

香港校長專業標準參照

Professional Standards for Principals of Hong Kong

培育今日學生，成就明日領袖

NURTURE LEARNERS TODAY AND LEADERS TOMORROW

學生 Students	校長 Principals	
<p>達至全人健康</p> <p>Whole-person Wellness</p>	<p>以德潤才的躬行者 貫徹全人成長及均衡發展的理念</p>	<p>Ethical Enablers <i>of All-round Growth and Balanced Advancement</i></p>
<p>具備成年階段所需的素養</p> <p>Key Competences for Adulthood</p>	<p>博學啟思的建策者 塑造好學敏求的學習型組織</p>	<p>Versatile Architects <i>of Vibrant Learning Organisations</i></p>
<p>靈活應對未來的轉變</p> <p>Change Agility for Tomorrow</p>	<p>高瞻遠矚的創建者 推動教育變革及學校持續進步</p>	<p>Visionary Edupreneurs <i>of Educational Transformation and Continuous School Improvement</i></p>

1. 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。
1. Exemplify ethical understanding and actualise educational values to foster growth and balanced advancement of teachers and students.

2. 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。
2. 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.

3. 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。
3. 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.

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

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

力能勝任 Competent	卓然有成 Accomplished	成就出眾 Distinguished
<p>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。</p> <p>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。</p> <p>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。</p>	<p>校長躬身力行，實踐教育價值觀，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。</p> <p>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。</p> <p>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。</p>	<p>校長倡導教育價值觀和專業誠信，展現崇高道德修養。他們對教育的奉獻，獲得社會人士對教學專業的尊重。</p> <p>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。</p> <p>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。</p>

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根據課程發展議會於發表的《基礎教育課程指引—聚焦、深化、持續(小一至小六)》(2014)及《中學教育課程指引》(2017)，課程發展議會在 2008 年推出的《新修訂德育及公民教育課程架構》，列出了七種首要培育的價值觀和態度，分別是(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)誠信和(vii)關愛。

力能勝任 Competent	卓然有成 Accomplished	成就出眾 Distinguished
<p>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.</p> <p>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.</p> <p>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-around growth. They are responsive to student diversity and equity in education and enable students’ fair access to learning opportunities, emotional and social support.</p>	<p>Principals exemplify educational values 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.</p> <p>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.</p> <p>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.</p>	<p>Principals advocate educational values and professional integrity characterised by a deep sense of ethics. Their dedication to education—earns the respect of the community towards the teaching profession.</p> <p>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.</p> <p>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.</p>

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) and *Secondary Education Curriculum Guide* (CDC, 2017), the seven priority values and attitudes depicted under *The Revised Civic and Moral Education Curriculum Framework* (CDC, 2008) are (i) perseverance, (ii) respect for others, (iii) responsibility, (iv) national identity, (v) commitment, (vi) integrity, and (vii) care for others.

標準二：博學啟思的建策者 塑造好學敏求的學習型組織

Standard 2: **Versatile Architects** of Vibrant Learning Organisations

力能勝任 Competent	卓然有成 Accomplished	成就出眾 Distinguished
<p>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。</p> <p>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。</p> <p>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。</p> <p>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。</p> <p>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。</p>	<p>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。</p> <p>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。</p> <p>校長確保教師的能力成長是持續且聚焦的，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。</p> <p>為實現敬業樂群的團隊，校長締造/誘發彼此信任、各展所長的氛圍，鼓勵持份者互相肯定和支援。</p> <p>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。</p>	<p>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。</p> <p>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。</p> <p>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。</p> <p>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的卓越優秀的專業團隊。</p> <p>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。</p>

力能勝任 Competent	卓然有成 Accomplished	成就出眾 Distinguished
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>Principals foster an open culture of trust, enquiry and reflection. While teachers are encouraged to be autonomous professionals, a collaborative culture is also emphasised.</p> <p>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.</p> <p>In achieving collegial harmony, principals generate a trusting and enabling climate, encouraging mutual recognition and support among stakeholders.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>As scholar-practitioners, principals manage organizational 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.</p> <p>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.</p> <p>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.</p>

標準三：高瞻遠矚的創建者 推動教育變革及學校持續進步

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

力能勝任 Competent	卓然有成 Accomplished	成就出眾 Distinguished
<p>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。</p> <p>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。</p> <p>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分者坦誠對話，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。</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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，以及因應新近的教育及相關政策，作策略性的部署。</p> <p>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。</p> <p>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。</p> <p>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.</p> <p>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.</p> <p>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 heritage.</p>	<p>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。</p> <p>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。</p> <p>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。他們與各持分者、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。</p> <p>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.</p> <p>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.</p> <p>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.</p>