

Evaluation of Action Plans 2013-2014: Visual Arts Department

Major Concern 1: To enhance the effectiveness of learning and teaching

Activities	Implementation Date	Expenditure	Success Criteria	Evaluation	Person in-charge
<ol style="list-style-type: none"> 1. To design a creative learning project and its assessment method at the beginning of the term among all VA teachers. 2. To carry out the project in some classes during the term. 3. To record the process of the project by taking photos or video. 4. To display the project openly during the 'Creativity Fortnight'. 5. To discuss, review and adjust the curriculum of junior forms and senior forms by the end of the term or whenever necessary. 6. To establish a clear criteria of assessment with brief description at the beginning of the term and make revision annually to cope with the school-based assessment. 7. To conduct at least one uniform survey on students' feedback at each level of different partner schools by 	Whole Year	\$5,000	<ol style="list-style-type: none"> 1. Some students join the project. 2. Students' works show quality. 3. The project is successfully displayed. 4. Through assessment, teachers find that the majority of students participated in the project show their creativity in visual arts. 5. The curricula of junior forms and senior forms have been adjusted in accordance with any new changes. 6. Teachers agree that the setting of assessment criteria with brief description help them to make the assessment more 	<ol style="list-style-type: none"> 1. Some creative artworks of the designed learning topic 'Red' were exhibited during the 'Creativity Fortnight' by all VA teachers in success. One of the successes was that all the exhibits were having the same theme. They were more attractive and eye-catching than last year, thus attracting a lot of students to appreciate the displays during recess and exchange of ideas could be heard. All teachers thought that it was worthwhile to continue this activity. 2. The display was a good opportunity for drawing inspiration and arousing creativity. 3. Teachers found that students were creative and imaginative in various ways, either in the techniques, the design or the colours. 4. The feedback of the students was positive. They were happy to see that their works or their classmates' works were on display. 5. The curriculum of junior forms and senior forms had been discussed and adjusted by the end of the term. 6. The criteria of assessment with brief description had been established at the 	HOD VA teachers

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<p>each teacher.</p> <p>8. To discuss and follow up the results of the survey during the departmental meeting held in the mid-term as a kind of reflection among teachers and students.</p> <p>9. To conduct briefing sessions on Visual Arts of SS for partner school students.</p>			<p>accurately.</p> <p>7. Briefing sessions on Visual Arts of SS for partner school students have been conducted.</p>	<p>beginning of the term. Teachers agreed that it helped them to understand the assessment more accurately.</p> <p>7. The results of the survey of 'Learning Visual Arts in ATEC' had been discussed during the departmental meeting. Teachers found that there were too many items in the survey form. However, it was useful for them to understand more about the learning of the students. It was recommended that the contents of the form should be modified to meet the need.</p> <p>8. A briefing on VA of SS had been conducted in each S.3 VA class. Also, similar briefings had also been arranged for some partner schools, e.g. KT, SH etc. It provided a good chance for despatching the information to the potential group. This practice should be continued next year.</p>	

Major Concern 2: To Inculcate positive core values and proper behaviour among students

Activities	Implementation Date	Expenditure	Success Criteria	Evaluation	Person in-charge
<ol style="list-style-type: none"> 1. To encourage students to join the activities organized by the Discipline and Guidance team. 2. To co-operate with the Discipline and Guidance team in carrying out the programs that help to reinforce the proper behavior among students, such as talks, competitions and etc. 3. To cultivate a set of sustaining positive values in students by introducing related topics during the lessons. 	Whole Year		<ol style="list-style-type: none"> 1. Total co-operation with the Discipline and Guidance team are achieved. 2. Changes of students' behaviour towards positive attitude are observed. 	<ol style="list-style-type: none"> 1. All the activities organized by the Discipline and Guidance Team were participated by all the VA classes. 2. A design competition was organized in junior forms by the Department during the first term. The contents of the competition were related to 'Responsibility and Righteousness' which was the focus of the year. The awarded pieces were incorporated into the design of the folder which was dispatched to students by the Discipline and Guidance team. 3. Related topics were incorporated into the lessons for sustaining positive behavior in students, like teaching the topic 'Graffiti', words such as 'responsibility', 'dutiful' and 'righteousness' were the theme of their works. 4. Change of students' behavior towards positive attitude was not obviously observed. However, no adverse behavior in general was shown. Teachers thought that seeds have been sown and fruitful result might be expected in the future. 	VA teachers Teachers from Discipline and Guidance team

Major Concern 3: To enhance professional development of teachers

Activites	Implementation Date	Expenditure	Success Criteria	Evaluation	Person in-charge
<ol style="list-style-type: none"> 1. To encourage teachers to attend workshops of different kinds on SS. 2. To share good practices and experiences among SS teachers to enhance teaching effectiveness. 3. To encourage students with higher ability to help the less able by integrating students with different abilities in a group for catering for learning diversity. 4. To design worksheets of different level of difficulty. 5. To design learning topics that are related to different culture to help students understand cultural diversity. 6. To implement peer lesson observation and cross-curricular collaboration as to enhance teaching effectiveness. 7. To organize sharing among teachers. 	Whole Year		<ol style="list-style-type: none"> 1. 100% VA teachers attend workshops on SS. 2. The majority of teachers find that peer observation, cross-curricular collaborations and sharing can help in enhancing teaching effectiveness. 3. Students with lower standard show progress. 4. Students of different culture feel that they are being treated equal and respected. 	<ol style="list-style-type: none"> 1. All teachers had attended SS workshops of various kinds and found them useful. 2. Sharing sessions had been held on 5.9.2013 and 27.6.2014 respectively among VA teachers during the term. Teachers found that the sharing sessions could help them enhance their teaching effectiveness. 3. Most teachers had participated in peer observation and cross-curricular collaboration. They agreed that it enhanced their teaching experiences. 4. Some capable students were encouraged to help the less able in the group. Some showed confidence and made progress, especially in the senior forms. 5. Art appreciation worksheets of different level of difficulty were used. Teachers found that it was appropriate. 6. A topic known as 'Peace in the World' was taught in some S.3 classes with non-Chinese students in majority. Students were invited to talk about their nations. It helped students understand and respect each other better. 	HOD VA teachers