

Chief Executive’s Award for Teaching Excellence (2025/2026)

Excellence Indicators for Teaching Practices

Award for Budding Teachers

Foreword

The *Excellence Indicators for Teaching Practices* compiled in this document serve as a reference for assessing nominations for the Chief Executive’s Award for Teaching Excellence (CEATE) (2025/2026). In drafting the Indicators, we consulted a number of references, including curriculum documents (see References on page 5). The Indicators have been formulated and structured in a way that reflects the complexities of teachers’ work and the diverse nature of teachers’ competencies.

For the purposes of CEATE, teaching excellence refers to teaching practices in which a teacher has demonstrated excellence in providing students with learning experiences that facilitate their learning. These practices should be grounded in a coherent conceptual framework or academic research, exhibit reflective elements, and be inspiring and shareable with peers. The Assessment Panel will focus on three key areas, namely (1) Cultivating Values and Nurturing People as the Core Mission, (2) Excellence in Professional Knowledge and Teaching Competence, and (3) Positive Impacts on Students’ Whole-person Development.

The Indicators are to be used only as a framework for recognising excellent teaching practices; they are not intended to prescribe a rigid model of excellence for every teacher. The examples of excellence cited for each indicator are provided for illustration only and should not be regarded as a checklist.

All awardees must possess the essential qualities of a professional teacher, such as professionalism and a loving concern for students. Each nomination will be assessed in the three key areas mentioned above by adopting a holistic approach based on professional knowledge and judgment. However, as the focus of CEATE is on learning and teaching, we are looking for exemplary and effective teaching practices that are inspiring and shareable with peers.

Assessment Working Group
Chief Executive’s Award for Teaching Excellence (2025/2026)
October 2025

Excellence Indicators for Teaching Practices

Award for Budding Teachers

1. Cultivating Values and Nurturing People as the Core Mission

Assessment Criteria	Examples of Excellence
<p>(a) Possessing both virtues and talents, and upholding high moral standards</p> <p>(b) Being upright in words and deeds, and serving as good role models for students</p> <p>(c) Showing passion for education with a sense of mission</p> <p>(d) Striving to promote values education</p>	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • set a good example by practising proper values, virtues and professional conduct, which includes “upholding professional belief”, “honouring the rule of law”, “being a role model”, “upholding probity and integrity”, “being committed and responsible”, “caring for students”, “respecting privacy” and “safeguarding professionalism”; • maintain public confidence in the profession by upholding high standards of ethics and behaviour within and outside school, and by adhering to a high level of personal and professional ethics, having regard to stakeholders’ expectations of teachers’ professional ethics in society; • maintain the dignity and credibility of the profession with the genuine belief that schools play an important role in society, and build connections for the school and society to serve each other; • understand their role and mission in promoting values education, and nurture in students good character and sense of national identity; • hold on to the original aspiration of acting in the best interest of students, and remain committed in a complex and ever-changing environment; • cultivate positive values and an optimistic attitude towards life among students, enabling them to understand the meaning of life and to brave challenges and difficulties with perseverance, while also exercising self-discipline and caring for others; and • readily work with peers to promote a collaborative and sharing culture within the school in pursuit of excellence.

2. Excellence in Professional Knowledge and Teaching Competence

Assessment Criteria	Examples of Excellence
<p>(a) Demonstrating excellence in professional knowledge and skills</p> <p>(b) Designing an appropriate school-based curriculum</p> <p>(c) Adopting effective teaching strategies in class</p> <p>(d) Adopting a student-centred approach to cater for learner diversity</p> <p>(e) Adopting effective classroom instruction, questioning, interaction and management techniques</p> <p>(f) Organising diversified learning activities</p> <p>(g) Adopting a wide range of assessment methods</p>	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • plan, with the school team, an appropriate school-based curriculum that aligns with the aims of education in Hong Kong and the seven learning goals, in accordance with the school's development targets and students' learning needs; • keep abreast of developments in education and adopt appropriate implementation strategies and measures to ensure that student learning is up-to-date; • fully master the teaching strategies for the subjects; duly adjust the teaching pace and learning content in accordance with students' learning progress, and adopt diversified learning and teaching strategies, which in turn allows students with varying levels of competence to progress at their own pace and encourages them to pursue excellence in learning; • effectively create a mutually supportive learning environment that encourages trial and innovation, arrange suitable learning activities, and provide students with ample opportunities for interaction, collaboration and new experiences, thereby facilitating students' co-construction of knowledge; • demonstrate remarkable teaching competence in designing learning activities that dovetail with curriculum aims and objectives, and allow students to apply what they have learnt in authentic contexts with the aid of appropriate learning materials; • effectively foster interactive learning and provide students with instant feedback; excel at designing teaching materials to meet students' diverse needs, thereby promoting self-directed learning and enhancing media and information literacy; • constantly encourage students to express their opinions and afford them ample opportunities to showcase their learning outcomes, while making good use of students' self-assessment and peer assessment to facilitate their reflection from multiple perspectives; duly acknowledge students' performance, specify their strengths and areas for improvement, and guide them properly to summarise what they have learnt for continuous improvement; and • assess and track students' learning progress in diversified modes to align with learning objectives and cater for learner diversity; have a clear picture of students' learning progress and offer them opportunities for extended learning as appropriate, thereby helping them consolidate, apply and deepen what they have learnt as well as propelling them towards continuous improvement and realisation of potential.

3. Positive Impacts on Students' Whole-person Development

Assessment Criteria	Examples of Excellence
<p>(a) Helping students attain the learning targets of the relevant subjects/Key Learning Areas/curriculum areas</p> <p>(b) Encouraging students to strive for continuous improvement and unleash their potentials</p> <p>(c) Cultivating students' ability and attitude towards independent learning to develop them into lifelong learners</p> <p>(d) Helping students develop a positive outlook on life and values</p> <p>(e) Enhancing students' confidence and building trust with them</p>	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • empower students to progressively enhance and integrate their knowledge and skills in meaningful contexts, capitalise on opportunities brought by innovation and technology to foster media and information literacy, and apply this literacy for the benefit of the community, our country and the world, ultimately resulting in a positive impact on life; • excel as co-constructors of knowledge; engage students in learning communities where they construct knowledge among themselves and with teachers; demonstrate a passion for learning to inspire students to strive for advancement throughout the learning process and to reap the benefits of deep learning; • act as chaperon in the journey of students' self-discovery and realisation of potential, enhancing their capacity for self-management, self-regulation and lifelong learning, so they can cope with the challenges encountered at different stages of personal growth and social development; • optimise the use of internal and external resources to enrich students' learning experiences; encourage students to learn through reading; create an entrepreneurial and creative ambience within the school in collaboration with peers through collegial sharing; • foster students' self-understanding, goal setting and reflective thinking at different stages of growth; identify students' potential and provide them with learning opportunities to realise their strengths and explore multiple pathways for the future; • cultivate a positive ethos and establish an environment conducive to learning through sharing the passion for learning; guide students in building congenial relationships with their peers, teachers, parents and the community through learning activities and by setting a good example in person; • create an inclusive learning environment in which students of different backgrounds and educational needs feel valued and value each other; develop students' potential in every aspect of life and encourage them to complement each other on the path of learning and growth; and • commit themselves to developing students into capable lifelong learners, have confidence in students' self-directed learning capabilities, and help them understand that self-value extends beyond exam results.

References

1. Curriculum Development Council (2001). *Learning to Learn – The Way Forward in Curriculum Development*. Hong Kong: Education and Manpower Bureau.
2. Advisory Committee on Teacher Education and Qualifications (2003). *Towards a Learning Profession: The Teacher Competencies Framework and the Continuing Professional Development of Teachers*. Hong Kong: Education and Manpower Bureau.
3. Curriculum Development Council (2014). *Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1 – 6)*. Hong Kong: Education Bureau.
4. Committee on Professional Development of Teachers and Principals (2015). *Progress Report on Odyssey to Excellence – A Learning Profession of Vibrancy & A Teaching Profession of Excellence*. Hong Kong: Education Bureau.
5. Curriculum Development Council (2017). *Kindergarten Education Curriculum Guide*. Hong Kong: Education Bureau.
6. Curriculum Development Council (2017). *Secondary Education Curriculum Guide*. Hong Kong: Education Bureau.
7. Education Bureau (2017). *Performance Indicators (Kindergartens)*. Hong Kong: Education Bureau.
8. Committee on Professional Development of Teachers and Principals (2018). *T-standard+: Professional Standards for Teachers of Hong Kong*. Hong Kong: Education Bureau.
9. Quality Assurance Division, Education Bureau (2019). *Inspection Annual Report 2018/2019*. Hong Kong: Education Bureau.
10. Task Force on Review of School Curriculum (2020). *Task Force on Review of School Curriculum Final Report*. Hong Kong: Education Bureau.
11. Education Bureau (2020). *Operation Guide on the Whole School Approach to Integrated Education*. Hong Kong: Education Bureau.
12. Education Bureau (2021). *The Curriculum Framework of National Security Education in Hong Kong*. Hong Kong: Education Bureau.
13. Curriculum Development Council (2021). *Supplementary Notes to the Secondary Education Curriculum Guide (2017)*. Hong Kong: Education Bureau.
14. Curriculum Development Council (2021). *The Values Education Curriculum Framework (Pilot Version)*. Hong Kong: Education Bureau.
15. Education Bureau (2021). *Guidelines on Teachers' Professional Conduct*.
16. Quality Assurance Division, Education Bureau(2022). *Performance indicators for Hong Kong schools (For secondary, primary and special schools)*. Hong Kong: Education Bureau.
17. Curriculum Development Council (2024). *The primary education curriculum guide (2024)*. Hong Kong: Education Bureau.
18. Education Bureau (2025). *Chief Executive's Award for Teaching Excellence (2025/2026) – Nomination guidelines*.