# 2. Achievements and Reflection on Major Concerns; Feedback and Follow-up

- **Major Concern 1:**
  **To incorporate new teaching strategies and new technologies into lessons to maintain effective learning with an emphasis on unleashing students' creativity**

| Achievements |
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| Our school has made significant strides in addressing the major concern of incorporating new teaching strategies, leveraging technology, and promoting creativity among students. Through targeted initiatives and collaborative efforts, a dynamic learning environment has been effectively created that engages students to explore their creative potential.<br><br>Survey data reveal that 64% of students expressed agreement with the incorporation of interactive learning activities into lessons. This included the use of subject-related software, group projects, discussions and web searches, which have enhanced student engagement and interaction with teachers. An overwhelming 91% of teachers were in favour of incorporating technology into teaching, indicating a positive attitude towards utilising digital tools to boost engagement in classrooms. Additionally, 100% agreement on fostering collaboration and engagement through group activities underscored the importance of interactive methods in facilitating effective learning experiences. 71% of teachers agreed that there was an increased student participation in e-learning activities, along with increased teacher-student interaction and improvement in students becoming more active in learning (95% agree), this indicated moderately successful implementation of strategies aimed at enhancing teacher-student interactions. While there was a discrepancy in opinions regarding the organisation of learning activities outside classrooms, the collaborative approach among teachers in discussing and sharing experiences related to e-learning tools and strategies is commendable.<br><br>Survey results highlight unanimous agreement among teachers (100%) to incorporate creativity-based teaching strategies, such as project-based learning and problem-based learning. Examples included the Visual Arts department's emphasis on project-based learning alongside art appreciation activities, the Technology and Living department's emphasis on creativity-based projects conducted through various workshops, the Music department's structured implementation of group projects to enhance collaboration and presentation skills, and the Design and Technology department's focus on problem-based learning and professional discussions to foster innovation. Appropriate assessment methods have been adopted by different departments, such as portfolios and self-reflection exercises, assisting students in analysing and judging their original works through multiple perspectives. The engagement of students has also sparked their creativity, problem-solving aptitude, and collaborative skills.<br><br>Furthermore, findings from the Stakeholder Survey reveal that teachers consistently monitored students' learning progress and readjusted their teaching strategies accordingly. A majority (62%) of students felt they were given sufficient opportunities to develop and express their creativity within and outside the classroom. 76% of teachers agreed that they actively encouraged students to participate in competitions across various fields. The celebration and showcasing of students' creativity through displays in classrooms further validated their accomplishments and fostered creative confidence. Teachers also observed that students were generally able to use information technology in a more comprehensive manner in their creating processes. Students have exhibited enhanced mastery of generic skills in a holistic approach. There was positive feedback from teachers on increased creativity and innovation among students, with 86% observing tangible outcomes in students' work and performance in external competitions. In short, students' creativity has been further unleashed on multiple platforms. |

The school has demonstrated a strong commitment to advancing STEAM education, with a significant majority of teachers (71%) integrating STEAM principles into their teaching. Collaboration with external organisations for knowledge exchange and resource sharing was evident, such as the Visual Arts department's engagement with "Close Reading Studio" and external photographers for augmented reality art projects. The Design and Technology department, in collaboration with the EDB, organised the "築藝精粹、潮現當代 STEAM 建築設計及藝術創作比賽暨優秀作品展", providing a platform for students to showcase their talents and engage in knowledge-sharing within the community. In addition, the Technology and Living and Visual Arts departments have conducted studies on textile technologies in collaboration with the Maker Space. The consensus among over 90% of teachers was that collaborative STEAM learning activities led to higher student engagement and achievement. Over half of the students surveyed acknowledged the enriching nature of these learning activities and the utilisation of innovative technology in enhancing their generic skills.

A majority of teachers have actively participated in professional development programmes focused on STEAM (67%) and collaborate with external organisations for knowledge exchange and resource sharing. Notable collaborations, included workshops and tours with the Hong Kong Palace Museum and the Hong Kong Architecture Centre, enriching students' experiences. Investment in STEAM equipment and resources varies among departments, with examples including the acquisition of a ScanNCut Machine by the Visual Arts department and a new laser cutter by the Design and Technology department, indicating a commitment to providing students with hands-on experiences aligned with STEAM principles. It is promising to learn that a considerable number of teachers (71%) have observed a marked growth in students' knowledge and skills in STEAM, as manifested through their works. Efforts to encourage student participation in STEAM-related competitions and events are underway, though there is room for improvement in facilitating broader engagement across all departments.

## Reflection

With the concerted effort of all teaching staff, most of the set targets were successfully achieved. It is evident that several facilitating factors have played a crucial role in achieving these goals. First and foremost, the strong alignment between the school's vision and the commitment of teachers has been instrumental. The collective dedication to embracing innovative pedagogies and leveraging technology to enhance learning experiences has created a culture of continuous improvement and adaptation. Collaboration has been another key facilitating factor. The open exchange of ideas and experiences among teachers, as well as partnerships with external organisations, have enriched our educational practices and expanded opportunities for students to explore their creativity. The engagement of students in the learning process through interactive activities and projects has fostered a sense of ownership and enthusiasm for learning. Furthermore, the commitment to STEAM education has provided students with opportunities to engage in interdisciplinary learning experiences and hands-on activities that bridge the gap between theory and practice.

Despite these facilitating factors, one of the challenges was the varying levels of adoption and implementation of new teaching strategies and technology among teachers. While the majority were enthusiastic about incorporating technology and fostering creativity, there might be some hesitation among a minority, which could create inconsistencies in the learning experience for students. Moreover, there may be challenges in effectively assessing creativity and innovation, particularly within traditional assessment frameworks. Opportunities can be provided for students to display and share their creative works among classmates by welcoming positive suggestions on how their works can be uplifted to a higher level. Subject-based assessment methods can be formulated for better appreciation of students' creativity. Students may also be further encouraged to participate in open competitions to showcase their original works by fostering interflow among contestants.

**Feedback and Follow-up**

The successful integration of interactive learning activities has prompted further efforts to enhance student engagement. Adopting a student-centered approach, with a focus on fostering project-based learning, is crucial in achieving this goal. It can be coupled with thoughtful use of e-learning in extended learning activities for boosting students' learning motivation. Besides, establishing regular feedback processes and self-assessment opportunities can enable students to provide input on their learning. This empowers them to take an active role in their educational experience. Teachers' professional development is also vital, and one approach to promote collaboration and facilitate the sharing of effective teaching strategies is the implementation of peer lesson observation programme.

Positive feedback for Target 1.2 underscores the efficacy of current teaching and assessment methods while highlighting the imperative for further enhancement. Modifying teaching strategies to align with the latest educational trends that foster students' creativity and development of broader generic skills could help further optimise the learning outcomes. Moreover, by utilising diverse subject-based assessment methods, students' original works can be more thoroughly evaluated and appreciated from various perspectives. Students should also be encouraged to participate actively in competitions to showcase their works for professional affirmation, bolstering self-confidence and self-reflection. Interdisciplinary collaboration through project-based learning initiatives and partnerships with external entities will provide authentic opportunities for students.

To amplify the promising impact of STEAM education, ongoing professional training for teachers in STEAM principles is essential. Integration of STEAM principles across the curriculum and adequate allocation of resources are equally important. Collaborating with external organisations can immerse students in authentic STEAM experiences, bridging the gap between classrooms and the real world. Apart from providing students with more opportunities to participate in STEAM-related activities and competitions, comprehensive assessment strategies should also be developed to gauge student proficiency in STEAM skills. Finally, developing a long-term strategic plan aligned with the school's mission and vision, with clear goals and benchmarks for STEAM implementation, is essential for sustained success.