted nomination materials fail to comply with the requirements as stated above.

6.3 All materials provided will not be returned.



VII Assessment Criteria

For the purpose of the Award for Education Innovation, “education innovation” refers to the teacher’s ability to effectively enhance the quality of education by taking into account the latest trend 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 practices¹⁸ in two key areas, namely “Professional Competence and Innovative Spirit” and “Effectiveness of Education Innovation” .

(a) Professional Competence and Innovative Spirit

For example -

- (i) 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;
- (ii) 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;
- (iii) adopting innovative and diverse assessment methods to comprehensively evaluate students’ learning performance and teaching effectiveness;
- (iv) flexibly adapting the learning content and learning process by adopting a student-centred approach to cater for learner diversity;
- (v) practising effective classroom instructions, questioning techniques, class interaction and classroom management;

¹⁸ Excellent teaching practices should be based on a relevant conceptual framework or academic research, incorporate reflective elements, and should be inspiring and can be shared with colleagues.

- (vi) holding appropriate expectations for students, and encouraging them to pursue continuous self-improvement and realise their potentials; and
- (vii) formulating/implementing the school's policies, procedures and initiatives in accordance with its values, vision and mission.

(b) Effectiveness of Education Innovation

Evidence of exemplary practices in the effectiveness of education innovation may include but are not limited to -

- (i) developing and implementing creative curricula to assist students' development and integrative use of generic skills;
- (ii) practising innovative teaching pedagogy to foster students' active learning; and
- (iii) integrating and introducing novel technologies, digital tools, online platforms, etc. for the purpose of enhancing the effectiveness of learning and teaching, assessment and promotion of students' whole-person development.



VIII Assessment Procedures¹⁹

Initial Assessment

(To be conducted tentatively in November and December 2025)

- Vetting and examining the nomination materials
- Interviewing the nominees (The interview is compulsory in nature. For group nominations, the presence of one to two representative(s) will suffice.)
- Short-listing nominations for the detailed assessment



Detailed Assessment

(To be conducted tentatively in January to March 2026)

- Conducting school visits which include observation of lessons (For group nominations, the lessons of all group members will be observed.)
- Interviewing nominees, colleagues, students, parents, etc.
- Examining more evidence from the nominees



Recommendation by the CEATE Assessment Panel



Discussion by the CEATE Assessment Working Group



Acceptance by the CEATE Steering Committee



Endorsement by the CEATE High-level Advisory Panel

¹⁹ Nominees who are unable to make themselves available for the initial assessment or detailed assessment will be treated as withdrawals. Nominees will receive notification of school visit by late March 2026 if they are short-listed for the detailed assessment.

IX CEATE Assessment Panels

- 9.1** An Assessment Panel comprising experts and academics in different educational fields, experienced school heads, CEATE awarded teachers and a parent will be set up to assess the nominations and recommend the ones to be awarded. The assessment results will be submitted to the CEATE Assessment Working Group for discussion, and to the CEATE Steering Committee for acceptance. They will then be verified and endorsed by the CEATE High-level Advisory Panel, whose decision is final.
- 9.2** Information on members of the Assessment Panel of CEATE will be available on the CEATE website.

X Handling of Information

- 10.1** The Assessment Panel may request the submission of more detailed materials as evidence when necessary.
- 10.2** All materials provided will be solely used for assessment and will not be returned. For nominations that are awarded, all information provided for the purpose of assessment may be used, distributed, disseminated, published and/ or reproduced for the purpose of disseminating good teaching practices by the Education Bureau or any organisations or agents appointed or authorised by it.
- 10.3** The relevant personal data (e.g. names of the nominees, nominators and seconders) provided in the Nomination Form may be disclosed to public sector schools, Direct Subsidy Scheme schools or private schools, other education institutions or organisations and other related persons or bodies, including their authorised agents or representatives for the same purpose mentioned above.
- 10.4** Personal data provided in the nomination materials will be handled according to the provisions stated in Section IV of Part B of the Nomination Form.



XI Declaration of Interests

All persons involved in the processing and assessment of nominations, including members of the CEATE Secretariat and the Assessment Panel, will be required to declare interests prior to working on any cases. The decision of the Education Bureau with regard to matters related to conflict of interests will be final.

XII Enquiries

- 12.1** For enquiries, please call 2892 5782 or e-mail to ate@edb.gov.hk.
- 12.2** Adhering to the principle of confidentiality and fairness, once the assessment procedures have started, the CEATE Secretariat will not respond to any enquiries regarding the decision of the assessment until the assessment results have been announced publicly.

Appendix III

(For nomination of the Award for Education Innovation)

Reference Questions for Preparing Nominations and Template of Reflection of Teaching Practices (For reference only)

1. Summary of Innovative Teaching Practices

(Briefly summarise your innovative teaching practices in no more than one page.
e.g. Creative curricula, innovative teaching pedagogy, novel technologies)

2. Concept of and Reflection on Teaching Practices

2a. How do you conceive “innovative teaching practice” ? How does innovative teaching practice contribute to improving learning and teaching?

(You may illustrate the concept, objectives and desired educational outcomes of your innovative teaching practices, and the innovative features of the practices, etc.)

2b. How do you formulate and implement your concept of “education innovation” mentioned above?

(You may cite examples to illustrate how you utilise innovative thinking, strategies, pedagogies, or technology to implement your innovative teaching practices, having regard to prevailing educational challenges or students’ learning needs.)

2c. What are your reflections on the innovative teaching practices?

(You may describe how the reflection on teaching practices affects your professional development. For example, any difficulties encountered, ways of further improvements, inspiration obtained, etc.)



3. Professional Competence and Innovative Spirit

3a. How would you describe your professional competence?

(You may use actual incidents/examples to illustrate your excellent performance in professional knowledge, subject knowledge, education/learning theories applied to your teaching practices, curriculum planning and implementation, teaching skills, classroom management, designing an assessment mechanism conducive to effective learning, solving problems encountered in curriculum development and teaching, developing students' higher order thinking skills, cultivating proper and positive values and attitudes among students, catering for learner diversity, etc.)

3b. How would you describe your innovative spirit?

(You may use actual incidents/examples to illustrate your innovative spirit; describe how you keep yourself/yourselves updated, and integrate innovative thinking into your teaching practices in light of the latest educational developments.)

3c. How can your teaching practices inspire teachers within and outside your school?

(You may describe how the teaching practices help develop your school, how the experiences gained and inspiration distilled from the teaching practices can be shared effectively, etc.)

4. Effectiveness of Education Innovation

4a. What positive impacts have your innovative teaching practices brought to the effectiveness of both teaching and assessment/the promotion of students' whole-person development?

(You may provide specific examples, such as students' works, feedback from students/parents, or use data as supporting evidence.)

4b. How do you adjust the innovative teaching practices that you advocate so as to support students' various learning styles and abilities?

(You may provide examples of how you teach or how students have benefitted from the adjustment.)

5. Contribution of Group Members (if applicable)

(Describe the contribution of each group member to education innovation and the collaboration in the group.)

Organiser



中華人民共和國香港特別行政區政府
教育局

Education Bureau
The Government of the Hong Kong Special Administrative Region
of the People's Republic of China

Sponsor



優質教育基金
Quality Education Fund

Enquiry



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For more information



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