

香港教師及校長 專業標準參照

Professional Standards
for Teachers and Principals
of Hong Kong



T-標準⁺
T-standard⁺



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背景

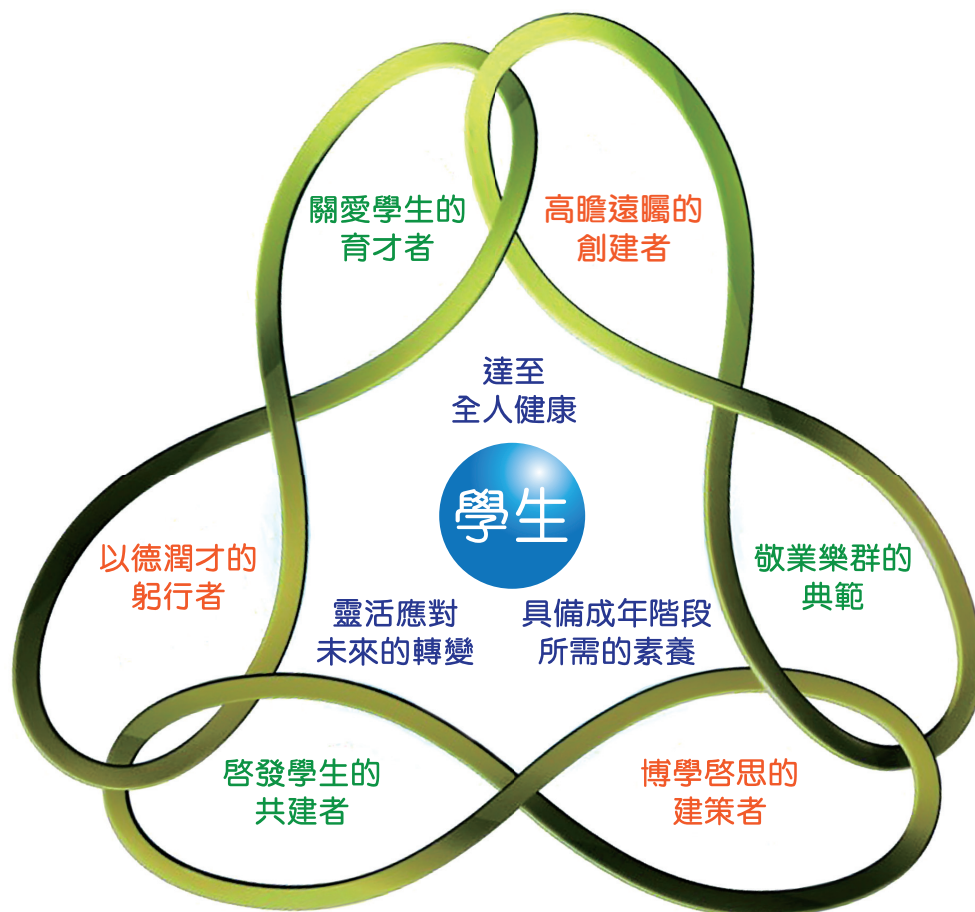
教學專業是學習的專業。每位教育工作者都必須好學敏求，堅持終身學習，才能有效回應當今教育的需要，促進學生的學習和成長。

教師及校長專業發展委員會(委員會)，致力為香港建立精益求精、力臻卓越的優秀教學專業團隊，於2015年推行「T-卓越@hk」，涵蓋八個重點項目，其中一項為「T-標準*」。

T-標準*為教學專業而設，包含教師及校長兩套專業標準參照，並由教學專業團隊共同擬訂，旨在為職前教師培訓、在職持續專業發展及學校領導能力發展，提供實用的參考。

核心理念

培育今日學生 成就明日領袖



T-標準*的核心為培育學生全人發展及培養終身學習的能力。我們希望培養學生達至全人健康、具備成年階段所需的素養及靈活應對未來的轉變。

Background

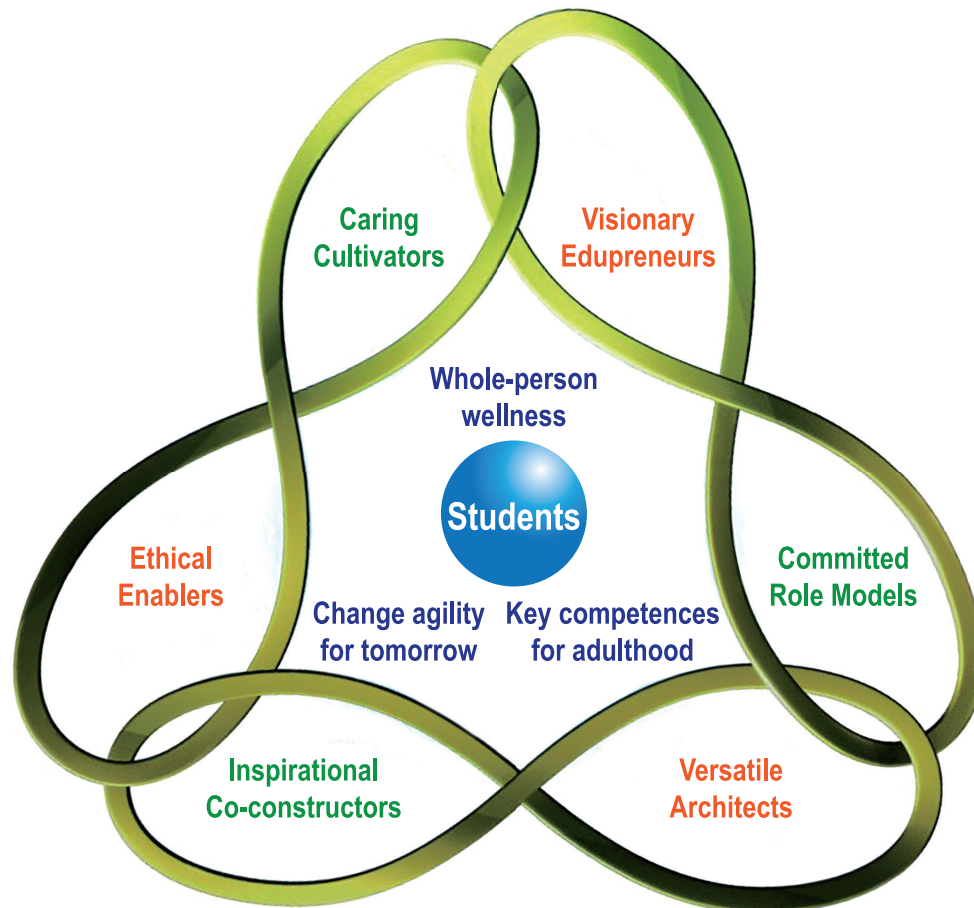
The teaching profession is a learning profession. To become effective enablers of student learning and growth, members of the teaching profession must be life-long learners who can respond to the needs of contemporary education.

Committee on Professional Development of Teachers and Principals (COTAP) aims to build a quality teaching profession in pursuit of continuous improvement and excellence. T-standard⁺ has been developed as one of the eight areas of focuses under T-excel@hk, an overarching project launched in 2015.

The T-standard⁺, which comprises Professional Standards for Teachers of Hong Kong (PST) and Professional Standards for Principals of Hong Kong (PSP), is developed with the teaching profession for the growth of the profession. It aims to provide a useful reference for teacher preparation, continuing professional development and school leadership development.

Core Belief

Nurture Learners Today and Leaders Tomorrow



At the very centre of the T-standard⁺ is students' all-round development and lifelong learning. We hope to nurture our students so that they can enjoy whole-person wellness, possess key competences for adulthood and have change agility for tomorrow.

教師的三個專業角色及成長階段

關愛學生的育才者

支援全人成長

- 培育學生品格，並以身作則，追求全人發展，展現良好品德、正面的價值觀和態度⁷及對本地、國家和世界的認識，以助學生全人發展。
- 與學生在認識自我和展現潛能的成長歷程中結伴同行，俾能面對轉變和挑戰，提升自我管理、自我調節和終身學習的能力。
- 締造和諧融洽及互相支持的環境，以引發學生學習動機，並讓學生與朋輩、教師、家長和社區建立良好關係。
- 因應學生的多樣性和特殊教育需要，幫助他們拓展潛能，並促使他們在多元社會中彼此肯定和尊重。

啟發學生的共建者

結伴建構知識

- 發展學生的共通能力¹和開拓與創新精神²，促使他們兼容中西文化，善用尖端科技，在香港作為國際都會的各種轉變中敢於創新，發揮所長。
- 啟發學生以個人和協作方式建構知識，讓他們投入深度學習¹²，培育各學習領域的素養³，提高在知識型社會的競爭力。
- 配合知識及數碼年代，設計並推行切合學生需要和能力的教學策略，以達至最佳的學習成效。



敬業樂群的典範

彰顯專業精神

- 通過個人學習及與專業學習社群、家長、辦學團體和社區的分享和協作，追求持續專業發展，為學校的長遠發展和革新作出貢獻，並為未來轉變作好準備。
- 秉持專業操守，遵守《香港教育專業守則》⁴；理解《基本法》⁵精神，尊重法治為香港的核心價值。
- 在學校和社會彰顯追求教育公平⁶、卓越及敬業樂群的專業精神。

每個教師專業角色均由三個專業成長階段描述，說明教師在各專業成長階段的願景及所肩負的使命。然而，這些階段並不一定與教師的教學年資掛鉤；教師在各專業角色中的專業成長階段均可不同。

基本要求

力能勝任

成就出眾

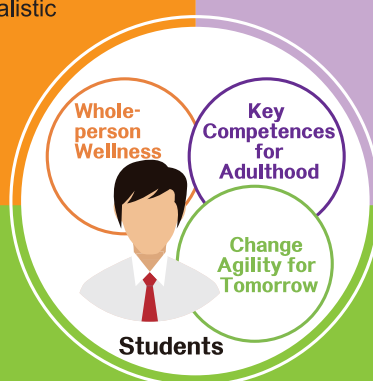
The Three Professional Roles of Teachers and Stage Descriptors

Caring Cultivators of All-round Growth

- Nurture students holistically through character building and serving as a role model of all-round personal development with moral virtues, positive values and attitudes⁷, and local, national and global awareness.
- Chaperon students in the journey of understanding self and unfolding potential to stand up to changes and challenges, and enhance their capacity for self-management, self-regulation and lifelong learning.
- Create a harmonious, inviting and supportive environment conducive to students' motivation to learn and rapport-building with peers, teachers, parents and the community.
- Accommodate students' diverse and special educational needs to enable them to advance their potential, and mutually affirm and respect each other in a pluralistic society.

Inspirational Co-Constructors of Knowledge

- Develop students' generic skills¹ and entrepreneurial spirit², and enable them to embrace the East-meets-West culture of the territory and cutting-edge technology in order to innovate and thrive amid the uncertainties, complexities and dynamics in Hong Kong as a global city.
- Engage students in deep learning¹² through inspiring them to construct knowledge individually and collaboratively, and ensure their mastery of key competences³ in and across learning areas for increased competitiveness in the knowledge-based society.
- Design and implement instructional strategies appropriate to students' needs and abilities to maximise learning effectiveness in the era of knowledge and digitalisation.



Committed Role Models of Professionalism

- Pursue continuing professional development individually and through sharing and collaboration with the professional learning communities, parents, school sponsoring bodies and the community in order to enhance change readiness and contribute to the sustainable development and transformation of the school.
- Uphold ethical practices and abide by the Code for the Education Profession of Hong Kong⁴; understand the principles of the Basic Law⁵ and respect the rule of law as a core value of Hong Kong.
- Epitomise a quest for equity⁶, excellence and collegial harmony in the teaching profession with professional commitment in school and society.

Each professional role of teachers is supported by three stage descriptors portraying teachers' visions and missions in their professional growth. These stages, however, do not necessarily correspond to the teaching experience of a teacher. A teacher can be at different stages of their professional growth in different professional roles.

Threshold

Competent

Distinguished

標準一：關愛學生的育才者 支援全人成長

基本要求

教師持守全人教育的理念，以啟發學生在德、智、體、群、美各方面的潛能；支持並推行全人教育課程，藉此幫助學生達至五育均衡發展。教師立志建立良好品德、正面價值和態度⁷，作學生的模範。身為世界公民，教師增進個人對本地、國家及世界時事議題的認識，並應用於教學和輔導上。

教師視發展學生潛能為全人教育的目標；幫助學生認識自我，並對學生在不同成長階段的個人潛能有基本了解；在學生面對生活上的挑戰時，教師給予他們信任、鼓勵和支持。教師明白生涯規劃⁸為學生實現個人理想的過程，為學生探索升學及就業機會，並協力推行學校的生涯規劃政策。

教師明白良好學習環境的重要性，並確保學生能在安全及融洽有序的學習環境中，互相扶持，一同學習和成長。

教師對學生的社會文化差異及他們的多元需要持正面態度，並致力增進相關知識和能力；教導學生尊重彼此的差異和文化。

力能勝任

教師致力推動全人教育課程；以身作則，展現良好品德、正面的價值觀和態度⁷，同時積極通過課程和與學生的日常互動，促進學生成長。教師提升學生的自我管理、自我調節及終身學習的能力，協助他們裝備自己，以面對在個人成長及社交發展不同階段可能遇到的挑戰。教師提供學習機會，加深學生對瞬息萬變的世界的了解。

教師是學生人生路上的導師；通過教學和輔導，幫助學生在不同成長階段認識自我、訂立目標和反思；發掘學生的潛能，並提供學習機會讓他們一展所長，以及探索未來的多元出路。

教師與學生分享自己的學習熱誠，為學生營造積極向上的氣氛和有利學習的環境；通過學習活動和個人言行，引導學生與朋輩、教師、家長和社區建立良好關係。

教師把自己對社會文化差異的認識和理解，應用於與學生的日常互動中；締造共融的學習環境，讓來自不同背景和有不同學習需要的學生感到受重視，並學會互相尊重；幫助學生在各生活範疇拓展潛能，鼓勵他們在學習和成長路上相輔而行。

成就出眾

教師參與制定和檢視學校的政策及課程，確保其符合全人教育的基本理念；協力建立彰顯良好品德、正面價值觀和態度⁷的校風。教師以培育學生成為明智及負責任公民為使命和責任。

教師與家庭、社會及其他專業人士協作，促進學生的成長與發展；尋求校內和校外的支援，以制定策略性計劃，讓學生為其人生志向作出明智的選擇，盡展潛能。教師積極參與制定校內的生涯規劃政策，並於推行有關政策時擔當重要角色。

教師貢獻己力營造具啟發性和愉悅的學校環境，為能力、興趣和性向各異的學生安排學習經歷，誘發他們內在的學習動力，以及培養他們的情緒管理和社交能力，達至全人發展。

教師參與建立校風，讓有不同教育需要和來自不同社會文化背景的學生，在各有所長的基礎上一同進步；與同事協作，制定、推行和檢討學校政策及實踐方法，確保所有學生獲得公平對待，並從多元文化的豐富體驗中學習和成長。

Standard 1: Caring Cultivators of All-round Growth

Threshold

Teachers believe in whole-person education which aims at the development of students' moral, intellectual, physical, social and aesthetic potential. They support and practise a whole-person education curriculum which attends to a balanced growth of students in these areas. They aspire to be role models of moral virtues, positive values and attitudes⁷ expected of students. As global citizens, they enhance their knowledge of current issues in the local, national and global scene and relate their teaching and guidance to these issues.

Teachers see actualising students' potential as a goal of whole-person education. They help students understand themselves and have a basic grasp of their potential at different stages of growth. They trust, encourage and support students in taking up challenges in life. Being aware of life-planning⁸ as an ongoing process for personal fulfilment, they explore study and career opportunities for students and take up their role in implementing the school policy for life-planning education.

Teachers are aware of the importance of a positive learning environment. They ensure that it is physically safe and well-managed, maintaining a disciplined and harmonious environment which facilitates mutual support for learning and growth.

Adopting a positive attitude towards socio-cultural differences and their students' diverse needs, teachers seek to equip themselves with relevant knowledge and skills. They educate students to respect each other's differences and culture.

Competent

Teachers seek to promote a whole-person education curriculum. As role models of moral virtues, positive values and attitudes⁷, they make conscientious effort to facilitate a balanced growth of students through the curriculum and in their daily interactions with students. They enhance students' capacity for self-management, self-regulation and lifelong learning, equipping them to face challenges that may emerge at different stages of their personal and social development. They provide learning experiences to broaden students' understanding of the changing world.

Teachers coach their students along their life journeys. They foster students' self-understanding, goal setting and reflective thinking at different stages of growth through teaching and guidance. They identify students' potential and provide them with learning opportunities to realise their strengths and explore multiple pathways for the future.

Through sharing their passion for learning, teachers cultivate a positive ethos and establish an environment conducive to learning. They also guide students in building congenial relationships with their peers, teachers, parents and the community through learning activities and personal examples.

Teachers apply their knowledge and understanding of socio-cultural differences in their daily interactions with students. They create an inclusive learning environment in which students of different backgrounds and educational needs feel valued and value each other. They advance students' potential in every aspect of life and encourage them to complement each other on the path of learning and growth.

Distinguished

Teachers participate in the design and monitoring of school policies and curriculum so that they are in line with the underpinning philosophy of whole-person education. They contribute to the cultivation of school ethos which manifests moral virtues, positive values and attitudes⁷. They see it as their mission and responsibility to nurture students to become informed and responsible members of the global society.

Teachers promote students' growth and development through collaborating with families, communities, and other professionals. They enlist support within and beyond school settings to devise strategic plans which enable students to make informed choices with regard to life aspirations, empowering them to unfold their potential. They participate actively in the formulation of school policy for career and life planning and play a prominent role in the implementation.

Teachers contribute significantly to the making of a stimulating and inviting school environment which offers learning experiences for students of different abilities, interests and aptitudes to develop an intrinsic quest for learning, as well as emotional and social competence, achieving all-round development.

Teachers play a part in the creation of a school climate which enables students with different educational needs and socio-cultural backgrounds to advance each other's potential and build on the strengths of their differences. In collaboration with colleagues, they work on the design, implementation and evaluation of school policies and practices to ensure all students are treated with equity and can learn and grow from the enriched experience that a pluralistic culture can offer.

標準二：啟發學生的共建者 結伴建構知識

基本要求

教師推行自主學習⁹，並運用不同策略，在建構知識的過程中培養學生的共通能力¹。

教師對瞬息萬變的知識和數碼年代持正面態度，明白有需要以有效及符合道德操守的方式運用資訊，故提升自身的媒體和資訊素養¹⁰；認同善用尖端科技，幫助學生掌握各種受惠於嶄新數碼科技的學習模式。教師認為有需要培育學生的開拓與創新精神²，裝備他們迎接未來的挑戰和機遇。

教師明白自己擔當知識共建者¹¹的角色；提供學習機會讓學生彼此協作、互動交流和支持。教師着重通過能達致深度學習¹²的活動，培育學生的素養。

教師善用社區資源以推行結合跨課程和全方位學習¹³的課程；了解各種教學策略的理念，並在不同的教育場景中實踐；盡力把最新的課程和評估發展融入教學中，並定期檢視成效。教師尊重學生的差異¹⁴，對學生的學習抱有適切期望，同時探索方法，照顧不同學生的需要。

力能勝任

教師把自主學習⁹的理念融入課程設計、教學策略及評估等；把發展學生共通能力¹的元素適當地納入課程；並創造機會，讓學生在現實環境中應用該等能力，為終身學習作準備。

教師引導學生能有道德、靈活、而有效地善用資訊；鼓勵學生對改善人類生活的尖端科技持正面態度；發掘機會，讓學生認識香港中西薈萃的文化，以及香港在國家和全球發展中的獨特角色；教師創造學習經歷以擴闊學生視野，培養他們的開拓與創新思維²，使他們能掌握革新的策略，以利於他們日後的發展。

教師擔當知識共建者¹¹的角色，建立互相支持的學習社群，使學生在他們的指導下個別和共同建構知識。教師鼓勵學生探索學習策略及反思學習成果，達致深度學習¹²。

教師積極參與共同備課，設計結合跨課程和全方位學習¹³的課程。教師按學校所訂方向推行課程；掌握多元的教學與評估策略，推動範式轉移，以切合不同教學目的。教師勇於面對學習差異¹⁴的挑戰，並制定策略，確保每個學生均能發揮自己的能力。

成就出眾

教師培養和發展學生自主學習⁹的能力，以培育學生成為終身學習者為己任。為達致此目標，教師創造學習機會及推行有效策略，並取得理想的學習成果；教師設計和推行課程，讓學生不斷增進及整合所掌握的知識和技能，同時加強在現實情境上的應用，為生活帶來積極的影響。教師與同事分享上述策略，在他們嘗試實踐時提供支援。

教師於課程中提供機會，讓學生在有意義的情境下，發展及應用媒體和資訊素養¹⁰；教師發揮學生善用科技創新的潛能，以造福人類；培育學生具備正面的世界觀，鼓勵他們把握香港作為國際都會的優勢和動力。教師實踐開拓與創新精神²，建立網絡，以豐富學生的學習經歷；通過分享，與同事協力營造具開拓與創新思維且富創意的學校氛圍。

教師善於發揮知識共建者¹¹的角色；讓學生在學習社群中，通過彼此之間及與教師的互動，共同建構知識；教師本身的學習熱誠啟發學生在學習過程中力求上進，並取得深度學習¹²的成果。

教師展現課程領導才能，主動與同事合作，積極參與課程的設計、推行和評估，協力促進跨學科的連繫及各學習階段的銜接。教師具備評估素養，能有策略地採用各種評估模式促進學生的學習成效；於校內或校外進行有助提升整體教學質素的教學研究，並分享成果。教師面對多元學習需要的挑戰，能善用學習差異¹⁴所帶來的動力，提升整體的學習成效。

Standard 2: Inspirational Co-constructors of Knowledge

Threshold

Teachers implement self-directed learning⁹ and explore strategies to incorporate generic skills¹ in the process of knowledge construction.

In the face of the fast-moving era of knowledge and digitalisation in education, teachers are aware of the need for an effective and ethical use of information and, therefore, seek to enhance their media and information literacy¹⁰. They subscribe to the use of cutting-edge technology to help students employ different learning modes that take advantage of digital transformation. They acknowledge the need to develop an entrepreneurial spirit² in their students to prepare them for a future of challenges and opportunities. They help students to understand the unique culture of Hong Kong as an international city.

Teachers are aware of their role as co-constructors of knowledge¹¹. They build learning opportunities in which students work collaboratively with interactive exchange and mutual support. They attach importance to developing students' key competences through activities that can achieve deep learning¹².

Teachers implement the curriculum that integrates cross-curricular and life-wide learning¹³, making use of community resources. They understand the principles of different pedagogical strategies and try them out in a range of educational settings. They make an effort to incorporate the latest developments in curriculum and assessment into their own teaching and constantly review the effectiveness. They respect learner diversity¹⁴ and, with appropriate expectations for student learning, they explore ways to address individual needs.

Competent

Teachers integrate self-directed learning⁹ into curriculum design, pedagogical strategies and assessment. They develop students' generic skills¹ by appropriately incorporating them into the curriculum. They also create opportunities for application of these skills in real-life contexts and prepare students for lifelong learning.

Teachers guide students in the ethical, flexible and effective use of information. They encourage students to have a positive mindset that embraces cutting-edge technology for the betterment of human livelihood. They explore opportunities for students to understand the East-meets-West culture of Hong Kong and its unique role in the national and global scene. They create learning experience for broadening students' horizons and foster an entrepreneurial mindset² for embracing innovative strategies, which is crucial for their future development.

Taking on the role as co-constructors of knowledge¹¹, teachers create learning communities in which the rapport among students facilitates the building of knowledge individually and collaboratively under their guidance. In pursuit of deep-learning¹², teachers encourage students to explore learning strategies and reflect on their learning outcomes.

Teachers participate actively in collaborative lesson preparation and design the curriculums with cross-curricular and life-wide learning¹³. They work in alignment with the school direction in curriculum implementation. They have a wide repertoire of pedagogical and assessment strategies to bring in paradigm shifts that are fit for purpose. They embrace the challenge of learner diversity¹⁴ and devise strategies to ensure students perform to the best of their abilities.

Distinguished

Teachers nurture and develop self-directed learning⁹ ability and place a strong emphasis on supporting students to become capable lifelong learners. To realise the goal, they create learning opportunities and implement effective strategies that yield favourable learning outcomes. They also design and deliver curriculums that enable progressive development and integration of knowledge and skills, and strengthen application in relevant and authentic circumstances, resulting in positive impact on students' lives. They share these strategies with colleagues and support them as they try out the strategies in their own settings.

Teachers promote opportunities for students to develop and apply media and information literacy¹⁰ in meaningful contexts through the curriculum. They unleash students' potential in technology-led innovations for the well-being of humankind. They develop in students a positive world view and encourage them to grasp opportunities offered by the strengths and dynamics of Hong Kong as a global city. Teachers exemplify entrepreneurial spirit² and build networks to enrich students' learning experience and, through collegial sharing, they contribute to the creating of an entrepreneurial and creative ambience at school level.

Teachers excel in their role of co-constructors of knowledge¹¹. They engage students in learning communities that motivate students to construct knowledge as learning partners among themselves and with teachers. Teachers' enthusiasm for learning inspires students in their quest for advancement throughout the learning process. They reflect on students' learning outcomes in which deep learning¹² is evident.

Displaying qualities of curriculum leadership, teachers take the initiative to work with colleagues in the dynamic process of design, implementation and evaluation of curriculums with inter-disciplinary linkage and interface between key stages. With assessment literacy, they strategically adopt a variety of assessment modes to promote students' learning effectiveness. They initiate research and studies which enrich the overall teaching quality within or outside school. Facing the challenge of diverse learning needs, they are able to take advantage of the dynamics of learner diversity¹⁴ to bring benefit to the learning of all students.

標準三：敬業樂群的典範 彰顯專業精神

基本要求

教師關注個人身心健康，抱持正面的自我觀和人生觀；熱衷於教育；忠勤職守，善於自我管理，並在言行上注重自身的專業形象。

教師透過反思評估其工作，決定最有利於學生學習的教學方式。教師發揮自主精神，通過不同學習模式，提升專業水平；除積極參與學校專業發展活動外，亦樂意與同事及校外專業人員協作；反思自身的專業學習，以取得理想的教育成果。

教師秉持和實踐專業的核心價值¹⁵；遵守學校的專業操守指引；了解本身的職務和責任，並遵照《香港教育專業守則》⁴行事。教師理解《基本法》⁵精神，尊重法治為香港的核心價值。

教師視實踐學校願景及使命為己任，並與同事協力使學校得以持續發展；按照學校政策認真履行職責，並在合適的情況下提供具建設性的意見。教師對現行教育政策及該等政策對其工作的影響有基本掌握；對身為教學專業團隊一分子感到自豪，並追求教育公平、卓越及敬業樂群的精神。教師認同社會賦予教學專業團隊的使命，盡心盡力栽培年青人成為負責任的公民。

力能勝任

教師追求與專業成長息息相關的個人全面發展；竭力成為品格高尚、備受敬重的人，以盡教育工作者的本份。

教師通過自我反思，確立學習目標和個人計劃，以實現專業抱負；參與實踐社群¹⁶，掌握最新的教育趨勢，為未來轉變作好準備。教師願意為實習教師提供啟導支援，以提升教師的專業水平；認同良好的人際關係十分重要，因此與持份者保持良好關係，作為教育工作的基礎。

教師在各範疇的工作中均致力實踐學校願景及使命，且對教育政策提出具建設性的見解，並參與專業及社區教育網絡，協力實踐公平和卓越的教育。教師深信教育是社會所有持份者共同經營的事業，因此與社區建立聯繫，以實踐教育的目標。

成就出眾

教師成為全人發展的楷模，並推己及人，提供可行的意見，協助同事實現個人的發展。

教師作為積極反思的教育工作者，能有效地結合教育理論與實踐；與同事共同確立學校的專業發展需要，積極尋求專業支援。教師參與有效的專業協作和監察，讓學校充分發展集體專業能力，促進校內的反思文化，使學校得以持續發展和優化。

教師維護公眾對教學專業團隊的信任，在校內和校外均秉持高度的道德及行為操守標準；瞭解社會上各持份者對教師專業道德的期望，並有信心自己和同事均能恪守高度的個人及專業道德標準。

教師協助學校就實踐其願景及使命作檢討，並優化學校政策、程序和工作，以促進學校持續發展；與同事協力落實學校發展的「策劃—推行—評估」過程，並倡導及推行有需要的改革。教師在不同的專業場合就教育政策提出獨到的見解，並參與教育專業團體。教師的專業精神及良好品格，備受推崇；不斷追求卓越，維持教學專業團隊的尊嚴及公信力，並引起大眾對教育的興趣，吸引具潛質的人才參與教育工作。教師堅信學校在社會擔當重要的角色，並積極建立兩者的聯繫，使其相輔相成，協力促進香港的福祉。

Standard 3: Committed Role Models of Professionalism

Threshold

Teachers are mindful of the holistic well-being of self and maintain positive self-concept and outlook on life. They have a passion for education. They foster strong work ethics, manage themselves well and are conscious of their professional image in speech and in manner.

Teachers adopt a reflective approach to evaluate their own practice and determine what works best for student learning. They are self-directed in enhancing professionalism through different modes of learning. They actively participate in school professional development activities and readily collaborate with colleagues and external professionals. They reflect on their professional learning to bring about favourable educational outcomes.

Teachers embrace and realise the core professional values¹⁵. They observe the school guidelines on ethical practices. They understand their duties and obligations and act in compliance with the Code for the Education Profession of Hong Kong⁴. They understand the principles of the Basic Law⁵ and respect the rule of law as a core value of Hong Kong.

Teachers regard it a responsibility to realise the school vision and mission in collaboration with colleagues to achieve continuous school development. They deliver their duties in accordance to school policies in a conscientious manner, giving constructive opinions when appropriate. They also have a basic grasp of current educational policies and respective implications on their own endeavours. They take pride in being members of the teaching profession, pursuing equity, excellence and collegial harmony. They also recognise the mission of the teaching profession entrusted by the society, dedicating themselves to the nurturing of the young to become responsible citizens.

Competent

Teachers adopt an all-round approach to their own personal development which is inextricably linked to professional growth. As responsible educators, they endeavour to become people of respectable moral character.

Through self-reflection, teachers identify learning goals and devise personal plans to actualise professional aspirations. They participate in communities of practice¹⁶, keeping abreast of educational trends to enhance readiness for embracing future changes. They are ready to provide mentoring support for student teachers, contributing to the enhancement of teachers' professionalism. They recognise the value of positive interpersonal relationships and build rapport with stakeholders as a foundation for their educational endeavours.

Teachers are committed to realising the school vision and mission in every aspect of their work. They have constructive views about educational policies and engage themselves in professional networks to realise equity and excellence in education. Embracing the belief that education is a joint enterprise of all stakeholders in the society, they establish links with the community in pursuing the goal of education.

Distinguished

Teachers are recognised as inspiring role-models of all-round personal growth. They give practical advice and support colleagues on their path of personal development.

Being reflective practitioners, teachers effectively combine theory and practice. They work with colleagues to identify professional development needs of the school and enlist specialist support in a proactive manner. They engage themselves in effective professional collaboration and mentoring which maximises the collective professional capacity, fostering a reflective and learning school culture that leads to the sustainable development and transformation of the school.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school. They have the courage to hold themselves and colleagues accountable to a high level of personal and professional ethics that take into account the ethical expectations of the stakeholders and the society.

Teachers contribute to reviewing the implementation of school vision and mission, refining school policies, procedures and practices for sustainable development. Working with colleagues on the Planning-Implementation-Evaluation process of school development, they initiate and carry through necessary changes. They present insightful views on educational policies in various professional occasions. They also participate in education-related professional bodies. Their professionalism, which has become an integral part of their character, is highly regarded by others. They maintain dignity and credibility of the profession through their pursuit of excellence, kindling people's interest in education and attracting those with potential to join the profession. With the conviction that schools play an important role in the society, teachers build connections for them to serve each other for the betterment of Hong Kong.

註腳

1. 「九項共通能力於2001年引入，並於2017年作出調整。經調整後的共通能力包括溝通能力、運用資訊科技能力、數學能力、自我管理、自學能力、協作能力、明辨性思考能力、創造力及解決問題能力。共通能力因應性質歸為三類：「基礎能力」、「思考能力」和「個人及社交能力」，並已作調整以促進其綜合運用，如協作解難、整體思維。」(中學教育課程指引(2017)，頁6)
2. 開拓與創新精神指「具好奇心、喜愛構思新想法並將想法變成行動，特質包括主動性、創造力、創新、承擔預計的風險、為可能出現的失敗作好準備、能把握機遇，且具正面的價值觀和態度，例如堅持不懈和責任感。」(中學教育課程指引(2017)，頁6)
3. 歐盟委員會形容素養為知識、技能和態度的結合，能將知識應用於真實世界的情境，是生活在二十一世紀所需具備的條件。(Key Competence Development in School Education in Europe, KeyCoNet's Review of the Literature, KeyCoNet, 2014) (譯本)
4. 請參閱由教育人員專業操守議會發出的《香港教育專業守則》(抽印本) (1995年)：http://cpc.edb.org.hk/tc/code_01.htm
5. 「基本法以高層次的法律形式，規定香港特別行政區的社會和經濟制度、居民的基本權利和自由，行政管理、立法和司法制度、法治以及其他範疇，為貫徹『一國兩制』精神提供了保證，並為香港未來進一步的發展創造有利的條件。」(《基本法與香港回歸十五周年》特刊，下載於http://www.basiclaw.gov.hk/tc/publications/book/15anniversary_reunification_ch2.pdf)
6. 請參閱《香港的教育機會》(只設英文版本)：https://www.edb.gov.hk/attachment/en/student-parents/ncs-students/overview/education%20opportunities%20in%20hk_apr_2019.pdf
7. 根據課程發展議會發表的《基礎教育課程指引—聚焦、深化、持續(小一至小六)》(2014)、《中學教育課程指引》(2017)及其補充說明(2021)，以及教育局通函第180/2020號，學校可培育學生九種首要的價值觀和態度，即：(i)堅毅、(ii)尊重他人、(iii)責任感、(iv)國民身份認同、(v)承擔精神、(vi)誠信、(vii)關愛、(viii)守法和(ix)同理心。
8. 生涯規劃指「一個持續和終身的過程，讓學生在人生不同階段達成不同目標。在求學階段，生涯規劃教育對培養學生的自我認識、個人規劃、訂立目標、反思習慣及構思發展道路上發揮重要作用。它與學校課程的組成部分相關聯，透過進行生涯規劃，學生可掌握知識、技能、價值觀和態度，因應自己的興趣、能力及方向作出明智選擇。生涯規劃引導學生把事業/學業抱負與終身學習和全人發展結合起來。」(中學教育課程指引(2017)，頁8)
9. 自主學習指「學生在不論是否有他人幫助的情況下主動學習並為學習負責。自主學習的學生可以識別自身的學習需求、制定目標並選擇學習的資源和策略。自主學習增強學生的學習動機或自我控制及後設認知能力。在其他語境下，自主學習可理解為自我調整學習、自學及獨立學習等。」(中學教育課程指引(2017)，頁10)
10. 「資訊素養強調獲取資訊的重要並且要評估及以合乎道德的方式運用資訊。媒體素養強了解媒體功能的能力，能評估功能的運作並且理性善用媒體表達自己。」(聯合國教科文組織 (2017), Media and Information Literacy Curriculum for Teachers) (譯本)
11. 「學與教的「共同建構」取向有別於直接傳授及探究學習。「共同建構」強調在學習過程中教師和學生是一個學習社群，各成員共同參與，從而創造知識。」(中學教育課程指引(2017)，頁5)
12. 深度學習指「促進教師和學生對新事物進行積極及慎思明辨的考察，嘗試將其應用於現有的認知結構及現實生活環境中，並聯繫不同意念。深度學習的特徵包括尋找意義、著重解決問題所需的中心論點或概念、積極進行互動、區分論點與證據、建立不同學習單元之間的聯繫、將新知識與現有知識相結合及在現實生活中解釋課程內容的意義。」(中學教育課程指引(2017)，頁5)
13. 「全方位學習強調學生在真實情境中學習所得的切身體驗，讓學生更有效掌握單靠課堂學習難以達到的學習目標，例如在日常生活中解決問題的能力、促進社會和人類發展的正面價值觀和態度，這些都需要學生透過接觸不同人士、經歷不同環境和情境來培養。全方位學習所得的切身體驗，有助學生發展終身學習的能力和實現全人發展的目標，以面對社會的轉變。」(中學教育課程指引(2017)，頁8)
14. 學生的多樣性指「學生接受相同的學習，但學習能力和成果卻有不同，這可能與他們的能力、動機、興趣、社經背景等有關。教師可調整教學，靈活地將學生分組，使學生的多樣性變成課堂上新的學習機會。」(中學教育課程指引(2017)，頁7)
15. 根據《學習的專業 專業的學習：教師專業能力理念架構及教師持續專業發展》(師訓與師資諮詢委員會於2003年發表)，六個基本價值觀分別是(i)堅信學生人人能學；(ii)弘揚師德，關愛學生；(iii)尊重差異，多元取向；(iv)克盡本職，獻身教育；(v)團隊協作，樂於分享；以及(vi)持續學習，追求卓越。
16. 實踐社群指「一群實踐者分享共同的關注、問題、興趣及知識，目的是通過持續的協作學習過程提高專業能力。」(中學教育課程指引(2017)，頁6)

Footnotes

1. "Introduced in 2001, the nine generic skills are refined in 2017. The refined generic skills include Communication Skills, IT Skills, Mathematical Skills, Self-management Skills, Self-learning Skills, Collaboration Skills, Critical Thinking Skills, Creativity and Problem Solving Skills. According to their nature, the generic skills are grouped under three categories: "basic skills", "thinking skills" and "personal and social skills", and are refined to promote their integrative use, such as collaborative problem solving and holistic thinking." (Secondary Education Curriculum Guide (2017), p.10)
2. Entrepreneurial Spirit "... refers to the inquisitiveness to conceive new ideas and turn ideas into actions. It includes taking initiatives, creativity, innovation, taking calculated risks, preparing for possible failure, as well as seizing the opportunities ahead. It also involves positive values and attitudes such as perseverance and responsibility." (Secondary Education Curriculum Guide (2017), p.9)
3. Key competences are described by the European Commission as combinations of knowledge, skills and attitudes, which facilitate the application of knowledge to real world contexts. Individuals need them in order to function effectively in the 21st century. (Key Competence Development in School Education in Europe, KeyCoNet's Review of the Literature, KeyCoNet, 2014)
4. Please refer to the Code for the Education Profession of Hong Kong (Extracted Edition) issued by the Council on Professional Conduct in Education (1995): http://cpc.edb.org.hk/en/code_01.htm
5. "The Basic Law prescribes the social and economic systems, fundamental rights and duties of residents, structures for the executive authorities, the legislature, the judiciary and other aspects and guarantees the implementation of "One Country, Two Systems" in the form of a high-level law, providing a solid basis for Hong Kong's further progress and development." (Basic Law – the Source of Hong Kong's Progress and Development, Chapter 2, downloadable at www.basiclaw.gov.hk/en/publications/book/15anniversary_reunification_ch2.pdf)
6. Please refer to the Education Opportunities in Hong Kong: https://www.edb.gov.hk/attachment/en/student-parents/ncs-students/overview/education%20opportunities%20in%20hk_apr_2019.pdf
7. According to Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1-6) (Curriculum Development Council (CDC), 2014), Secondary Education Curriculum Guide (CDC, 2017) and its Supplementary Notes (CDC, 2021), as well as EDBCM No.180/2020, schools could promote Values Education through nurturing in their students the nine priority values and attitudes: (i) Perseverance, (ii) Respect for Others, (iii) Responsibility, (iv) National Identity, (v) Commitment, (vi) Integrity, (vii) Care for Others, (viii) Law-abidingness and (ix) Empathy.
8. "Life planning is an ongoing and lifelong process for personal fulfillment, with different foci at different stages of the lifetime. At the schooling stage, life planning education plays a significant role in fostering students' self-understanding, personal planning, goal setting, reflective habits of mind and articulation to progression pathways. It connects with the school's curriculum components, and through it students are equipped with the knowledge, skills, and values and attitudes to make wise choices in accordance with their interests, abilities and orientations. They are also guided to integrate their career/academic aspirations with lifelong learning and whole-person development." (Secondary Education Curriculum Guide (2017), p.12)
9. Self-directed learning (SDL) "...refers to a learner who takes initiative and responsibility for learning with or without the assistance of others. A self-directed learner may identify his/her learning needs, formulate goals, and choose resources and strategies for learning. SDL enhances students' sense of agency or control and metacognitive skills. SDL may be interpreted as self-regulated learning, self-learning or independent learning in other contexts." (Secondary Education Curriculum Guide (2017), p.15)
10. "Information literacy emphasises the importance of access to information and the evaluation and ethical use of such information. On the other hand, media literacy emphasises the ability to understand media functions, evaluate how those functions are performed and to rationally engage with media for self-expression." (UNESCO (2017), Media and Information Literacy Curriculum for Teachers) <http://unesco.mil-for-teachers.unaoc.org/foreword/unifying-notions-of-media-and-information-literacy/>
11. "The approach of "learning and teaching as co-construction" is different from direct instruction and enquiry learning. Co-construction emphasises the learning community formed by both teachers and students in the learning process and the joint participation of both parties. This process contributes to the general building up of knowledge." (Secondary Education Curriculum Guide (2017), p.7)
12. Deep learning "...promotes among teachers and students an active and critical examination of new facts, and attempts to apply them in existing cognitive structures and real-life contexts, and to make relevant links between ideas. Features of deep learning include looking for meaning, focusing on the central argument or concepts needed to solve a problem, interacting actively, distinguishing between argument and evidence, making connections between different modules of learning, relating new and prior knowledge and interpreting the meaning of course content in real life." (Secondary Education Curriculum Guide (2017), p.8)
13. Life-wide learning "... refers to student learning in real contexts and authentic settings. Such experiential learning enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone. For instance, the development of problem solving skills in daily life, and certain positive attitudes towards the improvement of society and mankind in general requires contact with a lot of different people and a variety of environments and situations. The experiential learning acquired through life-wide learning helps students achieve the aims of whole-person development and enables them to develop the lifelong learning capabilities that are needed in our everchanging society." (Secondary Education Curriculum Guide (2017), p.13)
14. Learner diversity (LD) "... refers to the variations in learning ability and outcomes among students receiving the same instruction. Their differences may be due to divergence in abilities, motivation, interests, socio-economic backgrounds, etc. Teachers may differentiate their instruction and flexibly group the students to turn LD into new learning opportunities in the classroom." (Secondary Education Curriculum Guide (2017), p.11)
15. According to Towards a Learning Profession: The Teacher Competencies Framework and the Continuing Professional Development of Teacher (ACTEQ, 2003), the six core values that underpin the whole framework are (i) belief that all students can learn, (ii) love and care for students, (iii) respect for diversity, (iv) commitment and dedication to the profession, (v) collaboration, sharing and team spirit, and (vi) passion for continuous learning and excellence.
16. A community of practice refers to "a group of practitioners who come together to share common concerns, problems, interests and knowledge with the aim of enhancing professional capacity through an ongoing collaborative learning process." (Secondary Education Curriculum Guide (2017), p.8)

校長的三個專業角色及成長階段

以德潤才的躬行者

貫徹全人成長及均衡發展的理念

- 樹立以德修身的典範，實踐教育價值觀，促進教師和學生的成長及均衡發展。

博學啟思的建策者

塑造好學敏求的學習型組織

- 締造機構文化及條件，以塑造學校成為追求卓越、敬業樂群及好學敏求的學習型組織，促使教師成為知識共建者，積極推動變革，培育多元人才，成就明日棟梁。

關愛學生的育才者

支援全人成長

啟發學生的共建者

結伴建構知識

教師



敬業樂群的典範

彰顯專業精神

高瞻遠矚的創建者

推動教育變革及學校持續進步

- 體現全球視野，前瞻未來，以實踐學校願景，貫徹教育使命及價值；積極面對變革和逆境，敢於開拓與創新，致力推動學校持續進步，以促進香港的未來發展。

每個校長專業角色均由三個專業成長階段描述，說明校長在各專業成長階段的願景及所肩負的使命。然而，這些階段並不一定與校長的專業年資掛鉤；校長在各專業角色中的專業成長階段均可不同。

力能勝任

卓然有成

成就出眾

The Three Professional Roles of Principals and Stage Descriptors

Ethical Enablers

of All-round Growth and Balanced Advancement

- Exemplify ethical understanding and actualise educational values to foster growth and balanced advancement of teachers and students.

Versatile Architects

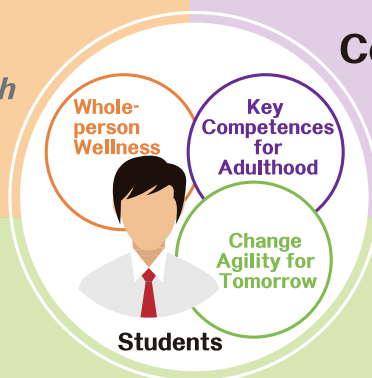
of Vibrant Learning Organisations

- Generate organisational culture and conditions to foster schools as vibrant learning organisations with professional excellence and collegiality that develop teachers as co-constructors of knowledge, proactive agents of change and cultivators of multiple talents and future leaders.

Caring Cultivators
of All-round Growth

Teachers

Inspirational Co-Constructors
of Knowledge



Committed Role Models
of Professionalism

Visionary Edupreneurs

of Educational Transformation and Continuous School Improvement

- Embody a global mindset and envision the future when actualising the school vision, mission and values, and embrace transformational changes and adversity with entrepreneurial spirit when promoting continuous school improvement for the future development of Hong Kong.

Each professional role of principals is supported by three stage descriptors, portraying principals' visions and missions in their professional growth. These stages, however, do not necessarily correspond to the professional experience of a principal. A principal can be at different stages of their professional growth in different professional roles.

Competent

Accomplished

Distinguished

標準一：以德潤才的躬行者 貫徹全人成長及均衡發展的理念

力能勝任

校長具高尚品格，他們堅守教育價值觀¹，秉持專業行為守則²，為崇高的教育專業服務。

校長帶領教師關注學校政策及措施所蘊含的教育價值觀，引導他們在日常教學中實踐，並培育學生正面的價值觀和態度³。遇到涉及倫理道德的挑戰時，校長秉持道德原則，展現個人誠信，作出公正而專業的決定。

校長重視個人和專業成長。他們識別教師在不同發展階段的需要，關心教師的身心健康、工作與生活的平衡和專業發展。他們察覺學生在不同成長階段的需要，以全校參與的模式推行價值觀教育，讓學生養成良好品格，並通過關顧輔導，促進學生的全面發展。他們回應學生多樣性及教育公平的需要，讓學生享有平等的學習機會及情緒和社交上的支援。

卓然有成

校長躬身力行，實踐教育價值觀¹，展現專業誠信。他們以身作則，確保教職員和學生行事端正。校長對教育的熱誠能啟發所領導的人。

校長促使學校的政策和措施與教育價值觀一致。他們關注學校各項工作所涉及的道德層面，並成功建立和維繫足以體現倫理精神和價值的學校文化。他們勇於糾正違反道德操守的行為，面對倫理道德的挑戰時，展現專業勇氣，並與教職員緊密合作，妥善處理這些挑戰帶來的問題。

校長致力提升教師的能力，以促進學生全面均衡發展。他們有效地推行全人教育，確保其理念融入學校政策及課程。他們積極面對學生的多樣性及教育公平，把學校建成互相支持的社群，讓師生展現全人發展帶來的喜悅。

成就出眾

校長倡導教育價值觀¹和專業誠信，展現崇高道德修養。他們對教育的貢獻，獲得社會人士對教學專業的尊重。

校長把學校創建為一個各持份者都以崇尚道德操守和價值觀為榮的社群。他們與專業社群攜手合作，宣揚及維護這些價值觀，並積極採取措施應對倫理道德的挑戰。

校長大力提倡師生的全人發展。他們意識到不同時代的學生有不同的發展需要，把品德教育課程、社交支援及生涯規劃教育整合成因應時代、互相緊扣的可持續體系，為他們建立良好品德，面對人生各種挑戰。他們充份善用學生的多樣性和多元文化的良機，為學校和社會帶來正面的影響。

Standard 1: Ethical Enablers of All-round Growth and Balanced Advancement

Competent

Principals are people of high moral character who are committed to educational values¹ and uphold the professional code of conduct². They aspire to serve for the noble cause of education.

Principals raise teachers' awareness of educational values in relation to school policies and practices. They guide teachers in realising these values in their daily practices and cultivate in students positive values and attitudes³. In face of ethical challenges, they make fair and professional decisions by drawing upon moral principles and demonstrating personal integrity.

Principals give due emphasis to personal and professional growth. Recognising teachers' needs at different stages of development, they care for their well-being, work-life balance and professional development. Aware of the needs of students at different stages of development, they implement a whole-school approach to values education for students' character formation and pastoral care for students' all-round growth. They are responsive to student diversity and equity in education and enable students' fair access to learning opportunities, emotional and social support.

Accomplished

Principals exemplify educational values¹ and professional integrity. They ensure ethical behaviour among staff and students and serve as their role models. The people they lead are inspired by their commitment to education.

Principals align school policies and practices with educational values. They attend to the moral dimension in all school endeavours and successfully foster and sustain a school culture that embodies ethical understanding and values. They confront unethical behaviour and have professional courage to address ethical challenges, collaborating closely with staff to properly handle issues arising from these challenges.

Principals enhance teachers' capacity in facilitating students' holistic and balanced development. They foster whole-person education effectively, integrating it into the school policies and curriculum. Principals also embrace student diversity and equity in education. They successfully establish a supportive school community in which teachers and students are able to experience the joy of whole-person enrichment.

Distinguished

Principals advocate educational values¹ and professional integrity characterised by a deep sense of ethics. Their dedication to education earns the respect of the community towards the teaching profession.

Principals create a school community in which ethical behaviour and values are honoured and celebrated among stakeholders. They work together with the professional community to promote and safeguard the values, and take possible proactive measures in face of ethical challenges.

Principals are strong advocates for the whole-person development of teachers and students. Conscious of different developmental needs in changing times, they sustain a contemporary and coherent system of moral education curriculum, social support and life planning education which builds in students moral qualities that can stand life challenges. They maximise opportunities arising from student diversity and pluralistic culture to bring about positive impact in school and in the community.

標準二：博學啟思的建策者 塑造好學敏求的學習型組織

力能勝任

校長堅信所有學生均有學習的權利、責任和能力。他們全面了解學校的課程，經常反思學校現行的文化和措施對學生學習的影響，並與教師攜手訂定目標，營造有利學習的氛圍，提升學與教的質素。

校長明白學校是一個學習社群。他們好學不倦，不斷以新的專業知識裝備自己，從而賦權教師，使他們勝任知識共建者的角色。

校長帶領教學工作。他們提供所需條件，以提升教師的專業，包括運用資訊及媒體素養、科技、教學和本科知識，及學生的學習成效，並確保學校的組織架構、政策、策略及資源，均能緊扣學習。

他們視敬業樂群為推動學校發展的重要元素，在校內建立團結及互助的氛圍，讓學校成為學習型組織。

校長明白教育必須配合瞬息萬變的世界，因而擴闊教師對學生多元出路的視野，建立因材施教的信心，使不同潛能的學生發揮所長，成為校園生活中不同範疇的領袖。

卓然有成

校長與師生確立學與教的共同願景。他們對學生的學習充滿信心，並透過寬廣而均衡的課程，為學生提供最佳的學習機會。

校長塑造互信、求真和反思的開放文化，在鼓勵教師專業自主之餘，亦強調協作文化。

校長確保教師能量的建立是持續且聚焦的，藉以促進學生的學習成果。他們善於鼓勵教師並建構有利教師專業成長的工作環境。他們作為終身學習者，在校內引進互相協作、目標明確的學習，藉建設專業學習社群，以創新知識。為達至卓越的專業水平，他們培育教師領導課程發展的能力，並加強各人的自我效能感，從而提升學校的整體教學能力和影響力。

為實現敬業樂群的團隊，校長締造彼此信任、各展所長的氛圍，鼓勵持份者互相肯定和支援。

校長培育教師成為積極的變革推動者，並為教師提供各種學習機會，以提升他們的領導能力和增進對培育多元人才的認識，令學生的多樣性得到接納和發展。

成就出眾

校長與持份者建立緊密有效的伙伴關係，攜手實現學與教的共同願景。他們相輔而行，共同肩負提升學生學習自信及能量的任務。

校長持續推動一個能啟發持份者以不同形式自我充實的學習風氣，為學校塑造一個獨特及富激勵性的學習文化。

作為具學養的教育實踐者，校長有效地管理知識，以充實學校的智慧資本。校長促成各持份者投入專業交流及廣泛的學習機會，讓他們具備好學敏求的氣質。這種共同建構專業知識的風氣，亦能透過校長參與知識和經驗的分享，延展到其他學校以至社區。

校長對專業上追求卓越充滿熱誠，締造富有創新精神的環境，讓學習蓬勃發展。他們對教師專業的提升在校內以至教育界均有貢獻。校長贏得社區對教學專業的支持，並啟發及培育潛質優秀的後進投身教育，讓社會建立一支備受尊崇卓越優秀的專業團隊。

校長作為人才開發者，既重視團結，亦善於把握各人不同強項及多元思維帶來的機遇。他們推動敬業樂群的精神，促使持份者求同存異，互相配合，把學校塑造成好學敏求的學習型組織，培育明日領袖。

Standard 2: Versatile Architects of Vibrant Learning Organisations

Competent

Principals uphold the right, responsibility and capability of all to learn. They have a comprehensive understanding of the school curriculum and are reflective of existing school culture and practices which have an impact on student learning. They work with teachers to develop goals and ethos favourable to the pursuit of quality in learning and teaching.

Principals understand the role of schools as learning communities. They themselves are active learners continuously equipped with updated professional knowledge in order to empower teachers in their endeavours to play the role as co-constructors of knowledge.

Principals exercise instructional leadership. They provide essential conditions for enhancing teachers' professionalism, including competence in information and media literacy, technological, pedagogical and content knowledge, and effective learning for students. They ensure that organisational structures, school policies, strategies and resources are all anchored in learning.

They recognise collegial harmony as a strategic element in school development and build an organisational climate that nourishes a sense of togetherness and a rapport that enables the school to develop as a learning organisation.

Realising that education is now in the context of a fast and vigorous changing world, principals broaden teachers' horizons to students' multiple pathways and boost their confidence to nurture students of different potentials to be leaders in various domains of school life.

Accomplished

Principals establish a shared vision on learning and teaching among teachers and students. They have confidence in students' learning and give them the best learning opportunities through a broad and balanced curriculum.

Principals foster an open culture of trust, enquiry and reflection. While teachers are encouraged to be autonomous professionals, a collaborative culture is also emphasised.

Principals ensure focused and sustainable capacity building of teachers for improving students' learning outcomes. They motivate teachers intellectually and construct work settings which are conducive to the enhancement of their professionalism. As life-long learners themselves, they bring in collaborative and purposeful learning in the school community, building professional learning communities for creation of knowledge. To achieve professional excellence, they nurture leadership capability on curriculum development and enhance teachers' self-efficacy, building collective instructional capacity and influence of the schools.

In achieving collegial harmony, principals generate a trusting and enabling climate, encouraging mutual recognition and support among stakeholders.

Principals develop teachers to become proactive agents of change. They empower teachers through a range of learning opportunities that enhance teachers' leadership skills and development of multiple talents so that student diversity can be accommodated and developed.

Distinguished

Principals establish close and effective partnership with stakeholders to actualise the school's shared vision on learning and teaching. Together they take complementary roles to boost students' confidence and capacity in learning.

Principals sustain an ethos of learning which inspires stakeholders to engage in different forms of enrichment. They shape a unique and motivating school culture of learning.

As scholar-practitioners, principals manage organisational knowledge effectively to build up intellectual capital of the school. They engage stakeholders in professional exchanges and diversified learning opportunities, nurturing an intellectual disposition among them. Such co-construction of professional knowledge also extends to other schools and the community when principals engage in the sharing of knowledge and experience.

Committed to their passion for professional excellence, principals create innovative environments in which learning flourishes. They contribute to the enhancement of teachers' professionalism not only in school but also in the education sector. They earn the support of the community towards the teaching profession, mobilising and nurturing people with best potential for a career in education to contribute to the forging of a top-notch and widely respected professional team for the community.

As people developers, principals capitalise on the opportunities arising from diverse strengths and thinking while emphasising unity of the school. They pursue collegial harmony in which stakeholders accommodate differences and are willing to complement each other in the journey of becoming vibrant learning organisations which are able to nurture learners to become leaders of tomorrow.

標準三：高瞻遠矚的創建者 推動教育變革及學校持續進步

力能勝任

校長充份掌握學校的實況，包括學校的優勢、局限和挑戰。他們鑑古知今，既認識香港教育的發展，亦了解本地及國際最新的教育趨勢，反思它們與學校願景及使命的關係和影響。

校長認同學校擔當社會角色，推動學校投入社區。他們善於應對逆境，訂立妥善的制度和程序，作為行事規則，並能管控風險、危機和不明朗因素。校長具備開拓及創新精神，以正向思維面對改變，願意支持使學校獲益的創新措施。

校長相信學校是可以成長及進步的。他們透過數據主導的研究及與持份者坦誠對話，探索學校持續發展的路向。他們與全校成員透過策劃—推行—評估的過程，制定學校發展計劃，藉此培育學生的志向，成為終身學習者和盡責的公民。

卓然有成

為貫徹學校的願景和使命，校長因應本地和國際情況的轉變，以及新近的教育及相關政策，作策略性的部署。

校長能發展靈活應變的管理與組織，以應對急速的轉變、風險和危機。他們以正向思維激勵教師，並賦權他們調適措施，達致學校持續發展。他們關注社會的動態，並創造機會讓學校與社區共同發展。

校長培育師生以積極的心態擁抱成長與發展。他們與師生共同建立實證為本的文化，以檢視學校表現。校長有效調配人力及各種資源，並制訂周詳的員工聘任及接任計劃，達致學校持續發展。他們致力培育學生具備世界公民的素質，能珍惜多元文化及重視文化的傳承。

成就出眾

校長以全球視野和系統思考，檢視學校的願景和使命，以配合世界最新趨勢及發展，並以專業態度回應社會的動態和對教育的期望。他們能與持份者前瞻未來，掌握機遇。其建樹對後來者啟發良多。

校長建立開拓及創新的學校環境，確保學校在管理和組織上不斷完善，積極面對變化。他們能與持份者，攜手面對複雜形勢及變革，並將之轉化為有助學校持續發展的機會。

為推動香港教育持續卓越發展，校長連繫專業社群，辨識和跟進需改善之處。他們建立教研文化，評估及更新政策及措施。他們與各持份者、學校網絡及界別結成良好伙伴，透過建立共識，領導變革。他們培育學生成為立志為香港發展服務並貢獻世界的公民。

Standard 3: Visionary Edupreneurs of Educational Transformation and Continuous School Improvement

Competent

Principals have a good grasp of the school context including its strengths, limitations and challenges. They have a retrospective understanding of the education development of Hong Kong and keep abreast of both local and international education trends, reflecting on their relevance and impact on school vision and mission.

Principals recognise the role of schools in relation to the society, taking steps to engage the school with the community. While being resilient in times of adversity, they also set up proper systems and procedures for compliance and management of risks, crises and uncertainties. Being entrepreneurial, they have a positive mindset to change, and are willing to support creative initiatives that are beneficial to the school.

Principals believe in school growth and improvement. They explore ways for school development through data-driven studies and open dialogues with stakeholders. They engage the whole school in planning, implementation and evaluation of school development plans, with a goal to nurture in students the aspiration to become life-long learners and responsible citizens.

Accomplished

Principals plan strategically for the realisation of the school vision and mission based on the changing local and international contexts and in response to emerging education and related policies.

Principals develop an agility of management and organisation which can handle rapid changes, risks and crises. They inspire teachers with positive thinking and empower them to take adaptive measures that facilitate sustainable school development. They are sensitive to social dynamics and create opportunities for the development of both the school and the community.

Principals cultivate among teachers and students a mindset that embraces growth and development. They build an evidence-based culture to oversee school performance and deploy human and other resources, including staff recruitment and succession plans, for sustainable growth. They are able to cultivate in students qualities of global citizens who value diversities and cultural inheritance.

Distinguished

Principals review the school vision and mission in line with latest world trends and developments, adopting a global mindset and systems thinking, and responding professionally to social expectations and dynamics. In this endeavour, they are capable of envisaging the future and its possibilities with stakeholders, bringing contributions that inspire generations to come.

Principals create an entrepreneurial environment for the school, ensuring that management and organisation are constantly evolving and proactive to change. They join hands with stakeholders to prepare for complexities and transformational changes, which are turned into opportunities favourable to sustainable school development.

In pursuit of growth and excellence for the education of Hong Kong, principals engage the professional community in identifying and addressing areas for improvement. They foster a culture of research to evaluate and innovate policies and practices. They form robust partnerships with stakeholders, school networks and other sectors to bring about changes through consensus building. They nurture students to be contributing members of the global society who are committed to serve for the development of Hong Kong.

註腳

1. 「教育價值觀」包括以下文件所列的價值觀：
 - (1) 根據前教育署於2002年發表的《校長持續專業發展指引》，教育價值觀包括：以學習為中心、創新、終身學習、全民教育、服務主導、賦權、公正公平、全人發展；及
 - (2) 根據《學習的專業 專業的學習：教師專業能力理念架構及教師持續專業發展》(師訓與師資諮詢委員會於2003年發表)，六個基本價值觀分別是(i)堅信學生人人能學；(ii)弘揚師德，關愛學生；(iii)尊重差異，多元取向；(iv)克盡本職，獻身教育；(v)團隊協作，樂於分享；以及(vi)持續學習，追求卓越。
2. 請參閱由教育人員專業操守議會發出的《香港教育專業守則》(抽印本) (1995年)：http://cpc.edb.org.hk/tc/code_01.htm (容後更新)
3. 根據課程發展議會發表的《基礎教育課程指引—聚焦、深化、持續(小一至小六)》(2014)、《中學教育課程指引》(2017)及其補充說明(2021)，以及教育局通函第180/2020號，學校可培育學生九種首要的價值觀和態度，即：(i)堅毅、(ii)尊重他人、(iii)責任感、(iv)國民身份認同、(v)承擔精神、(vi)誠信、(vii)關愛、(viii)守法和(ix)同理心。

Footnotes

1. 'Educational values' include the values mentioned in the following documents:
 - (1) according to Guidelines for Principals' Continuing Professional Development (CPD) (Education Department, 2002): 'Educational Values' include learning-centredness, innovativeness, lifelong learning, education for all, service orientation, empowerment, equity and fairness, and whole-person development; and
 - (2) according to Towards a Learning Profession: The Teacher Competencies Framework and the Continuing Professional Development of Teachers (ACTEQ, 2003), the six core values that underpin the whole framework are (i) belief that all students can learn, (ii) love and care for students, (iii) respect for diversity, (iv) commitment and dedication to the profession, (v) collaboration, sharing and team spirit, and (vi) passion for continuous learning and excellence.
2. Please refer to the Code for the Education Profession of Hong Kong (Extracted Edition) issued by the Council on Professional Conduct in Education (1995): http://cpc.edb.org.hk/en/code_01.htm (To be updated)
3. According to Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1-6) (Curriculum Development Council (CDC), 2014), Secondary Education Curriculum Guide (CDC, 2017) and its Supplementary Notes (CDC, 2021), as well as EDBCM No.180/2020, schools could promote Values Education through nurturing in their students the nine priority values and attitudes: (i) Perseverance, (ii) Respect for Others, (iii) Responsibility, (iv) National Identity, (v) Commitment, (vi) Integrity, (vii) Care for Others, (viii) Law-abidingness and (ix) Empathy.

應用

T-標準⁺表達了對教師和校長的期望和目標，是教學專業團隊及其合作夥伴的參考工具。

對教師和校長來說，它有助反思專業成長，以確定本身的專業發展需要。

對學校來說，它促進其履行推動專業學習的責任。

對提供師資培訓及持續專業發展課程的機構來說，它為進修課程訂定參考的方向。

對教育工作者來說，它可作為與業界內外人士展開專業對話的共同語言。

對社會來說，它展現教學專業團隊的專業形象，以及他們對社會的貢獻，讓社會人士有所了解並給予支持。

對國際社會來說，它陳述香港教學專業團隊的故事。

T-標準⁺旨在鼓勵所有在教育路上並肩前行的專業同工。

Application

T-standard⁺ expresses expectations and goals for teachers and principals. It serves as a reference tool for the teaching profession and its supporting partners.

For teachers and principals, it enables them to reflect on their professional growth and identify their professional development needs.

For schools, it facilitates the delivery of their responsibility in promoting the professional learning of their teaching staff.

For providers of teacher education and CPD programmes, it serves as a direction for reference in the provision of professional development opportunities.

For educators, it serves as a common language for professional dialogues within and outside the education arena.

For the community, it presents an image of the teaching profession and its contribution to the society, which deserves appreciation and support by all members of the society.

For the international community, it tells the story of the teaching profession of Hong Kong.

T-standard⁺ is here to encourage all who are on the professional journey of education.

有關更多T-標準+的資訊，請瀏覽以下網址：

<https://www.cotap.hk/index.php/tc/t-excel-hk/t-standard-introduction>

或

掃描下列二維碼



(中文版)

**For further information on T-standard+,
please visit the following website:**

<https://www.cotap.hk/index.php/en/t-excel-hk/t-standard-introduction>

or

scan the QR code below:



(English version)