

Excellence Indicators for Teaching Practices for the Arts Education and Personal, Social and Humanities Education Key Learning Areas

Foreword

The *Excellence Indicators for Teaching Practices for the Arts Education and Personal, Social and Humanities Education Key Learning Areas* is worked out as a reference for the assessment of the Chief Executive's Award for Teaching Excellence (ATE) (2006-2007).

When drafting the indicators, reference has been made to various sources. Among the major references are *Towards a Learning Profession: The Teacher Competencies Framework and the Continuing Professional Development of Teachers* (Advisory Committee on Teacher Education and Qualifications, 2003) and *Performance Indicators for Hong Kong Schools* (Education Department, Quality Assurance Division, 2002). Moreover, considerations have been given to the complex nature of teachers' work and the indicators have been structured to reflect the diverse patterns of teachers' competencies.

For this Award, teaching excellence means teaching practices that:

- (a) are **innovative** with **proven effectiveness** to arouse students' **motivation in the subject and hence they are interested to learn by themselves** and/or to help students to **achieve the desired learning outcomes**; or are **creatively adapted** from exemplary teaching practices from elsewhere to **suit the local (i.e. school-based and/or student-based) context** with proven effectiveness in achieving students' learning outcomes;
- (b) are based on education or learning theories, showing reflective practices;
- (c) are inspiring and can be shared with colleagues to improve the quality of education; and
- (d) **help achieve the learning targets** of the Arts Education KLA, particularly in developing students' aesthetic and critical appreciation as well as creative expression; and the Personal, Social and Humanities Education KLA,

particularly in developing students' enquiry and critical thinking skills, values as well as social concern and commitment.

(e) The indicators are categorized into four domains, namely, (1) Professional Competence, (2) Student Development, (3) Professionalism and Commitment to the Community, and (4) School Development. The focus of the first two domains is on recognizing teaching excellence and the other two domains is on fostering professional development among teachers. As the ATE does not aim to identify all-round teachers, the indicators should be regarded as examples of evidence, but not a rigid model, of excellence in teaching the *Arts Education KLA* and *Personal, Social and Humanities Education KLA*.

Apart from being an assessment instrument for the ATE, the indicators also highlight the qualities of accomplished teachers of the *Arts Education KLA* and *Personal, Social and Humanities Education KLA*. We hope that this will help pursue excellence in the teaching profession.

All awardees are expected to possess the fundamental professional qualities of a teacher such as professionalism, as well as love and care for students. Recognizing that teaching practices cannot be separated into discrete areas, we will adopt a holistic approach, using professional knowledge and judgment when assessing the nominations. However, as the focus of the ATE is on Learning and Teaching, we are looking for exemplary and effective teaching practices that are inspiring and can be shared.

For group nominations, effective team work which entails the contribution of each group member, the interactions among group members, and how the combined efforts of the group have contributed to the described outcomes will also be assessed.

The Assessment Working Group
Chief Executive's Award for Teaching Excellence (2006-2007)
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Excellence Indicators for Teaching Practices for the Arts Education and Personal, Social and Humanities Education

Key Learning Areas

1. Professional Competence Domain

Area	Performance Indicator	Evidence of Excellence
Curriculum	1.1 Curriculum and Pedagogical Content Knowledge ¹	<p>The teacher is able to :</p> <ul style="list-style-type: none"> • demonstrate extensive knowledge of the current curriculum objectives, pedagogy and subject content; be concerned about the trends of development of curriculum, learning, teaching and assessment in the related Key Learning Area (KLA) for the advancement of learning and teaching • work in close collaboration with colleagues in curriculum adaptation and innovation with a view to continuously developing and improving the school-based curriculum to maximise the effects on students' learning; demonstrate leadership in formulating strategic curriculum development plans with clearly defined goals to facilitate students in life-long learning • initiate collaboration and sharing among colleagues and stakeholders in the search for the development of pedagogical content knowledge, theories, effective methodologies; plan and promote diversified co-curricular activities and informed teaching practice to achieve excellence in learning and teaching • incorporate effectively the elements of the Four Key Tasks² into curriculum planning to develop students'

¹ The concept of pedagogical content knowledge (PCK) was first proposed by Shulman (1986) and developed with colleagues in the “Knowledge Growth in Teaching” project. Shulman wrote that PCK “represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organised, presented and adapted to the diverse interests and abilities of learners, and presented for instruction” (1987). Since then, the term PCK has been widely used and has also been elaborated as “what teachers know about their subject matter and how they translate that knowledge into classroom curricular events” and as “a kind of craft knowledge that goes beyond the command of subject matter or general pedagogical principles to an understanding of how to impart a particular subject matter to learners.”

² According to *Learning to Learn -- Life-long Learning and Whole-person Development* issued by the CDC in 2001, the Four Key Tasks are: Moral and Civic Education, Reading to learn, Project Learning and Information Technology for Interactive Learning.

Area	Performance Indicator	Evidence of Excellence
		<p>generic skills³, values and attitudes; incorporate the Five Essential Learning Experiences for whole-person development⁴, and attempt to integrate the KLAs to ensure students' broad and balanced development in the Arts Education KLA or Personal, Social and Humanities Education KLA</p> <ul style="list-style-type: none"> carefully carry out curriculum evaluation with concrete and effective follow-ups and systematically record information to be shared among stakeholders at the appropriate time
Teaching	1.2 Strategies and Skills	<p>The teacher is able to :</p> <ul style="list-style-type: none"> demonstrate the mastery of relevant and varied teaching strategies and skills; create and maintain a stimulating as well as harmonious learning atmosphere for students; build up a learning environment conducive to purposeful and effective learning and teaching processes; help students apply what they have learnt to their daily life possess good language proficiency and act as a good language model to students; use the language as an appropriate and effective medium of instruction and employ other appropriate forms of communication skills to facilitate students' learning processes successfully motivate student learning and support student learning processes by continuously expanding the repertoire of teaching methods and resources to match students' level of intelligence and interest; make conscientious efforts to motivate students and foster their interest in learning; attend to students' learning

³ According to *Learning to Learn -- Life-long Learning and Whole-person Development* issued by the CDC in 2001, the generic skills include: collaboration skills, communication skills, creativity, critical thinking skills, IT skills, numeracy skills, problem-solving skills, self-management skills and study skills.

⁴ According to *Learning to Learn -- Life-long Learning and Whole-person Development* issued by the CDC in 2001, the five Essential Learning Experiences for whole-person development are: Moral and Civic Education, Intellectual Development, Community Service, Physical and Aesthetic Development and Career-related Experiences.

Area	Performance Indicator	Evidence of Excellence
		<p>difficulties, rendering them appropriate support</p> <ul style="list-style-type: none"> • adopt a student-centred teaching strategy in planning and providing various learning activities/ experiences that are related to the daily lives of students, to (a) develop the competence for nurturing aesthetic and critical appreciation as well as creative expression, (b) provide opportunities for students to observe and experience social dynamics so as to nurture their social competence, and (c) facilitate students' reflection to enhance their knowledge in the subject • adopt the enquiry approach by encouraging students to ask questions and search for their own answers; create an open learning atmosphere for the development of critical thinking; encourage self-directed learning for life long learning • develop students' ability to handle materials, appliance, equipment and musical instruments in relation to their personal expression and communication of message • assume the different roles of a teacher, from a transmitter of knowledge to a resource person, a facilitator, a consultant, a counsellor, and/or an assessor
	1.3 Subject Matter Knowledge and Professional Attitude	<p>The teacher is able to :</p> <ul style="list-style-type: none"> • demonstrate the passion for the arts or humanities, as well as display a sound command of subject matter knowledge and curriculum organization; make connections among the subjects within a KLA; have a thorough understanding of the trends and issues in the KLA in which he/she teaches; make positive reflection on and improvement in his/her teaching practices • initiate collaboration among colleagues in updating and searching for new subject matter knowledge for excellence in learning and teaching • participate actively in sharing and exchange sessions within as well as outside school and make frequent

Area	Performance Indicator	Evidence of Excellence
		<p>contributions to the professional community through various channels</p> <ul style="list-style-type: none"> • plan and promote effectively the awareness of and concern for safety in practical work
Performance Assessment	1.4 Assessment Planning and Use of Information	<p>The teacher is able to :</p> <ul style="list-style-type: none"> • design, use and critically evaluate the various assessment modes and align them with the current curriculum objectives and current beliefs and practices in assessment • use assessment results effectively to diagnose students' learning to improve the effectiveness of learning and teaching; give students timely and useful feedback with appropriate encouragement and provide them with the direction for improvement to foster students' self-reflection ability • communicate with students, parents and colleagues on the effective criteria and strategies for assessment and provide them with accurate and informative assessment reports at appropriate times

2. Student Development Domain

Area	Performance Indicator	Evidence of Excellence
Student Development	2.1 Attitude	<p>The teacher is able to :</p> <ul style="list-style-type: none"> • value and affirm students’ potentials and achievements; encourage students to develop upon their strengths, and adopt a proactive attitude towards learning and the pursue of excellence • provide positive influence on students life-long learning, whole-person development and development of generic skills • encourage students to respect each other, work in collaboration and to share ideas and achievements to cultivate a caring and inviting school climate • develop students’ curiosity, interests, confidence and an inquiry attitude in the Arts Education KLA or the Personal, Social and Humanities Education KLA • develop students’ attitude in appreciating the aesthetic nature and cultural aspects of Arts Education and Personal, Social and Humanities Education, cultivating their social concern and commitment
	2.2 Knowledge & Skills	<p>The teacher is able to :</p> <ul style="list-style-type: none"> • help students acquire the knowledge and skills in the Arts Education KLA or the Personal, Social and Humanities Education KLA with understanding, develop their potentials and enable them to build up related practical skills of the subject to actively construct new knowledge from experience and prior knowledge • help student overcome learning difficulties and correct misconceptions • develop students’ ability and skills to solve problems and make inquiries in a logical, creative, artistic and critical way

Area	Performance Indicator	Evidence of Excellence
		<ul style="list-style-type: none"> • help students understand their own abilities, set targets for advancement and develop the capacity for self-learning • cater for school-based or student-oriented needs by making appropriate adaptation of the curriculum to help students attain the desired learning outcomes • develop students' creativity, imagination, flexibility, aesthetic sensitivity and critical responses to the arts and the world; nurture students' personal growth, social competence as well as cultural, moral and civic values through more innovative approaches such as enquiry and participatory learning, issue-based learning, experiential learning and integrative learning • familiarize students with the language of the Arts Education KLA or Personal, Social and Humanities Education KLA and equip them with the skills to communicate ideas in such contexts • build trust and rapport with students and gain respect from students

3. Professionalism and Commitment to the Community Domain

Area	Performance Indicator	Evidence of Excellence
Professionalism and Commitment to the Community	3.1 Contribution towards the Profession and Community	<p>The teacher is able to :</p> <ul style="list-style-type: none"> • proactively provide support to the teaching profession and the community by taking part in activities, such as participating in and contributing to professional sharing activities, disseminating good practices, and involving in community services or voluntary work • produce exemplary teaching materials, involve in or contribute to educational research, and/or contribute articles on teaching-related topics; carry out action research, plan or produce successful artistic performances/activities, and co-curricular activities • support the professional development of novice teachers by taking part in activities, such as serving as a mentor • pursue continuous self-improvement and professional development • keep abreast of developments in education practices and policies such as the trends and content of the curriculum for the subjects in the Arts Education KLA or the Personal, Social and Humanities Education KLA; actively promote and enrich the development of the related KLA • serve as a role model for students in showing keen concern for local/national/global issues and living out positive social values

4. School Development Domain

Area	Performance Indicator	Evidence of Excellence
School Development	4.1 Support to School Development	<p>The teacher is able to :</p> <ul style="list-style-type: none"> • provide leadership in the design, implementation and review of school-based activities for the Arts Education KLA or the Personal, Social and Humanities Education KLA • encourage students to actively participate in inter-school and public contests/competitions, exhibitions, performances and public activities that are relevant to the Arts Education KLA or the Personal, Social and Humanities Education KLA • inspire peers and colleagues to collaborate among themselves for the improvement of learning and teaching • promote a sharing and collaborative culture among colleagues and stakeholders with a view to developing the school as a professional learning community • take a leadership role among colleagues and stakeholders in promoting a consensus on and the actualisation of the school vision and mission through own exemplary practice and sharing of experience, and focus energy on achieving continuous school development; realise the essence of the school culture and ethos through a variety of effective channels

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