

Chief Executive's Award for Teaching Excellence (2016/2017)

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) (2016/2017).

In drafting the Indicators, we have consulted a number of references including curriculum documents (see References on pages 12-13). 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 to 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. 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, so as to motivate teachers to pursue professional excellence.

All awardees must possess the essential qualities of a professional teacher, such as professionalism and 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 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 (2016/2017)

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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 the latest development of the arts curriculum, and develop a holistic school-based arts curriculum according to the central curriculum; • develop a learner-centred, coherent, balanced, innovative and diversified school-based curriculum, and incorporate Aesthetic Development as a component of Other Learning Experiences into senior secondary education; • cater for learner diversity, as well as inspire and develop students artistic potential in the light of the operation mode of gifted education in Hong Kong; • help students achieve the Four Learning Targets of the Arts Education KLA (i.e. developing creativity and imagination, developing skills and processes, cultivating critical responses , and understanding arts in context) through systematic curriculum design; • adopt an innovative integrated learning approach appropriately to curriculum design which provide students with an enhanced and comprehensive learning experience across the arts and the KLAs; • plan learning and teaching activities of the arts holistically in and beyond the classroom, and develop students' generic skills appropriately; • incorporate the key emphases of the curriculum renewal, such as Language across the Curriculum, Information Literacy and STEM Education, into the arts curriculum effectively; and • help students develop positive values and attitudes through suitable arts-related learning and teaching activities.

Area	Performance Indicator	Examples of Excellence
	1.2 Curriculum Management	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • take a leadership role in curriculum development, and actively participate in and contribute to the planning, organisation, implementation and evaluation of the school-based arts curriculum; • establish a sound mechanism to ensure close alignment between curriculum and assessment in school; • make effective use of human, environmental and financial resources of the school, and fully utilise community resources (such as professional support from arts organisations and artists) to enrich students' arts learning experiences; • provide an artistic and enjoyable learning environment, and ample space for unfettered creativity to enhance the learning effectiveness; and • review the effectiveness, feasibility and relevance of the curriculum through reflecting and modifying the curriculum on a regular basis.

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"> • make flexible use of a wide range of teaching strategies and learning and teaching materials that cater for learner diversity, as well as different learning and teaching contexts and objectives, in order to create an interactive and inspiring learning environment, enrich students’ arts experiences, and enable them to realise their potential and unleash their creativity; • use clear and accurate classroom language, give explanations and in a vivid and systematic manner, provide clear instructions and demonstrations, and ask multi-level questions to stimulate students’ thinking; • have a grasp of classroom teaching focuses, and design suitable learning and teaching activities of the arts that align with learning objectives and content; • employ student-centred teaching strategies to design diversified learning activities related to daily life; • encourage students to actively inquire and participate in learning, establish autonomous learning, and cultivate their ability to create and appreciate the arts; • make flexible use of e-learning to enhance teacher-student and student-student interactions; and • engage students in life-wide and experiential learning, and tap external resources (e.g. collaboration with external organisations or artists-in-residence) to enrich students’ arts experiences.

Area	Performance Indicator	Examples of Excellence
	1.4 Professional Knowledge and Attitudes	<p>The teacher is able to:</p> <ul style="list-style-type: none"> • possess sound subject knowledge, achieve the learning targets, pedagogies and assessment strategies of the Arts Education KLA, and reflect on and actively improve his/her teaching practices; • play an exemplary role by actively participating in arts appreciation, performance and creative production; • show enthusiasm to explore and innovate, and take an open-minded attitude in encouraging students to express their views and explore different ways of presentation and concepts of the arts; • have a passion for the arts and possess the spirit for inquiry; • emphasise the importance of aesthetic education, and guide students in exploring aesthetics in different contexts and foster aesthetic inquiry in attitude, sensitivity and taste; • care and respect students' uniqueness, and build trust and rapport in teacher-student relationship; and • take a leadership role in subject knowledge renewal and inquiry through active collaboration with colleagues, provide assistance to other teachers, and establish himself/herself as a role model in teaching.

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 learning effectiveness through “assessment for 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’ performances and cater for their diversity; • make effective use of systematic records and internal formative assessment results to diagnose students’ learning, and provide them with timely encouragement and specific feedback, with a view to enhancing learning and teaching effectiveness; and • make effective use of internal and external summative assessment results, recognise students’ artistic talent and 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">• encourage students to observe and think from multiple perspectives, and actively engage in learning and pursue for excellence;• promote the spirit of mutual appreciation and collaboration among students, and readily share their learning experiences and achievements with others;• inspire students' curiosity about the arts, and nurture their aesthetic and life-long interest in the arts;• help students establish a healthy lifestyle, participate actively in arts activities and enjoy the fun of arts; and• nurture students to appreciate the arts of different media, forms and cultures. broaden their horizon and teach them to respect and accept cultural differences.

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 develop and apply creativity, imagination, critical thinking and communication skills in an integrative manner, construct knowledge, and develop problem-solving skills, self-learning skills and self-management skills through learning of the arts. ; • help students develop their multiple intelligences, 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 arts knowledge, skills and media; • familiarise students with art terminology in order to share their ideas with others and express their opinions; • help students use information and information technology flexibly, effectively and ethically; and • encourage students to exercise metacognitive skills for monitoring and evaluating their own learning, and help them become independent learners.

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"> • pursue continuous self-improvement and professional development; • produce exemplary teaching materials, take part in educational research and write articles, 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 development of the 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 learning communities; • build cross-school networks to promote professional exchanges (e.g. collaborate in offering senior secondary arts curriculum); 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 the school-based activities for the Arts Education KLA, with a view to creating a rich artistic ambience on campus; • lead or co-ordinate with colleagues in improving the learning and teaching of the Arts Education KLA; • promote a sharing and collaborative culture among colleagues and assist in building a professional learning community in school for peers to share teaching exemplars and experiences; • lead and assist peers 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 • provide active support to home-school collaboration, foster good relations and mutual trust with parents with a view to fostering student learning.

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