

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

## **Excellence Indicators for Teaching Practices**

### **Physical Education Key Learning Area**

#### **Foreword**

The *Excellence Indicators for Teaching Practices for Physical Education Key Learning Area* 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 to 16). 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 that 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 relevant 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 Physical Education (PE) Key Learning Area (KLA) (i.e. aiming 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 positive attitudes to enable them to lead a healthy lifestyle, as well as laying a strong foundation for students to pursue lifelong learning and become responsible citizens who contribute to the building of an active and healthy community).

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 PE KLA, 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

## Physical Education Key Learning Area

### 1. Professional Competence Domain

| Area       | Performance Indicator                    | Examples of Excellence  |
|------------|--|---|
| Curriculum | 1.1 Curriculum Planning and Organisation | <p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• develop a broad, balanced, flexible and coherent school-based curriculum covering the six strands of the PE KLA, with the central curriculum taken as a blueprint, having regard to students’ needs, interests and abilities, teachers’ strengths, and the school’s actual circumstances; and formulate clear and concrete learning content, teaching strategies and assessment mechanism to systematically cultivate students’ generic skills pertaining to the PE KLA, as well as proper values and positive attitudes;</li> <li>• formulate and adapt the school’s PE curriculum in response to rapid social changes and the education trends of the 21st century so as to, among others, provide appropriate PE learning experiences for students of different abilities in adherence to the guidelines issued by the Education Bureau (EDB) on conducting physical activities; and plan the curriculum with “catering for learner diversity” as the guiding principle, providing teaching adaptations for students with special educational needs (SEN), thus manifesting students’ equality in education;</li> <li>• flexibly adapt teaching designs and develop students’ ability for self-directed learning to dovetail with their capabilities and learning needs; strengthen digital education/information technology learning, including artificial intelligence, to enhance teaching effectiveness with due importance placed on enhancing students’ media and information literacy; and, where appropriate, enrich the component of theory in the delivery of PE and strengthen the cultivation of aesthetic sensitivity in elements like movement appreciation and matches analysis;</li> </ul> |

| Area | Performance Indicator | Examples of Excellence   |
|------|-----------------------|--|
|      |                       | <ul style="list-style-type: none"> <li>• provide students with diversified, appropriate and meaningful learning experiences, to develop their motor skills, facilitate acquisition of knowledge of movement, and cultivate proper values and positive attitudes through “organic integration”, “natural connection”, “diversified strategies”, “mutual co-ordination”, and “learning within and beyond the classroom”, etc., with a view to developing of a habit in doing exercises;</li> <li>• offer cross-disciplinary learning activities, such as STEAM education, in collaboration with other subject panels so as to provide students with more opportunities to integrate and apply knowledge and skills across disciplines, thereby promoting innovative thinking;</li> <li>• strive to enrich students’ body movement experiences, and develop an interest in physical activity and a habit of regular exercise among students to promote their growth and whole-person development so that they can grow into responsible citizens;</li> <li>• infuse elements of national security education into the PE curriculum through organic integration; arrange for students’ participation in co-curricular activities related to Chinese culture in an organised manner, such as traditional Chinese sports activities including Chinese folk dance and martial arts, to enable students to learn about and preserve Chinese culture, and strengthen their national identity and cultural confidence; arrange viewing of major competitions (such as Olympic Games, Asian Games and National Games) on site or through live broadcast to help students understand national sports development and identity with the athletes’ dedication to win honours for the country, and cultivate in students a sense of national pride and belonging;</li> <li>• enable students to connect different ideas and concepts, observe from multiple perspectives, and provide them with real-life learning contexts through exploratory sports and physical activities with a view to facilitating their future learning in science, humanities and social science, etc.;</li> <li>• organise a school-based curriculum with due regard to students’ needs at different developmental stages in respect of curriculum content, learning environment, learning modes, etc., to ensure seamless vertical and horizontal transitions between various stages of learning, thereby offering comprehensive and progressive learning programmes for students;</li> </ul> |

| Area | Performance Indicator     | Examples of Excellence  |
|------|---------------------------|---|
|      |                           | <ul style="list-style-type: none"> <li>• make good use of internal and external human resources and facilities to organise diversified co-curricular physical activities, such as daily exercise sessions, school sports events/competitions, and school team training, to promote life-wide learning activities in PE;</li> <li>• support the EDB’s “Active Students, Active People” Campaign by, for example, participating in the “MVPA60 Award Scheme” and the teachers’ professional network on “Developing an Active and Healthy School Campus”, with a view to fostering an optimal atmosphere for physical activity in the school and the wider community, thereby encouraging students to engage in regular exercise and adopt an active and healthy lifestyle; involve different stakeholders in organising various activities and strengthen home-school collaboration to encourage students to participate in physical activities regularly, with a view to achieving the World Health Organization’s recommended daily average of at least 60 minutes of moderate-to-vigorous physical activity; and</li> <li>• provide students with a safe learning environment for participating in PE lessons and related physical activities by following the EDB’s safety guidelines and measures on the PE KLA; ensure proper implementation of the relevant measures; and develop students’ safety awareness.</li> </ul> |
|      | 1.2 Curriculum Management | <p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• devise an effective mechanism to monitor curriculum implementation and evaluate its outcomes; and make good use of the learning and evaluation data by conducting reviews to inform curriculum planning and design, thereby aptly catering for learner diversity and enhancing the overall quality of learning and teaching;</li> <li>• suitably deploy resources to support and implement the intended curriculum policy and plans; and</li> <li>• render support to students with athletic potential or elite student athletes by providing flexible class arrangement and creating a supportive learning environment in due regard to their needs in training or competitions, thus enabling them to strike a balance between academic and sports pursuits while heeding the Government’s call to promote sports development.</li> </ul>   |

| Area     | Performance Indicator     | Examples of Excellence  |
|----------|---------------------------|---|
| Teaching | 1.3 Strategies and Skills | <p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• flexibly adjust teaching progress in the light of students’ abilities and learning needs so as to meet their needs for healthy physical and mental development;</li> <li>• cater for learner diversity by adopting diversified teaching and learning strategies, such as ability-based grouping and collaborative learning;</li> <li>• design suitable activities based on the school context and subject-specific features; introduce traditional Chinese sports or related physical activities, such as shuttlecock, martial arts, lion and dragon dancing, dance, diabolo and cuju, where appropriate; provide reading passages about traditional Chinese sports or national sports development to cultivate students’ knowledge and appreciation of Chinese traditional culture and wisdom; and incorporate elements of national security to guide students in reflection, thereby strengthening the connection with national security education;</li> <li>• give timely feedback that is specific, inspiring and encouraging to meet the needs of individual students, and provide a safe (yet challenging), interesting and enjoyable learning environment for students;</li> <li>• make good use of artificial intelligence, in-class demonstration or teaching aids, etc., to give students clear and concise instructions, thereby effectively enhancing teaching effectiveness;</li> <li>• bring about a paradigm shift in teaching to enhance students’ generic skills (especially communication, critical thinking and collaboration skills and creativity) and aesthetic sensitivity;</li> <li>• use stage-specific teaching strategies as appropriate to better meet the developmental and learning needs of students at different stages of growth, thus encouraging them to maintain a positive and active attitude towards learning PE and acquire independent learning capabilities through physical activity;</li> <li>• help students enhance self-efficacy, and promote students’ learning motivation and interest in sports and physical activity by designing viable learning activities with ample opportunities for applying what they have learnt;</li> </ul> |

| Area | Performance Indicator                   | Examples of Excellence  |
|------|---|---|
|      |   | <ul style="list-style-type: none"> <li>• allocate sufficient time for students to engage in moderate-to-vigorous physical activity so that they can improve their physical competence, exercise more and enhance their physical fitness;</li> <li>• seize the right opportunities to introduce relevant concepts and theories or initiate exploratory activities when developing students’ physical competence, and help students acquire related knowledge and construct knowledge through teacher-student interactions; and</li> <li>• serve as a role model for students by participating in sports and physical activities, and take up the roles of a coach, a facilitator and a coordinator.</li> </ul>   |
|      | 1.4 Professional Knowledge and Attitude | <p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a passion for sports and PE, mobilise and encourage others to exercise more, and actively engage in discussions on health-related issues;</li> <li>• understand thoroughly the latest trends and hot topics in the PE KLA and display a sound command and application of pedagogical content knowledge; establish connections among different subjects or KLAs; and continuously pursue self-improvement and growth through reflection;</li> <li>• cater for learner diversity by understanding students’ diverse abilities and learning needs and adopting diversified teaching strategies and assessment practices, thus unleashing students’ potential; reflect on the effectiveness of learning and teaching to identify students’ learning difficulties and revise teaching objectives and content; adopt appropriate measures and teaching strategies to cater for students with SEN;</li> <li>• pursue excellence by promoting collegial collaboration, playing an active role in sharing and exchange activities within and outside the school, as well as planning and showcasing effective activities; and</li> <li>• have a good grasp of the teaching strategies and policies related to the PE KLA, and pursue continuing professional development by actively participating through various channels in activities organised by the professional learning community and constantly improving the teaching practices in the PE KLA.</li> </ul> |

| Area                   | Performance Indicator                          | Examples of Excellence  |
|------------------------|--|---|
| Performance Assessment | 1.5 Assessment Planning and Use of Information | <p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• formulate clear school-based assessment policies in line with the curriculum development of the PE KLA, and set out well-defined expected learning outcomes and specific assessment criteria; specify the assessment modes and methods that dovetail with learning objectives, including formative and summative assessment arrangements, so that stakeholders can understand the assessment criteria and arrangements;</li> <li>• make appropriate preparation for the incorporation of PE into the “Internal Assessments” under the relevant optimised arrangement to be implemented in the second term of Primary 5 starting from the 2026/27 school year by formulating the scope of assessment, focus and format of assessment, and assessment criteria, etc., to enable students’ and parents’ early understanding of, among others, the assessment criteria and arrangements (applicable to primary schools);</li> <li>• effectively employ the assessment approaches of “assessment of learning”, “assessment for learning” and “assessment as learning” and make good use of various assessment information to evaluate the effectiveness of the curriculum and enhance learning effectiveness;</li> <li>• develop or apply valid and reliable assessment tools and practices, such as using artificial intelligence properly, to gauge expected learning outcomes, and ensure the accuracy of assessment; and</li> <li>• make good use of various assessment modes and analytics of results to motivate students in learning, and help students develop self-reflective capability and improve their learning by adjusting teaching strategies suitably and offering them specific feedback or opportunities to review their learning performance.</li> </ul> |

## 2. Student Development Domain

| Area                | Performance Indicator    | Examples of Excellence   |
|---------------------|--------------------------|--|
| Student Development | 2.1 Values and Attitudes | <p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• encourage students to take part in physical activities with proper values and positive attitudes and observe the rules for fair play, with a view to laying a solid foundation for leading an active and healthy lifestyle and developing a habit of doing exercise;</li> <li>• serve as an example, care for students’ physical and psychological well-being, and strive to equip them with physical competence and theoretical knowledge for achieving physical fitness and enhancing confidence in learning;</li> <li>• duly infuse national security education, values education, and media and information literacy into the PE curriculum to nurture students as responsible and contributing members of society, the country and the world;</li> <li>• help students develop good moral character by nurturing in them the twelve priority values and attitudes (i.e. perseverance, respect for others, responsibility, national identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence, unity, and filial piety), as well as sports-related values and attitudes, including the attitude of “being modest in victory and resolute in defeat”, the Olympic spirit and ways to gain confidence from overcoming difficulties, through different physical activities;</li> <li>• cultivate students’ appreciation of traditional Chinese sports and culture, thereby strengthening their sense of national identity and fostering awareness of cultural heritage preservation and national pride;</li> <li>• help students learn to get along with others and build trust among themselves and with teachers by organising and holding diversified physical activities for students of different backgrounds and abilities; and</li> <li>• encourage students to consistently engage in physical activity to promote the development of robust physical and psychological well-being, foster their understanding of the rights and responsibilities of participating in physical activities, and nurture them as responsible citizens.</li> </ul> |

| Area | Performance Indicator  | Examples of Excellence  |
|------|------------------------|---|
|      | 2.2 Knowledge & Skills | <p>The teacher is able to</p> <ul style="list-style-type: none"> <li>• provide students of different abilities with the opportunities to participate in physical activities that meet their needs for physical and mental development, and help them acquire and develop related physical competence;</li> <li>• stimulate students' thinking and enable them to amass and consolidate knowledge through physical activity, and offer opportunities and guidance to motivate them to participate in regular physical activity for health, leisure or the purpose of pursuing excellence;</li> <li>• guide students in understanding the relationship between physical activity and health as well as the ways of designing, executing and evaluating a personal workout plan so as to help them lay a solid foundation for leading an active and healthy lifestyle;</li> <li>• familiarise students with the principles and techniques of preventing and handling sports injuries through different means;</li> <li>• guide students in developing relevant generic skills from experiencing and reflecting on physical activities, e.g. engaging them in contemplating sports-related dilemmas/controversies to deepen their understanding of the principles underpinning moral judgements and develop their critical thinking skills; and give students guidance in organising extra-curricular/sports-related co-curricular activities or training sessions to enhance their collaboration, problem-solving and communication skills;</li> <li>• deepen students' understanding of our nation, and incorporate national security content to enhance the depth and breadth of students' knowledge about national security and guide them in reflection, with a view to strengthening the connection to national security education;</li> <li>• guide students in using effective learning strategies to integrate physical competence with relevant scientific theories, such as physiology, nutrition and sociology, thereby nurturing their scientific inquisitiveness, honing their abilities to develop and apply technologies, and preparing them for pursuing post-secondary programmes; and</li> </ul> |

| Area | Performance Indicator | Examples of Excellence   |
|------|-----------------------|--|
|      |                       | <ul style="list-style-type: none"> <li>encourage students to conscientiously engage in, organise and appreciate physical activities, and inspire them to search for and reflect on the meaning of “beauty”, thereby developing their aesthetic sensitivity.</li> </ul> |

### 3. Professionalism and Commitment to the Community Domain

| Area  | Performance Indicator                                | Examples of Excellence  |
|---|--|---|
| Professionalism and Commitment to the Community | 3.1 Contribution to the Profession and the Community | <p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• demonstrate good moral character and proper values, and observe rules and laws;</li> <li>• strive to enhance professional competence, make reflection actively, and pursue continuous self-improvement;</li> <li>• perform the three professional roles of a teacher, namely a “caring cultivator” who supports students’ whole-person development, an “inspirational co-constructor” who constructs knowledge together with students, and a “committed role model in teaching profession” who shows professionalism;</li> <li>• unite PE teachers in developing or establishing a PE KLA-related professional learning community to actively create the culture and atmosphere of educational research, inspire innovation, and facilitate professional exchange through sharing of exemplary teaching plans, practices and experiences with peers; and</li> <li>• dedicate oneself to sports-related community events/voluntary work, establish partnership with relevant professional bodies in organising diversified activities, and promote professional training and development.</li> </ul> |

## 4. School Development Domain

| Area               | Performance Indicator             | Examples of Excellence   |
|--------------------|-----------------------------------|--|
| School Development | 4.1 Support to School Development | <p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• lead peers in designing, implementing and reviewing the school-based curriculum and related activities for maintaining a healthy school environment; establish a mechanism for peer exchange, and actively participate in sharing experience and insights pertaining to curriculum planning; and promote a culture of sharing and collaboration within the school for developing a professional learning community;</li> <li>• fully demonstrate his/her leadership role in the PE KLA; mobilise teachers in planning and organising subject-related activities and professional training; and strengthen their understanding of the importance of national security education, so as to promote sustained development of the school;</li> <li>• effectively lead PE teachers in promoting and developing the subject, including reaching a consensus of PE teaching approaches and policies, aptly allocating and utilising internal and external resources, planning and organising a variety of sports activities, competitions and performances, etc., and arranging students' participation in these events, thereby promoting the school development of PE;</li> <li>• actively support the professional development of novice teachers by, for example, serving as a mentor and arranging lesson demonstrations and observations;</li> <li>• actively promote home-school collaboration and build mutual trust with parents to help students develop the habit of regular exercise;</li> <li>• strive to boost parents' and alumni's participation in the school's sports activities and programmes, and give them suitable guidance, particularly on safety measures; and</li> <li>• effectively fulfil a professional gatekeeping role in ensuring that teaching staff and external coaches possess the required qualifications, and that sports equipment and venues meet the safety requirements, with relevant safety information regularly reviewed and updated to align with the latest safety standards.</li> </ul> |

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