Chief Executive's Award for Teaching Excellence (2025/2026)
Excellence Indicators for Teaching Practices
STEAM Education

Foreword

The *Excellence Indicators for Teaching Practices for STEAM Education* 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 12 and 13). The Indicators have been formulated and structured in a way that reflects the complexities of teachers' work and the diverse nature of teachers' competencies.

For the purposes of CEATE, teaching excellence refers to teaching practices that are:

(i) outstanding and/or innovative, with proven effectiveness in enhancing students' motivation and/or in helping students achieve the desired learning outcomes; or

creatively adapted 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, exhibiting reflective elements;

(iii) inspiring and can be shared with colleagues, resulting in improved quality of education; and

(iv) instrumental in achieving the learning targets of STEAM Education (i.e. building a solid knowledge foundation for students in the disciplines of science, technology and mathematics, and enhancing their interest in learning; strengthening students' abilities to integrate and apply knowledge and skills, nurturing in students the proper values and attitudes, cultivating the creativity, collaboration, and problem-solving skills they need for the 21st century, and equipping them with creative thinking and an entrepreneurial spirit.

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 STEAM Education, 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 innovative, 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
STEAM Education

1. Professional Competence Domain

Area	Performance Indicators	Examples of Excellence
Curriculum	1.1 Curriculum Planning and Organisation	The teacher is able to: • achieve holistic planning and flexible implementation of the up-to-date STEAM[1] education while enhancing the vertical and lateral coherence across relevant curricula, with a good understanding of local, national and international trends in the development of STEAM education and the major renewed emphases of relevant curricula, and taking into full consideration of factors such as the school context and its strengths, including students' needs, interests and abilities, teachers' expertise, available equipment and lesson time allocation etc.; • effectively integrate STEAM education into the existing curricula and implement STEAM education "for all", "for fun" and "for diversity" through diversified subject-based/cross-curricular/cross-disciplinary learning approaches within and beyond the classroom; • provide students with quality learning experiences by effectively planning diversified cross-disciplinary, "hands-on and minds-on" learning activities (e.g. scientific investigation, project learning, design-and-make activities) within and beyond the classroom，and organically integrating elements of the arts and values education, with a view to strengthening their ability to integrate and apply knowledge and skills across disciplines, inspiring creative thinking and nurturing STEAM literacy[2], fostering proactive acquisition of new knowledge as well as proper values and attitudes;

[1] STEAM is an acronym that refers to the academic disciplines of Science, Technology, Engineering, the Arts and Mathematics.

[2] Nurturing STEAM literacy refers not only to the acquisition of knowledge and skills in science, mathematics and technology, but also the development of proper values and attitudes towards issues related to science and technology, the understanding of innovation and technology (I&T) and its applications, the integration and application of the knowledge from different disciplines, as well as the use of creative thinking to solve real-life problems, and making informed decisions for the well-being of humankind and global sustainable development.

Area	Performance Indicators	Examples of Excellence
		• effectively foster cross-disciplinary and cross-KLA collaboration to help students connect and apply knowledge and skills across areas of learning, fostering their cross-curricular thinking, global vision, and media and information literacy, and enrich their learning experiences both within and beyond the classroom through adapting the curriculum to make it student-centred, coherent, balanced, innovative and diversified, in order to cater for students' diverse learning needs, interests and abilities, thereby promoting self-directed learning, and further enhance the interface between the learning stages; and • facilitate students' understanding and application of innovative technology through effective curriculum planning, thereby enhancing their creative thinking and entrepreneurial spirit.
	1.2 Curriculum Management	The teacher is able to: • collect appropriate assessment data in an evidence-based manner to continuously, effectively and comprehensively monitor the implementation and effectiveness of STEAM education holistically; and take forward specific follow-up measures to review and refine the curriculum in a timely manner so that curriculum planning, learning and teaching, and assessments are closely tied in with each other, with a view to providing quality feedback to curriculum planning as well as learning and teaching strategies, thereby improving the overall quality of learning and teaching; • take a leading role in the school in working closely with teachers of relevant subject panels and other KLAs to co-ordinate the planning, implementation and review of school-based STEAM education to ensure vertical and lateral coherence across related subject panels; and • establish mechanisms for knowledge management and professional exchanges with peers, and maintain close communication and collaboration with the team, and appropriately collect, develop, share and leverage good practices, with a view to improving learning and teaching effectiveness collectively.

Area	Performance Indicators	Examples of Excellence
Teaching	1.3 Strategies and Skills	The teacher is able to: • design a wide range of "hands-on and minds-on" learning and teaching activities to enhance students' ability to integrate and apply knowledge and skills across disciplines/KLAs, as well as their problem-solving skills and creativity; • make effective use of information technology to foster interactive learning through which students can access extensive information including information networks on the knowledge, skills and application of technology, collect different ideas and disseminate information through multimedia, so that students can discover various learning resources; • set appropriate learning targets according to students' abilities; flexibly adopt diversified pedagogical approaches and learning and teaching strategies in response to the learning objectives and student diversity, with the view to provide students with a myriad of appropriate, meaningful and interesting learning experiences, broaden their knowledge and horizons, enhance their innovative thinking, promote deep learning and self-directed learning, boost their learning motivation, and foster their proper values and attitudes, so that they can contribute to the world of science and technology in the 21st century; • create a safe, harmonious, interactive and inspiring classroom learning environment while co-constructing knowledge with students; • attend to students' learning needs and performance, and review and adapt teaching strategies to cater for learner diversity and learning needs; provide a range of opportunities for classroom interaction, and adjust the teaching pace and strategies, thereby enabling students of different abilities to progress gradually, while encouraging them to strive for excellence in learning; • use clear and accurate classroom language to deliver lessons in a lively and organised manner; give clear instructions and demonstrations, and ask questions at different levels to prompt students to think and to encourage them to learn through enquiry; and provide timely and specific feedback to clarify concepts and facilitate students' improvement; and

Area	Performance Indicators	Examples of Excellence
		• utilise different assessment strategies and tools to collect evidence of student learning, and adapt appropriate learning content as well as teaching strategies and pace according to students' learning progress, thereby enhancing their learning effectiveness.
	1.4 Professional Knowledge and Attitudes	The teacher is able to: • have a thorough understanding of current curriculum emphases, and the overall vision and implementation models of STEAM education; have profound professional knowledge of the curriculum content and pedagogy of STEAM education as well as a mastery of different learning and teaching strategies, and apply such knowledge and strategies effectively in learning and teaching; • play a vital role in STEAM education by actively promoting professional exchange, sharing, reflection and review among teachers of STEAM education; make contributions to the profession by connecting various KLAs, and proactively reflecting on and updating STEAM-related knowledge; • fulfil multiple roles of a teacher, varying from transmitter, facilitator, resource person to counsellor, assessor, leader, co-learner, and consultant, thereby enhancing students' learning effectiveness; • demonstrate a genuine commitment to teaching with a strong sense of responsibility; care about and respect students' uniqueness; have appropriate expectations of students, and recognise and value their potential and achievements; and build trust and rapport with students; and • contribute as an educator who proactively reflects on his/her teaching practices in order to effectively integrate education or learning theories with teaching practices for informing learning and teaching and thus promoting continuing professional development in the school.

Area	Performance Indicators	Examples of Excellence
Performance Assessment	1.5 Assessment Planning and Use of Information	The teacher is able to: • establish an effective assessment mechanism; and incorporate assessment into learning and teaching by making effective and systematic use of a variety of assessment modes and tools in the light of curriculum plans, learning contexts, students' learning progress and other student-based or school-based factors; • gather evidence of student learning in terms of knowledge, skills and attitudes by effectively employing the strategies of "assessment as learning" and "assessment for learning" to reflect the effectiveness of STEAM education; • adopt diversified assessment modes and systematic approaches to collect assessment data; and make effective use of internal and external assessment data and results to improve learning and teaching, monitor students' learning progress and review teaching practices, with a view to informing and refining pedagogical planning and design; • cater for learner diversity, and make effective use of assessment results to give timely and positive feedback to students to enhance their motivation, stretch their potentials and overcome their limitations; and • capitalise on student self-evaluation, peer assessments and other e-assessment tools to facilitate students' self-reflection and review of their learning progress, thus reinforcing and improving their learning.

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Values and Attitudes	The teacher is able to: • spark students' curiosity and interest in science, mathematics and technology through scientific investigations, engineering practices, and cross-disciplinary "hands-on and minds-on" activities; foster all-round development of generic skills as well as innovative thinking, social awareness, sense of national identity and a spirit of contributing to Hong Kong, our country and the world, thus instilling in them a passion for seeking solutions that benefit the community at large; • focus on student learning, develop their STEAM literacy, help them stay interested in exploring and seeking truth and maintain proper attitudes towards research, and equip them with the agility to deal with changes in the future; • infuse media and information literacy into STEAM learning activities; teach students to use information and information technology in a rational and responsible manner, adopt proper values and attitudes, and establish themselves as informed and responsible citizens; • create a friendly and inclusive environment and atmosphere conducive to learning, understand the learning interests, abilities and needs of students with different backgrounds and abilities, and encourage students' active participation in STEAM learning activities, thereby enhancing their confidence in learning and applying relevant knowledge and skills as well as their readiness to take up challenges, ultimately nurturing their perseverance in solving problems; • help students develop effective learning habits, encourage them to listen attentively, ask questions, express views and eagerly respond to teachers' questions; • encourage students to remain open-minded and rational in expressing their opinions, respect others' views, and readily collaborate and share ideas with others; and • enhance students' information literacy and promote self-directed learning with the help of technology, information technology and e-learning.

Area	Performance Indicator	Examples of Excellence
	2.2 Knowledge and Skills	The teacher is able to: • develop students' abilities in constructing knowledge and "learning to learn" capability, and utilise the school-based talent pool to help students realise their potentials, with a view to identifying and nurturing local gifted students in STEAM education; • enhance students' understanding of the connections among STEAM subjects and their ability to apply cross-disciplinary knowledge and skills in an integrative manner, in order to prepare them for further studies or a future career in the fields of science, mathematics, and technology; • provide opportunities for students to acquire and apply STEAM-related knowledge and skills and transfer them to different areas; and enhance students' entrepreneurial spirit, creativity, collaboration, critical thinking, and problem-solving skills that are essential in the era of rapid technological advancement.

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	The teacher is able to: • demonstrate a good moral character and proper values, observe rules and laws, and serve as a role model by setting a good example for the students; • 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; • strive to enhance professional competence in line with curriculum development trends, engage in proactive reflection, pursue continuous self-improvement, and daringly innovate; • strive for excellence in learning and teaching by initiating the creation of innovative and exemplary teaching materials and readily sharing exemplary teaching plans and practices with peers as references; • stay conversant with the latest developments in STEAM education and education policies, and provide active support by effectively adopting new ideas and teaching practices grounded in prevailing education or learning theories to enhance and promote school-based STEAM education; • promote the culture of educational research by taking part in research and writing articles related to STEAM education, conducting action research, and planning or organising effective learning and co-curricular activities, thereby benefiting students and the school with the findings/outcomes; • promote professional exchange by actively participating in and organising local, national and international professional development training, sharing and exchange activities within or outside the territory, supporting cross-school/cross-territory collaboration, and establishing communities of learning and practice; and

Area	Performance Indicator	Examples of Excellence
		• proactively and enthusiastically organise or participate in the activities of subject societies, professional institutions, education-related community service groups or professional organisations; and offer constructive suggestions to government organisations or advisory bodies (including the formulation, implementation and review of education policies), with a view to promoting education development and contributing to society.

4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 Support to School Development	The teacher is able to: • assist the school in formulating the development directions and foci of STEAM education and developing relevant strategies, supervise the planning, implementation and review of STEAM education carried out by relevant subject panels at the school-based level, and provide timely support; • set up task forces for the promotion of STEAM education, and conduct effective planning and co-ordination of STEAM-related learning activities, resource deployment and teacher professional development, etc.; • progressively establish a community of practice for STEAM education to enhance teachers' competence and confidence in promoting STEAM education by strengthening collaboration among KLAs or subjects for systematic incorporation of STEAM education elements into the school curriculum and life-wide learning activities and by introducing external professional support and inter-school professional exchanges; • promote STEAM education by building on the strengths of the school and other favourable factors; and share good teaching practices with other teachers through various means such as showcasing student work, and enriching cross-disciplinary learning experiences through collaboration; • facilitate the establishment of a school-based student talent pool and coordinate students' participation in school-wide, territory-wide or international STEAM activities or competitions of quality and a significant scale; • arrange professional training for teachers in STEAM-related areas, including innovative technology, to enhance teachers' capacity and promote overall school development; • promote cross-subject collaboration through establishing a culture of sharing, thereby transforming the school into a harmonious professional learning community; • actively support home-school collaboration and foster mutual trust with parents for the benefit of student learning; and

Area	Performance Indicator	Examples of Excellence
		• make effective use of internal and external resources and strengthen collaboration with external professional bodies to provide students with diversified learning experiences that can help them gain knowledge about innovative technology, and apply it.

References

1. Curriculum Development Council (2001). *Learning to Learn: The Way Forward in Curriculum Development*. Hong Kong: Education 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 Bureau.
3. Curriculum Development Council (2015). *Ongoing Renewal of the School Curriculum: Focusing, Deepening and Sustaining (Primary 1 to Secondary 6)* (Overview). Hong Kong: Education Bureau.
4. Curriculum Development Council (2015). *Promotion of STEM Education – Unleashing Potential in Innovation* (Overview). Hong Kong: Education Bureau.
5. The Fourth Strategy on Information Technology in Education (2015). *Empowering Learning and Teaching with Information Technology – A Holistic Approach*. Hong Kong: Education Bureau.
6. Curriculum Development Council (2015). *Biology Curriculum and Assessment Guide (Secondary 4-6)*. Hong Kong: Education Bureau.
7. Curriculum Development Council (2015). *Physics Curriculum and Assessment Guide (Secondary 4-6)*. Hong Kong: Education Bureau.
8. Curriculum Development Council (2016). *Promotion of STEM Education – Unleashing Potential in Innovation* (Report). Hong Kong: Education Bureau.
9. Quality Assurance and School-based Support Division, Education Bureau (2016). *Performance Indicators for Hong Kong Schools*. Hong Kong: Education Bureau.
10. Curriculum Development Council (2017). *Secondary Education Curriculum Guide*. Hong Kong: Education Bureau.
11. Curriculum Development Council (2017). *Science Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)*. Hong Kong: Education Bureau.
12. Curriculum Development Council (2017). *Technology Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)*. Hong Kong: Education Bureau.
13. Curriculum Development Council (2017). *Mathematics Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)*. Hong Kong: Education Bureau.
14. Committee on Professional Development of Teachers and Principals (2018). *T-standard+: Professional Standards for Teachers of Hong Kong*. Hong Kong: Committee on Professional Development of Teachers and Principals.

15. Curriculum Development Council (2018). *Chemistry Curriculum and Assessment Guide (Secondary 4-6)*. Hong Kong: Education Bureau.
16. Task Force on Review of School Curriculum (2020). *Final Report of the Task Force on Review of School Curriculum*. Hong Kong: Task Force on Review of School Curriculum.
17. Curriculum Development Council (2021). *Secondary Education Curriculum Guide* (Supplement). Hong Kong: Education Bureau.
18. Quality Assurance and School-based Support Division, Education Bureau (2024). *Annual Report on School Inspections (2023/24)*. Hong Kong: Education Bureau.
19. Curriculum Development Council (2024). *Primary Education Curriculum Guide*. Hong Kong: Education Bureau.
20. Information Technology in Education Section, Education Bureau (2024). *Information Literacy for Hong Kong Students* Learning Framework (2024). Hong Kong: Education Bureau.
21. Curriculum Development Council (2025). *Updated Science (Secondary 1-3) Curriculum Framework* (Final Draft). Hong Kong: Education Bureau.
22. Curriculum Development Council (2025). *Science (Primary 1-6) Curriculum Guide*. Hong Kong: Education Bureau.
23. Education Bureau (2025). *Chief Executive's Award for Teaching Excellence (2025/2026) – Nomination Guidelines*. Hong Kong: Education Bureau.