

Chief Executive’s Award for Teaching Excellence (2020/2021)

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) (2020/2021).

In drafting the Indicators, we have consulted a number of references, including curriculum documents (see References on pages 12 and 13). 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 achieve the desired learning outcomes; or
creatively adapted from exemplary teaching practices 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 (KLA) (i.e. developing creativity and imagination, developing skills and processes, cultivating critical responses and understanding 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. The examples of excellence cited for each Indicator are provided for illustration only and should not be regarded as a checklist. We hope that the Indicators will not only serve as an assessment tool, but may also highlight the qualities of an accomplished teacher in the area of Arts Education KLA, so as to motivate teachers to pursue professional excellence.

All awardees must possess the essential qualities of a professional teacher, such as professionalism and a loving concern for students. Each 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 inspiring, exemplary and effective teaching practices that can be shared with colleagues. 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 (2020/2021)
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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 Planning and Organisation	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● keep abreast of new trends in the curriculum development of Arts Education, and develop a holistic school Arts Education curriculum at the school level and at the Arts Education Key Learning Area (KLA) level in accordance with the central curriculum and school development plan; ● develop a student-centred, coherent, balanced, innovative and diversified school Arts Education curriculum, continuously engage students in the learning of the arts, and offer multiple pathways¹ for further strengthening the interface between key stages; ● provide students with diversified learning opportunities inside and outside the classroom, and allow them to pursue visual arts and music, as well as experience other art forms, such as drama, dance and media arts, through various modes of learning; ● embrace learner diversity (including students with special educational needs and students who are gifted) by flexibly deploying appropriate tools and models at different levels and provide students with quality arts learning experiences, thereby inspiring and developing their artistic potential; ● plan arts-related learning and teaching activities inside and outside the classroom, and nurture students' nine generic skills in an integrative and holistic manner so as to help them develop positive values and attitudes; ● explore students' interests, plan diversified life-wide and cross-KLA learning activities (including learning

¹ For example, Aesthetic Development in Other Learning Experiences, Visual Arts and Music as elective subjects and arts-related Applied Learning course as elective subjects.

Area	Performance Indicator	Examples of Excellence
		<p>experience related to Vocational and Professional Education and Training), and provide study and career guidance and support for students through multiple pathways; and</p> <ul style="list-style-type: none"> ● focus on incorporating various Major Renewed Emphases of the ongoing curriculum renewal, such as “strengthening Language across the Curriculum” and “promoting STEM Education and Information Technology in Education”, into the design of Arts Education curriculum by strengthening cross-subject and cross-KLA collaboration, for further development of students’ arts knowledge, skills, and positive values and attitudes.
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● take a leadership role in curriculum development, actively participate in the coordination and planning of the school Arts Education curriculum, and coordinate between the school management and the panel members of the Arts Education KLA to plan, implement and evaluate the curriculum, with a view to enhancing the effectiveness of students’ learning; ● establish a clear and structured monitoring mechanism to ensure close alignment between curriculum planning, learning, teaching and assessment, and review the effectiveness of curriculum implementation and reflect on the impact of his/her work in a timely manner; ● establish a mechanism for exchange of views among colleagues, and maintain close communication and collaboration with team members to improve the effectiveness of learning and teaching; ● promote collaboration among colleagues within the Arts Education KLA and across KLAs, as well as strengthening partnerships with different stakeholders in related fields; and ● explore and utilise diverse resources such as financial, human, venue and space, and community resources effectively (e.g. community arts programmes and professional support from artists), to enrich students’ learning experiences in the arts.

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"> ● adopt a variety of approaches and strategies flexibly to suit different learning contexts and meet students' diverse learning needs, so as to create an interactive and inspiring learning environment, enrich students' arts experiences, and enable students to realise their potential and unleash their creativity; ● attain a good understanding of classroom teaching focuses, and design suitable learning and teaching activities of the arts that align with learning targets and contents, thus allowing students to appreciate, create and perform the arts in an integrative manner while engaging in authentic arts experiences; ● use clear and accurate classroom language, give explanations in a vivid and systematic manner, provide clear instructions and demonstrations, and ask multi-level questions to effectively stimulate students' thinking; ● employ student-centred teaching strategies to design diversified learning activities related to daily life; ● make effective use of information technology to foster deep learning and self-directed learning, and enhance students' interaction with people and the environment; and ● enrich students' arts experiences through life-wide and experiential learning.

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"> ● possess sound subject knowledge, achieve the learning targets, employ pedagogies and assessment strategies of the Arts Education KLA, and reflect on and actively improve his/her teaching practices; ● assume the role of a reflective practitioner who effectively combines theory and practice; ● assume the role of a Caring Cultivator who supports students' all-round growth; ● assume the role of an Inspirational Co-constructor who constructs knowledge together with students; ● actively promote collaboration among colleagues to refresh and expand subject knowledge and skills, support other teachers' work, and establish himself/herself as a role model in teaching; ● demonstrate a passion for the arts, and actively participate in the appreciation, performance and creation of the arts; ● encourage students to express their views and explore different art forms and artistic concepts with an open mind; ● value the importance of aesthetic education, and guide students in exploring aesthetics in different contexts and domains in order to nurture their aesthetic attitude, sensitivity and taste; and ● care and respect students' uniqueness, and build trust and rapport in teacher-student relationship.

Area	Performance Indicator	Examples of Excellence
Performance Assessment	1.5 Assessment Planning and Use of Information	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● have full knowledge of students’ abilities and learning progress through “assessment of learning”, and improve their learning effectiveness by skillfully employing the strategies of “assessment for learning” and “assessment as learning”; ● formulate clear assessment criteria and focuses to comprehensively assess students’ learning process and outcomes; ● adopt different assessment modes, strategies and tools to observe and reflect students’ performance and cater for their diversity; ● make effective use of assessment data collected at different stages to improve student learning, and adjust the curriculum contents and pedagogies; ● make effective use of systematic records and internal formative assessment results to gauge students’ learning, provide them with timely and quality feedback, and help them understand, reflect on and monitor their learning progress through self-assessment and peer assessment, in order to facilitate planning for the next learning stage; and ● make effective use of internal and external summative assessment results, recognise students’ artistic talent and the unique characteristics of their artistic creations, and seek opportunities for showcasing their learning outcomes.

2. Student Development Domain

Area	Performance Indicator	Examples of Excellence
Student Development	2.1 Values and Attitudes	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● nurture students’ values and attitudes such as cherishing history and cultural heritage, and having respect for cultural diversity through appreciating the arts in different times and places; ● help students connect arts learning activities with life events to promote values education; ● inspire students’ curiosity about the arts, and nurture their aesthetic sensitivity and lifelong interest in the arts; ● help students establish a healthy lifestyle, actively participate in arts activities and enjoy the fun of arts; ● nurture students’ entrepreneurial spirit and innovation, encourage them to observe and think from multiple perspectives, and actively engage in learning and pursue excellence; ● promote the spirit of mutual appreciation and collaboration among students, and encourage them to readily share their learning experiences and achievements with others; and ● develop students’ information literacy for e-learning, thus helping them use information effectively and ethically, and become responsible citizens.

Area	Performance Indicator	Examples of Excellence
	2.2 Knowledge and Skills	<p>The teacher is able to:</p> <ul style="list-style-type: none"> ● help students understand the world by recognising beliefs, feelings and values embedded in the arts through arts learning experiences; ● encourage students to appreciate art of different media, forms and cultures, with a view to broadening their horizon; ● help students develop and apply nine generic skills in an integrative manner through arts learning experiences; ● help students develop multiple intelligence, enrich their aesthetic experiences, teach them how to appreciate beauty, and enhance their arts literacy by introducing to them a wide variety of art forms; ● help students understand arts in context, and express their emotions through acquiring and applying different art knowledge, skills and media; ● familiarise students with arts-related terminology so that they can share their ideas with others and express their views; ● encourage students to inquire and learn actively, help them develop self-learning ability, and nurture their skills for creating and appraising; and ● make effective use of e-learning, “assessment for learning” and “assessment as learning” to develop students’ capabilities of self-directed and lifelong learning.

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"> ● serve as a Committed Role Model of professionalism; ● pursue continuous self-improvement and strive for professional development; ● share quality and exemplary teaching plans, take part in educational research and write articles on relevant subjects, carry out action research, and plan or organise effective arts activities and co-curricular activities; ● assist in the professional development of novice teachers and provide mentoring support; ● keep abreast of the latest developments of arts curriculum and policies, and promote the development of the Arts Education KLA by actively facilitating the implementation of new initiatives; ● proactively support and participate in teacher professional development activities and form communities of learning and practice; ● build cross-school networks to promote professional exchange (e.g. collaborating in offering Arts elective subjects at Key Stage 4); and ● contribute to society by participating in community services or voluntary work (e.g. taking part in community beautification projects and giving free public performances).

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"> ● take an active role in the design, implementation and review of school-based activities for the Arts Education KLA, with a view to creating a rich artistic ambience on campus; ● lead colleagues in improving the learning and teaching of the Arts Education KLA; ● promote a sharing and collaborative culture among colleagues in school and assist them in building communities of learning and practice for sharing of teaching exemplars and experiences; ● lead and assist colleagues in realising the school’s vision and mission, promote continuous school development, and highlight the school’s culture and ethos through a variety of effective means; ● make effective use of external resources to create a diversified learning environment for students; and ● actively promote home-school collaboration to build mutual trust with parents, so as to facilitate students’ learning.

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