Bridging the Gap: Teacher Preparedness and Perspectives on Implementing the Values Education Curriculum Framework in Hong Kong

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Abstract:

Since the introduction of the Values Education Curriculum Framework (2021) in Hong Kong, schools have faced the complex task of nurturing core student values amidst a shifting educational landscape. This study investigates the implementation of this framework specifically through the lens of frontline educators, examining their attitudes, readiness, and the systemic obstacles they encounter. While the framework aims to foster holistic student development, its success is heavily dependent on the teachers' ability to translate policy into practice.

Adopting a mixed-methods approach, this research utilizes surveys, semi-structured interviews, and focus groups with schoolteachers to capture a comprehensive picture of the current educational climate. Quantitative data provides a baseline for teacher confidence and the prevalence of specific training needs, while qualitative insights reveal the lived experiences of educators navigating resource constraints and differing school cultures. Preliminary findings indicate significant variability in implementation success across institutions. Many teachers express a strong commitment to the framework's goals but highlight critical gaps in professional support, citing a lack of specialized training and high workloads as major barriers to effective delivery.

Furthermore, the study explores how teachers integrate values education into both formal curricula and co-curricular activities. It identifies a tension between the standardized requirements of the framework and the practical need for contextual flexibility in the classroom. By centering the "teacher's voice," this research uncovers the professional and emotional labor involved in modern values education.

Ultimately, this study contributes to a deeper understanding of the practical dynamics of Hong Kong's educational reforms. The findings serve as a foundation for evidence-based recommendations aimed at refining the curriculum by its scheduled 2026 update. By addressing teacher preparedness and resource allocation, this research seeks to ensure that the educational system is better equipped to meet the evolving societal needs of Hong Kong.

Keywords: values education, teacher preparedness. teacher professional development, pedagogical challenges

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