

# **Chief Executive's Award for Teaching Excellence (2011/2012)**

## **Excellence Indicators for Teaching Practices for the**

### **Arts Education Key Learning Area**

#### **Foreword**

The *Excellence Indicators for Teaching Practices for the Arts Education Key Learning Area* are compiled for use as reference in assessing nominations for the Chief Executive's Award for Teaching Excellence (CEATE) (2011/2012).

In drafting the Indicators, we have consulted a number of references including curriculum documents (see References on page 11). The Indicators have been formulated and structured in a way that reflects the complexities of teachers' work and the diverse nature of teachers' competencies.

For the purposes of the CEATE, teaching excellence means teaching practices that are –

- (i) outstanding and/or innovative and proven to be effective in enhancing students' motivation and/or in helping students to achieve the desired learning outcomes; or  
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 enhancing students' learning outcomes;
- (ii) based on a coherent conceptual framework, showing reflective practices;
- (iii) inspiring and can be shared with colleagues to improve the quality of education; and
- (iv) instrumental in achieving the learning targets of the Arts Education Key Learning Area (i.e. to develop creativity and imagination, develop artistic skills and processes, cultivate critical responses to arts, and understand arts in context).

The Indicators fall within four domains, namely, (1) Professional Competence, (2) Student Development, (3) Professionalism and Commitment to the Community, and (4) School Development. The first two domains focus on recognising teaching excellence and the other two on fostering teachers' professional development and building a culture of teaching excellence.

The Indicators are to be used only as a framework for recognising excellent teaching practices; they are not intended to prescribe a rigid model of excellence for every teacher. We hope that the Indicators will not only be used as an assessment tool, but may also highlight the qualities of an accomplished teacher in the area of arts education, so as to motivate teachers to pursue professional excellence.

All awardees must possess the essential qualities of a professional teacher such as professionalism, loving and caring for students. Every nomination will be assessed according to the four domains mentioned above by adopting a **holistic approach** based on professional knowledge and judgment. However, as the focus of CEATE is on learning and teaching, we are looking for exemplary and effective teaching practices that are inspiring and can be shared. In assessing group nominations, we will also consider the effectiveness of teamwork as measured by the contribution of each group member, interactions among group members, and how the concerted efforts of group members have contributed to the desired outcomes.

The Assessment Working Group

Chief Executive's Award for Teaching Excellence (2011/2012)

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## **Excellence Indicators for Teaching Practices for the Arts Education Key Learning Area**

### **1. Professional Competence Domain**

Area	Performance Indicator	Examples of Excellence
Curriculum	1.1 Curriculum Design and Organisation	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• keep abreast of new trends in the curriculum development of arts education; plan and develop a coherent, balanced, innovative and diversified curriculum; and cater for diverse needs of students to achieve effective learning outcomes;</li> <li>• help students achieve the Four Key Learning Targets of arts education (i.e. to develop creativity and imagination, develop artistic skills and processes, cultivate critical responses to arts, and understand arts in context) through systematic curriculum design;</li> <li>• appropriately adopt an innovative and integrative approach to curriculum design that crosses Key Learning Areas and art forms, thereby providing students with a richer and comprehensive learning experience;</li> <li>• infuse the elements of the Four Key Tasks into the arts curriculum to develop students' self-learning and generic skills as well as positive values and attitudes;</li> <li>• promote and plan a student-based curriculum to suit the needs, learning styles, interests and abilities of students; and</li> <li>• take a leadership role in curriculum development and actively contribute to the planning, organisation, implementation and evaluation of a school-based curriculum.</li> </ul>

Area	Performance Indicator	Examples of Excellence
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• take a leadership role among colleagues in implementing the Primary 1 to Secondary 3 and senior secondary arts curricula, and ensure vertical coherence between them;</li> <li>• devise a sound mechanism in the school to ensure the close alignment between curriculum and assessment;</li> <li>• plan, design and co-ordinate a school-based curriculum with regard to the local education context;</li> <li>• optimise the human, environment and financial resources of the school; and make good use of community resources such as professional support from arts organisations and artists to broaden students' art learning experiences;</li> <li>• create a suitable, enjoyable and safe learning environment to enhance students' learning outcomes; and</li> <li>• evaluate the effectiveness and relevance of a curriculum through reflective practices and curriculum adaptation.</li> </ul>

Area	Performance Indicator	Examples of Excellence
Teaching	1.3 Strategies and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• adopt a wide range of pedagogies that meet students’ abilities and needs and suit different learning purposes in order to create an interactive and inspiring learning environment;</li> <li>• use the medium of instruction skilfully and accurately; give explanations and demonstrations in a vivid and systematic manner; provide clear instructions and demonstrations; and ask well-organised questions;</li> <li>• use student-centred teaching strategies to plan and provide diversified learning activities and contexts that are related to everyday living;</li> <li>• encourage students to take the initiative in making inquiries, participate in learning and develop self-learning, art making and art criticism abilities;</li> <li>• use a wide range of learning and teaching resources skilfully to motivate students and foster their interest in learning and creativity;</li> <li>• design different learning modes to cater for learner diversity and students’ varied abilities, so that they may realise their full potential;</li> <li>• engage students in life-wide and experiential learning and tap external resources (e.g. collaboration with external organisations or resident artists) to broaden students’ exposure to and experience in arts; and</li> <li>• assume the different roles of a teacher, varying from a transmitter of knowledge to a facilitator of learning, a resource person, a consultant, a counsellor and an assessor.</li> </ul>

Area	Performance Indicator	Examples of Excellence
	1.4 Professional Knowledge and Attitude	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• display sound subject knowledge and fully grasp the objectives of the arts curriculum as well as new trends in pedagogies and assessment methods; and reflect on and actively improve his/her teaching practices;</li> <li>• innovate, demonstrate a passion for arts and adopt an open attitude which encourages students to express their personal views and develop a variety of art forms and concepts at school;</li> <li>• demonstrate genuine care and respect for students; recognise and value students’ artistic talents and work; and build up trust and rapport with students;</li> <li>• take a leadership role in updating and exploring new subject knowledge in active collaboration with colleagues and providing assistance to other teachers; and set himself/herself as a role model in teaching; and</li> <li>• actively participate in experience sharing sessions held within or outside the school, and contribute to his/her profession in a variety of ways.</li> </ul>
Performance Assessment	1.5 Assessment Planning and Use of Information	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• adopt a variety of assessment methods that are in line with the purposes of “assessment for learning” and “assessment of learning”;</li> <li>• draw up clear assessment criteria to assess students’ learning process and outcomes;</li> <li>• support self/peer assessment and foster self-reflection among students;</li> <li>• record and document assessment results systematically to diagnose students’ learning progress, and provide them with timely encouragement, concrete feedback and suggestions for improvement, with a view to enhancing learning and teaching effectiveness; and</li> <li>• engage students, parents and peers in timely exchanges on effective assessment criteria and strategies.</li> </ul>

## 2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Attitude	<p>The teacher is able to: <input type="checkbox"/><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• value and affirm students’ potentials and achievements; encourage students to adopt a positive attitude towards learning and to pursue excellence;</li> <li>• help students show respect for each other, work in collaboration and share ideas and achievements, with a view to cultivating a caring and inviting school climate;</li> <li>• inspire students of different backgrounds and abilities to develop an interest in learning arts;<input type="checkbox"/></li> <li>• develop students’ curiosity, interests, confidence and an inquiring attitude in learning arts;<input type="checkbox"/></li> <li>• develop students’ ability in appreciating various arts and cultures to broaden their horizons;<input type="checkbox"/></li> <li>• make positive impact on students’ whole-person, life-long learning and generic skills development; and</li> <li>• nurture students’ personal growth, social competence as well as cultural, artistic, moral and civic values.</li> </ul>

Area	Performance Indicator	Examples of Excellence
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> <li>• help students develop creativity, critical thinking and communication skills, as well as actively construct knowledge from experience and prior knowledge through the learning of arts knowledge and skills;</li> <li>• help students learn and understand arts, acquire and apply arts knowledge, skills and media for emotional and cultural expression;</li> <li>• develop students' ability and skills to solve problems and make inquiries in a logical, creative, artistic and critical way;□</li> <li>• help students understand their own abilities and learning styles, set targets for advancement and develop the capacity for self-learning;□</li> <li>• familiarise students with the language of arts and equip them with the skills to communicate ideas; and</li> <li>• encourage students to actively participate in external arts contests, exhibitions, performances and public functions.</li> </ul>



### 3. Professionalism and Commitment to the Community Domain

Area	Performance Indicator	Examples of Excellence
Professionalism and Commitment to the Community	3.1 Contribution to the Profession and the Community	<p>The teacher is able to :</p> <ul style="list-style-type: none"> <li>• pursue continuous self-improvement and professional development;</li> <li>• 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 cross-school activities;</li> <li>• assist in the professional development of novice teachers and provide mentoring support;</li> <li>• keep abreast of developments in arts education and policies as well as actively promote the development of the Arts Education KLA with regard to new initiatives; and</li> <li>• proactively provide support to the teaching profession and the community by participating in and contributing to professional sharing activities, disseminating good practices, forming learning communities and involving in community services or voluntary work.</li> </ul>

## 4. School Development Domain

Area	Performance Indicator	Examples of Excellence
School Development	4.1 Support to School Development	<p>The teacher is able to :</p> <ul style="list-style-type: none"> <li>• provide leadership in the design, implementation and review of school-based activities for the Arts Education KLA;</li> <li>• inspire peers and colleagues to collaborate efforts to improve learning and teaching;</li> <li>• promote a sharing and collaborative culture among colleagues and stakeholders and assist in the building of professional learning community in the school for sharing of exemplars and experience;</li> <li>• take a leadership role among colleagues and stakeholders in consensus building and the actualisation of the school vision and mission, and focus energy on achieving continuous school development; realise the school culture and ethos through a variety of effective channels;</li> <li>• optimise the use of external resources to create a diversified learning environment; and</li> <li>• actively support home-school collaboration to build up mutual trust with parents and promote school development.</li> </ul>

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