

學生 Students	教師 Teachers
達至全人健康 Whole-person Wellness	<div>關愛學生的育才者 支援全人成長</div> <div>Caring Cultivators of All-round Growth</div>
	<div>1.1 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及對本地、國家和世界的認識，以助學生全人發展。 1.1 Nurture students holistically through character building and serving as a role model of all-round personal development with moral virtues, positive values and attitudes, and local, national and global awareness.</div> <div>1.2 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。 1.2 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.</div> <div>1.3 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。 1.3 Create a harmonious, inviting and supportive environment conducive to students’ motivation to learn and rapport-building with peers, teachers, parents and the community.</div> <div>1.4 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。 1.4 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.</div>
具備成年階段 所需的素養 Key Competences for Adulthood	<div>啟發學生的共建者 結伴建構知識</div> <div>Inspirational Co-constructors of Knowledge</div>
	<div>2.1 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。 2.1 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.</div> <div>2.2 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，培育各學習領域的素養³，提高在知識型社會的競爭力。 2.2 Engage students in deep learning 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.</div> <div>2.3 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。 2.3 Design and implement instructional strategies appropriate to students’ needs and abilities to maximise learning effectiveness in the era of knowledge and digitalisation.</div>
靈活應對 未來的轉變 Change Agility for Tomorrow	<div>敬業樂群的典範 彰顯專業精神</div> <div>Committed Role Models of Professionalism</div>
	<div>3.1 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。 3.1 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.</div> <div>3.2 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。 3.2 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.</div> <div>3.3 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。 3.3 Epitomise a quest for equity⁶, excellence and collegial harmony in the teaching profession with professional commitment in school and society.</div>

標準一：關愛學生的育才者 支援全人成長

Standard 1: Caring Cultivators of All-round Growth

基本要求 THRESHOLD	力能勝任 COMPETENT	成就出眾 DISTINGUISHED
<p>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。</p> <p>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。</p> <p>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。</p> <p>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。</p>	<p>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。</p> <p>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。</p> <p>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。</p> <p>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。</p>	<p>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。教師視培育學生成為明智及負責任公民，為他們的使命和責任。</p> <p>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。</p> <p>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。</p> <p>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。</p>

標準一：關愛學生的育才者 支援全人成長

Standard 1: Caring Cultivators of All-round Growth

基本要求 THRESHOLD	力能勝任 COMPETENT	成就出眾 DISTINGUISHED
<p>Teachers believe in whole-person education which aims at the development of students' moral, intellectual, physical, social and aesthetic potential. They support and practice 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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 realize their strengths and explore multiple pathways for the future.</p> <p>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.</p> <p>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 encourages them to complement each other on the path of learning and growth.</p>	<p>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.</p> <p>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 implementation⁸.</p> <p>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.</p> <p>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.</p>

標準二：啟發學生的共建者 結伴建構知識

Standard 2: Inspirational Co-constructors of Knowledge

基本要求 THRESHOLD	力能勝任 COMPETENT	成就出眾 DISTINGUISHED
<p>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共通能力¹。</p> <p>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。</p> <p>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。</p> <p>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，並在不同的教育場境中實踐；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。</p>	<p>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。</p> <p>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。</p> <p>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。</p> <p>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。</p>	<p>教師培養和發展學生自主學習⁹的能力，以培養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。</p> <p>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；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。</p> <p>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。</p> <p>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。</p>

標準二：啟發學生的共建者 結伴建構知識

Standard 2: **Inspirational Co-constructors** of Knowledge

基本要求 THRESHOLD	力能勝任 COMPETENT	成就出眾 DISTINGUISHED
<p>Teachers implement self-directed learning⁹ and explore strategies to incorporate generic skills¹ in the process of knowledge construction.</p> <p>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 student to understand the unique culture of Hong Kong as an international city.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Taking on the role as co-constructors of knowledge¹¹, teachers create learning communities in which the rapport among students facilitate the building up 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.</p> <p>Teachers participate actively in collaborative lesson preparation and design the curriculum 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.</p>	<p>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 a curriculum that enables progressive development and integration of knowledge and skills, and strengthens 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.</p> <p>Teachers promote opportunities for students to develop and apply media and information literacy 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 making of an entrepreneurial and creative ambience at school level.</p> <p>Teachers excel in their role of co-constructors of knowledge¹¹. They engage students in learning communities which motivates 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.</p> <p>Displaying qualities of curriculum leadership, teachers take the initiative to work with colleagues in the dynamic process of design, implementation and evaluation of curriculum 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.</p>

標準三：敬業樂群的典範 彰顯專業精神

Standard 3: Committed Role Models of Professionalism

基本要求 THRESHOLD	力能勝任 COMPETENT	成就出眾 DISTINGUISHED
<p>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。</p> <p>教師透過反思評估其工作，找出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。</p> <p>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。</p> <p>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。</p>	<p>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。</p> <p>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，以提昇教師的專業水平；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。</p> <p>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。</p>	<p>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。</p> <p>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。</p> <p>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。</p> <p>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、程序和工作方法，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。</p>

標準三：敬業樂群的典範 彰顯專業精神

Standard 3: Committed Role Models of Professionalism

基本要求 THRESHOLD	力能勝任 COMPETENT	成就出眾 DISTINGUISHED
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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 realize 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.</p>	<p>Teachers are recognized as inspiring role-models of all-round personal growth. They give practical advice and support colleagues on their path of personal development.</p> <p>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.</p> <p>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.</p> <p>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.</p>

註腳 Footnotes

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、自我管理能力、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)

“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. 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)

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) (只設英文版本)

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

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. 「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)

“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. 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_Jan_2018.pdf

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_Jan_2018.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)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。

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 “perseverance”, ”respect for others”, “responsibility“, “national identity“, “commitment“, “integrity“, and “care for others“.

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)

“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. 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)

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 emphasizes the importance of access to information and the evaluation and ethical use of such information. On the other hand, media literacy emphasizes 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) (只設英文版本)

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)

“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. 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)

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. 「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)

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. 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)

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. 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。

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 (iv) passion for continuous learning and excellence.

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)

“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)