

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

Excellence Indicators for Teaching Practices

Curriculum Leadership

Foreword

The *Excellence Indicators for Teaching Practices for Curriculum Leadership* (the Indicators) 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 have consulted a number of references, including curriculum documents (see References on pages 14 and 15). The Indicators have been formulated and structured in a way that reflects the complexities of teachers’ work and the diverse nature of teachers’ competencies.

For the purposes of CEATE, teaching practices are considered excellent if they are:

- (i) 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;
- (ii) based on a coherent conceptual framework or academic research, showing reflective elements;
- (iii) inspiring and can be shared with colleagues to improve the quality of education; and

- (iv) instrumental in achieving the learning targets of the whole-school curriculum (i.e. fostering students' whole-person development, and nurturing lifelong and self-directed learning capabilities through leading teachers to conduct whole-school curriculum planning and implementation, which is in line with the learning goals/curriculum aims set out by the Curriculum Development Council.)

The Indicators fall within four domains, namely, (1) Professional Competence, (2) Student Development, (3) Professionalism and Commitment to the Community, and (4) School Development. The first two domains focus on recognising teaching excellence and the other two on fostering teachers' professional development and building a culture of teaching excellence.

The Indicators are to be used only as a framework for recognising excellent teaching practices; they are not intended to prescribe a rigid model of excellence for every teacher. The examples of excellence cited for each indicator are provided for illustration only and should not be regarded as a checklist. We hope that the Indicators will not only serve as an assessment tool, but may also highlight the qualities of an accomplished teacher in the area of Curriculum Leadership, so as to motivate teachers to pursue professional excellence.

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

Assessment Working Group

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

October 2025

Excellence Indicators for Teaching Practices

Curriculum Leadership

1. Professional Competence Domain

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Planning and Organisation	<p>The teacher is able to:</p> <ul style="list-style-type: none"> keep pace with trends in education development, make a full effort to take forward curriculum reform measures and focus on the renewed emphases of the curriculum, realise the seven learning goals¹/curriculum aims² specified and updated by the Curriculum Development Council, set well-defined and prioritised school curriculum objectives and formulate clear and concrete curriculum plans and assessment policy based on the school’s vision and mission, school context and learner diversity, thereby equipping students with the ability for lifelong and self-directed learning and promoting their whole-person development; effectively play a co-ordinating or leadership role in developing a flexible and open school curriculum framework based on the central curriculum to cater for students’ learning needs, thereby providing opportunities for students to construct knowledge, develop generic skills as well as proper values and positive attitudes, and acquire the ability to integrate and flexibly apply what they have learnt;

¹ 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. The Seven Learning Goals of Secondary Education comprise National and Global Identity, Breadth of Knowledge, Language Proficiency, Generic skills, Information Literacy, Life Planning, and Healthy Lifestyle.

² 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.

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • lead colleagues in planning and implementing a whole-school curriculum based on a coherent conceptual framework inclusive of reflective elements or academic research, and put in place a broad and balanced school-based curriculum to provide students with diversified, life-wide, integrated, holistic and progressive learning experiences that effectively cater for their learning motivation, interests, aptitudes, abilities and needs; • incorporate the renewed emphases of the curriculum (such as strengthening values education, reinforcing STEAM education in primary and secondary schools and enriching life-wide learning experiences) into overall curriculum planning by adopting the strategies of “organic integration”, “natural connection”, “diversified strategies”, “mutual co-ordination”, “learning within and beyond the classroom” and “whole-school participation” to help students achieve the seven learning goals/curriculum aims, with a view to facilitating their balanced development in the five domains of ethics, intellect, physique, social skills and aesthetics; • appropriately adapt curriculum content as well as learning and teaching strategies to meet students’ diverse learning needs (e.g. students with special educational needs); fine-tune overall curriculum planning to help primary and secondary school students utilise learning time flexibly, thereby creating room for students to develop abilities for independent and self-directed learning; and • assist in formulating plans that align with defined goals for relevant Key Learning Areas (KLAs)/learning strands/subjects; organically integrate the learning content of different KLAs/learning strands/subjects, strategically plan for cross-curricular learning (applicable to primary and secondary schools)/integrated curriculum (applicable to kindergartens), and jointly devise diversified and meaningful learning experiences for students; and enhance coherence and vertical development at all levels of curriculum planning to help students attain the learning objectives of different key stages and ensure a smooth interface between key stages.

Area	Performance Indicator	Examples of Excellence
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • assist the school in establishing a systematic and comprehensive mechanism to timely and effectively monitor the implementation of the school curriculum through a variety of means; and have a full grasp of the implementation of teaching plans and learning activities for the purpose of informing curriculum planning; • assist the school in selecting and developing textbooks and learning and teaching resources of a high quality; and, through regular review and update, ensure that the content and information of these materials are correct, complete, objective, impartial, in alignment with the learning goals/aims of the central curriculum, and school aims, and appropriate for students' learning needs, levels, age and abilities while catering for learner diversity; • assume a leadership role in relevant KLAs/learning strands/subjects/panels to review and reflect on effectiveness against objectives, and fine-tune the direction of curriculum development through professional exchange and discussion; • systematically record students' learning performance and progress and make good use of assessment information and data to inform the review of curriculum framework and design, continuous curriculum development, and fine-tuning of curriculum planning and implementation, thereby ensuring vertical continuity and lateral coherence of the school curriculum for improvement in learning and teaching effectiveness; • continuously fine-tune the curriculum reform for “learning to learn”, focusing on the process and effectiveness of learning and teaching, deepening the positive impact of curriculum reform, and sustaining the improvement of the quality of learning and teaching; delineate emphases and set priorities for curriculum development based on the school context to promote ongoing renewal and improvement of the curriculum; and

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • suitably deploy curriculum resources within and outside the school to support teachers' professional development; and actively co-ordinate and communicate with different subjects and panels to pursue curriculum objectives and take forward implementation measures as agreed for more effective learning and teaching.
Teaching	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • formulate clear and appropriate teaching objectives and learning content using a student-centred approach; design relevant teaching content and activities by employing approaches of “organic integration” and “natural connection” in daily teaching; flexibly deploy diversified teaching strategies and resources to provide students with diverse interactive learning opportunities; and create meaningful learning contexts that suitably relate to students' everyday experiences so as to engage them in active learning and foster their proper values and positive attitudes; • take advantage of learner diversity and encourage students' interaction and collaboration to bring benefit to the learning of all students; cater for learner diversity at different levels to provide opportunities for all students to gain learning experiences that foster whole-person development and realise their potential; adjust the pace of learning and teaching according to students' progress; arrange a variety of learning tasks/assignments in different modes and adopt assessment for learning to identify students' strengths and learning difficulties, and devise appropriate learning strategies accordingly; • lead colleagues in playing their role of Inspirational Co-constructors of Knowledge, engaging students in learning communities where they construct knowledge as learning partners among themselves and with teachers; serve as a role model for students by displaying enthusiasm for learning; and create an interactive, inspiring and harmonious learning atmosphere and environment where students are inspired to strive for improvement in the learning process and reap the benefits of deep learning; • lead colleagues in discussing students' performance; have a good understanding of the relationship between learning targets and various teaching strategies and adopt appropriate teaching approaches to help students consolidate their learning, thereby enhancing learning and teaching effectiveness;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • improve his/her grasp and mastery of innovation and technology (including artificial intelligence)/information technology; and apply relevant technology in teaching and assessment to bring about a paradigm shift as well as conceptual changes in learning and teaching, to improve students' knowledge, skills and attitudes for sustained interaction and stronger motivation under different modes of learning, and to cater for students' diverse social and emotional needs for the promotion of whole-person development [applicable to primary and secondary schools]; and • provide ample opportunities for young children to use multiple senses to explore and engage with the real world in order to better serve their developmental and learning needs; judiciously use information technology to provide children with interactive and interesting activities and experiences in play and cater for their diversity; and help them develop the right attitudes and habits in using electronic products [applicable to kindergartens].
	1.4 Professional Knowledge and Attitude	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • demonstrate extensive theoretical, practical and newly constructed expert knowledge with regard to the prevailing aims of education for our country and Hong Kong, the seven learning goals/curriculum aims specified and updated by the Curriculum Development Council, pedagogy and curriculum content; and effectively combine educational theory and practice as a reflective practitioner; • keep abreast of the new trends in curriculum development; have a good knowledge of curriculum content and the pedagogical content knowledge of relevant subjects; and stand as a role model of whole-person development by pursuing continuous personal growth through lifelong learning; • flexibly apply professional knowledge beyond the learning framework of a single subject with the pedagogical mindset of “organic integration” and “natural connection”; and enrich students' experiences within and beyond the classroom through “diversified strategies” and “mutual co-ordination”; • demonstrate curriculum leadership capabilities; proactively collaborate with colleagues; take an active role in promoting school-based curriculum development by participating in related planning, implementation and evaluation work; promote among colleagues a culture of learning and sharing; develop in the school a community of practice that focuses on enhancing students' learning outcomes;

Area	Performance Indicator	Examples of Excellence
		<p>enhance professional competency through a sustained collaborative learning process; and manage and disseminate professional knowledge and good practices; and</p> <ul style="list-style-type: none"> • effectively take the lead in actively promoting collegial collaboration in updating and exploring knowledge related to curriculum, learning, teaching and assessment, thereby facilitating collaboration and development across relevant KLAs/subjects; support the work of other teachers and serve as a role model for teaching and learning; promote teachers’ professional development by encouraging interactive collaboration and professional dialogues among members of a learning organisation and fostering a culture of reflection and sharing.
Performance Assessment	1.5 Assessment Planning and Use of Information	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • lead colleagues in formulating a whole-school curriculum plan, as well as assessment policies relevant to the objectives of curriculum reforms, and take concrete measures in the implementation and execution, thereby deepening and connecting “assessment for learning” and “assessment as learning”, and enhancing teachers’ overall assessment literacy; • strategically and systematically use diversified assessment modes and tools to support curriculum planning and cater for students’ abilities and learning progress as well as other school contextual factors; and regularly review them to ensure alignment with current curriculum objectives and conceptual frameworks for assessment to keep optimising curriculum planning and learning and teaching strategies; • design formative and summative assessment of different modes and difficulty levels in accordance with curriculum objectives, learning focuses, expected learning outcomes and students’ learning progress so as to cater for learner diversity, and to provide students with equal opportunities to showcase what they have achieved; • design and assign an appropriate amount of effective assignments that are closely aligned with the curriculum objectives, taking into account students’ abilities and learning needs, to enhance higher-order thinking skills and stimulate intrinsic motivation and curiosity about learning, thereby effectively consolidating and extending their learning;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • systematically assess data on students' learning performance and evidence of student learning; analyse comprehensively and continue to follow up on students' learning performance and learning difficulties; use the information to inform curriculum planning and learning and teaching strategies more effectively to enhance the overall quality of learning and teaching; and • give students positive, timely, specific and quality feedback that facilitates reflection, along with concrete suggestions for improvement; and make effective use of assessment modes that involve different parties so that students can sustain their learning motivation and identify their strengths and weaknesses, thereby encouraging reflection and improvement in learning.

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Values and Attitudes	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • help students develop important core beliefs, proper values and positive attitudes, and convince them that everyone is capable of learning and can be successful in their learning; • set appropriate expectations for students having regard to learner diversity; and provide students with a curriculum that accommodates to their abilities in order to motivate and engage them in the learning process, thereby helping them achieve the desired learning outcomes; • recognise and value students’ potential and achievements; and encourage students to adopt a proactive attitude towards learning, pursuing excellence, building self-confidence, cultivating self-discipline, keeping an open mind, respecting one another, and readily collaborating and sharing learning experiences and achievements with others, with a view to creating a caring and pleasurable learning atmosphere; • enhance life education as appropriate in the light of the school context and student developmental needs to help students properly understand the meaning of life, face adversity and challenges with a positive attitude, respect and cherish life, realise their goals and explore the future; • strengthen the cultivation of students’ media and information literacy, and help them develop the attitudes and capabilities to use information and information technology effectively, legally and ethically, thereby nurturing them as informed and responsible citizens; • achieve the educational mission of “cultivating values and nurturing people” by actively promoting values education within and beyond the classroom, such as strengthening national education (which covers topics including patriotic education, the Constitution and the Basic Law education, and national security education), to enhance students’ understanding of our country and instill in students a sense of belonging to our country, patriotism and national identity from an early age; and

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • espouse Chinese culture as the backbone connecting different learning strands/subjects and cross-curricular domains to help students understand and appreciate traditional Chinese culture and values, thus fostering their good moral character and conduct, and enabling them to thrive healthily and navigate changes and challenges in a courageous, optimistic and proactive manner.
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • help students comprehend and acquire different knowledge and skills from different learning strands/KLAs and subjects, and encourage kindergarten students to actively acquire knowledge /primary and secondary school students to actively construct new knowledge by drawing upon past experiences and prior knowledge; • duly adapt learning and teaching strategies and skills to cater for students with different abilities, interests and learning needs, foster motivation, and promote different levels of thinking, thereby allowing students of different abilities to learn at their own pace; • encourage primary and secondary school students to engage in self-directed learning, and propel them towards continuous improvement and realisation of potential; embolden them to develop through an inquiry process the ability for independent learning by actively gathering, collating and comprehensively assessing information, thus enriching their learning experiences, strengthening their ability to construct knowledge, and instilling in them the spirit of self-directed learning; • help students make good use of learning time, learning strategies and a variety of internal and external learning resources to achieve their learning targets, including aptly using innovation and technology, information technology and e-learning resources to enhance students' independent learning ability and extend their space of learning; • encourage students to be receptive to advice and ideas; help primary and secondary school students maintain the practice of identifying their strengths and weaknesses with the benefit of feedback, so that they can strive for improvement and have a better grasp of the learning content and related skills; and

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> • cultivate in kindergarten students a better understanding of our country, a sense of patriotism and national identity from an early age; contribute to creating a school atmosphere that promotes entrepreneurial thinking and creativity; foster among primary and secondary school students a positive worldview; and encourage them to capitalise on the advantages and dynamism of Hong Kong as a world city enjoying the strong support of the Motherland and being closely connected to the world.

3. Professionalism and Commitment to the Community Domain

Area	Performance Indicator	Examples of Excellence
Professionalism and Commitment to the Community	3.1 Contribution to the Teaching Profession and the Community	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • serve as a role model by observing rules and laws, and practising proper values, virtues and professional conduct; offer insights into the latest developments in education policies and local curriculum; participate in the work of professional educational bodies; and strive to enhance professional competence, proactively reflect on teaching practices and pursue continuous self-improvement; • competently perform the three professional roles of a teacher, namely a “caring cultivator” who supports students’ all-round growth, an “inspirational co-constructor” who constructs knowledge together with students, and a “committed role model in teaching profession” who exemplifies professionalism; • perform the role of a key facilitator in curriculum reforms to develop a shared vision for teachers; create an open and constructive discussion environment that values consensus; develop a culture of professional learning and sharing among colleagues; and seize opportunities to showcase the outcomes of continuing professional development in daily teaching; • channel joint efforts into advancing the development of a community of practice by connecting teachers’ own learning and organisational learning in the school; assist the school in defining the responsibilities and roles of different school personnel in developing a community of practice; and build a teaching team that can keep abreast of the times in pursuit of excellence and groom curriculum leaders; and • build good interpersonal and interschool networks to facilitate professional exchange and sharing among teachers within the school and across schools on professional knowledge regarding curriculum development and learning-and-teaching-related issues; and actively promote professional development in the community by, for example, participating in exchange activities and community services, producing exemplary teaching materials, taking part in educational research or publishing articles on teaching-related topics, sharing teaching experience, and supporting novice teachers’ professional development.

4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 Support to School Development	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • keep pace with curriculum development by constantly exploring new knowledge and teaching strategies and joining professional networks to learn from others' experience, thereby bringing positive and proactive changes to students and the school, and providing continuous impetus in shaping the school into an effective learning organisation; • make good use of school resources and manpower to build consensus and consolidate views; readily recognise and encourage partner teachers; and strategically strengthen teachers' professional exchange with a view to enhancing teachers' professional capacity; • formulate school-based development strategies and measures that meet the needs of the school, teachers and students, and develop a school-based curriculum that aligns with the school's mission and addresses stakeholders' concerns on the basis of the central curriculum by taking into full consideration the views of different stakeholders (e.g. parents, local community and the public); and flexibly deploy school resources and tap external resources to support the implementation of various measures and effectively promote the overall development of the school; • reinforce the ability and attitudes that enable other teachers to learn proactively, assist them in gaining an accurate understanding of curriculum rationales and trends in curriculum development, and endeavour to foster the professional growth and succession of the school teaching team; • promote a collaborative and sharing culture within the school; lead and assist colleagues in identifying with and realising the school's vision and mission and promoting continuous school development by sharing teaching exemplars and experience; and highlight the essence of the school's culture and ethos through a variety of effective means;

Area	Performance Indicator	Examples of Excellence
		<ul style="list-style-type: none"> maintain close ties with the local community, and based on the school's development needs, tactically engage external professional support services or enlist external institutions in offering collaboration programmes to provide opportunities for broadening teachers' and students' horizons, enriching students' learning experiences and fostering teachers' professional growth, with a view to effectively taking forward school-based curriculum reforms, enhancing learning and teaching effectiveness, and continuously maximising the benefits of the positive impacts and experiences of curriculum reforms; and see parents as important partners in school development; effectively collect and follow up on the views of parents; optimise modes of home-school co-operation; promote diversified parent education activities to enhance parents' knowledge and skills in educating their children; and work with parents to promote students' whole-person development.

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