

Existing situation of most VA teachers in schools

- physical isolation and individualistic working environment
- huge pressure and large workload - the lack of time and the feeling of not having finished one's work are a perennial problem experienced by teachers
- have very few opportunities for reflective and practice-based inquiry (or may not aware of the need)



Existing situation of most VA teachers in schools

- Elmore (2004) concludes: "The problem (is that) there is almost no opportunity for teachers to engage in continuous and sustained learning about their practice in the settings in which they actually work, observing and being observed by their colleagues in their own classrooms and classrooms of other teachers in other schools confronting similar problems."

Why PLC?

- We want all students learn and have improvement
- We want to connect the teachers' development programme with deep issues of curriculum, and learning and teaching, linking the theories into practices
- To nurture a culture of sharing
- Elmore (2004) states: "Improvement is more a function of learning to do the right things in the settings where you work" (p.73)

What is PLC?

- It is not a programme
- It is not merely meetings
- Capacity building and collaborative culture are the main points
- Learning together is the essence
- McLaughlin and Talbert found that "a collaborative community of practice in which teachers share instructional resources and reflections in practice appears essential to their persistence and success in innovating classroom practice" (p.22)
- DuFour and colleagues concluded that "PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve."

Essential elements of PLCs

Dufour and colleagues define PLCs as consisting of 6 elements:

- A focus on learning
 - A learning community is a focus on and a commitment to the learning of each student.
 - The vision is to help all students learn.
- Capacity building and collaborative culture are the main points
 - a collaborative culture with a focus on learning for all - A PLC is composed of collaborative teams whose members work inter-dependently to achieve common goals, ... linked to the purpose of learning for all.
 - collaborative does not necessarily result in improvement.
 - collaboration is a means to an end, not the end itself.

- **Collective inquiry into best practice and current reality**
 - best practices in learning and teaching
 - working together to build shared knowledge on the best way to achieve goals and meet the needs of students
- **Action orientation – learning by doing**
 - Members of PLCs move quickly to turn aspirations into action
 - H. Mintzberg (2005) observed "deep learning requires experience, which requires taking action. It is as much about doing in order to think as thinking in order to do"

- **A commitment to continuous improvement – an ongoing cycle:**
 - gathering evidence of current levels of students learning
 - developing strategies and ideas to build on strengths and address weaknesses in that learning
 - implementing those strategies and ideas
 - analyzing the impact of the changes to discover what was effective and what was not
 - applying new knowledge in the next cycle of continuous improvement
 - the goal is perpetual learning
- **A focus on results**
 - all the efforts must be assessed on the basis of results rather than intentions.
 - this focus on results leads each team to develop and pursue measurable improvement goals.
 - team members review the results from these assessments in an effort to identify and address program concerns.

Four critical questions

- What knowledge and skills should every student acquire?
- How will we know when each student has acquired the essential knowledge and skills?
- How will we respond when some students do not learn?
- How will we extend and enrich the learning for students who are already proficient?

Principles of work

- develop relationships and trust
- open conversation and mutual respect
- learning by doing - especially when it is embedded in the work
- work jointly
- external partners if possible

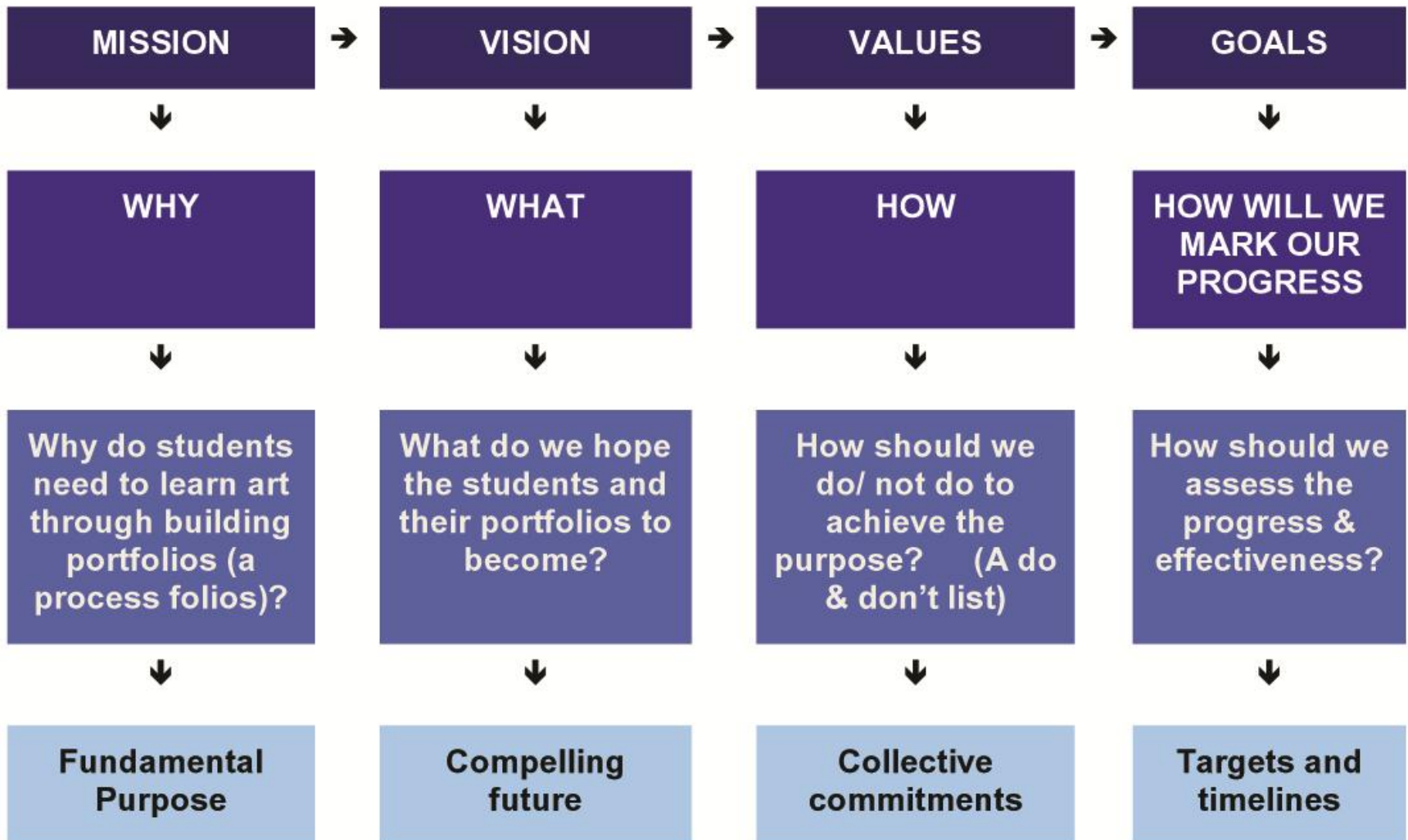


Modes of collaboration in the Visual Arts PLCs

- sharing of resources – on-line platform, during/ after the meetings
- sharing of good practices (celebrate)
- students' sharing
- sharing among different PLCs
- using assessment data for continuous review of teaching and learning
- collaborative lesson planning
- peer class observation

The Foundation of PLC

(Portfolio Building As a Starting Point)



Programme on SS Assessment for Learning in Visual Arts: Portfolio Building and Assessment

Aims

- To enhance teachers' professional knowledge of guiding students to build up portfolios and assessing students' portfolios for Visual Arts School-based Assessment.
- To foster a sharing and collaborative culture among schools through forming a professional learning community among Visual Arts teachers of different schools, so as to support the implementation of SS Visual Art curriculum and assessment.

Programme on SS Assessment for Learning in Visual Arts: Portfolio Building and Assessment

Involved parties

CDI staff + 2 programme supervisors



9 Curriculum coordinators (Visual Arts teachers)



36 Participating teachers

Programme on SS Assessment for Learning in Visual Arts: Portfolio Building and Assessment

Programme Structure

- Train-the-Trainers Programme – To provide training and curriculum support to curriculum coordinators
- SS Visual Arts Professional Learning Community – To provide a platform for facilitating sharing/ collaboration among schools
- Dissemination Sharing Session on Portfolio Building and Assessment
- Exhibition of SS Students' Visual Arts Portfolio

Programme on SS Assessment for Learning in Visual Arts: Portfolio Building and Assessment

Supervisors

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CDI Staff

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- 香港浸會大學附屬學校王錦輝中小學 **羅醒楷** 老師
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- 樂善堂余近卿中學 **區穎詩** 老師

Visual Arts Professional Learning Community

Expectations to participating teachers

- To actively take part in at least two sharing/ exchange sessions with curriculum coordinators and other Visual Arts teachers so as to facilitate a collaborative and exchange culture for enhancing their professional knowledge
- To contribute/ participate in peer lesson observation (if necessary).
- To provide feedback on portfolio building in his/ her school, and on the programme.



Let us work together!