

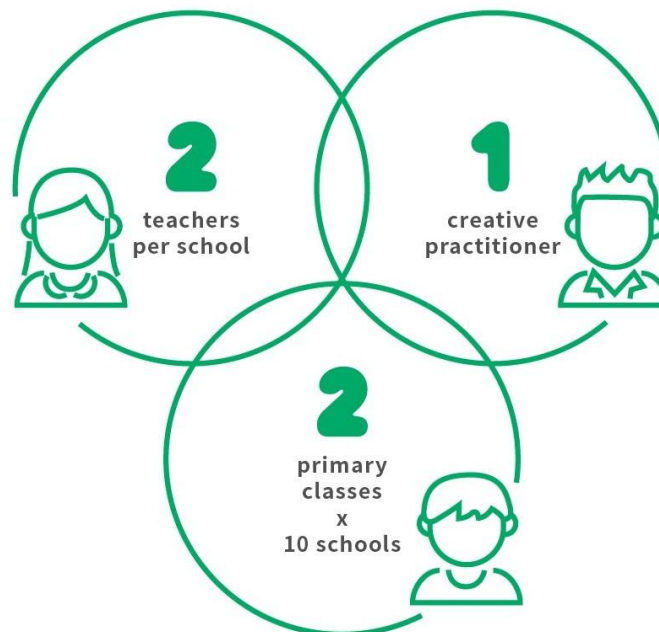
Jockey Club Arts-based Cross Curriculum Creative Learning Project

Funded by the Hong Kong Jockey Club Charities Trust, Jockey Club Arts-based Cross Curriculum Creative Learning Project (JCABC) is a 3-year long endeavour designed to complement the Hong Kong school curriculum to foster whole person development and lifewide learning in students from Keystage 2 (Primary 4-6).

OBJECTIVE

The Project focuses on a thematic, cross-curriculum project learning approach to nurture self-directed learning capabilities in students through the integration of

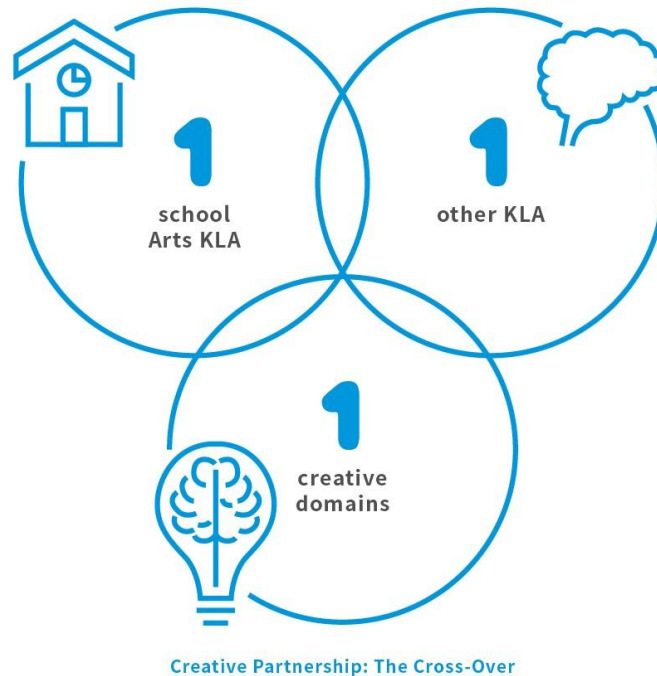
- fundamental subject knowledge based on Key Learning Areas,
- generic skills such as basic skills, thinking skills and personal and social skills
- and underpinned by a strong foundation of positive values and attitudes.



Creative Partnership: The People

This student-centred creative partnership project aims to prepare young people for the challenges of the 21st century by developing their Creativity, Critical thinking, Communication, Collaboration skills for Contribution to social capital (“5Cs”), bringing about an increase in creative practices in schools through the training of teachers in collaboration with Creative Practitioners (CPs).

The JCABC Project is based around each participating school collaborating with JCABC Creative Practitioners to co-design and co-create a programme entirely unique and exclusive to each school.



The JCABC Project will:

- Enhance students' creative thinking & be further motivated to be self starters
- via cross-curriculum learning through different art forms
- with blended Learning
- inspired by experienced Creative Practitioners
- co-designing & co-creating with teachers
- and free participation with \$10,000 subsidy¹ for per successful school

¹ \$10,000 subsidy for project materials reimbursement upon (presentation of original) receipts. Purchase of materials to be duly agreed with school and AFTEC.

INTENDED LEARNING OUTCOMES

Students who:



- Enjoy creative freedom resulting in higher motivation
- Learn to explore without fear and to develop resilience and self-directed learning
- Develop in an environment that is tolerant of ambiguity, paradox and with diverse points of view
- Understand creativity is applicable in all disciplines within the school curriculum and in life for life-wide learning
- Higher order creative and multi-perspective thinking skills for whole person education

Teachers who:



- Gain a sense of risk taking and freedom in playing with different approaches to teaching
- Understand diversity and differentiation based on the individual needs and characteristics of their students
- Grow their confidence and capacity to teach for creative learning and act as facilitators
- Become deeper reflective practitioners
- Contribute to the overall creative culture in the school



CREATIVITY

“Creativity brings with it the ability to question, make connections, innovate, problem solve, communicate, collaborate and to reflect critically, the skills young people will need if they are to take responsibility for their own learning.”

Creative Partnerships

PROJECT COMPONENTS

A. Theme

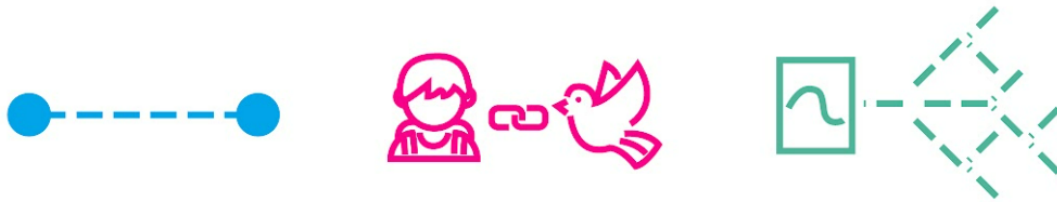
Over the 3 years of the JCABC Project, each theme per annum has been conceived to be wide in breadth and deep in scope to accommodate different abilities and interpretations.

Year 1 2021-22 - *Building*



- From within in being introspective and understanding the internal space of the self, our individual characteristics and value systems
- From an external perspective in taking our physical surroundings into consideration
- Building bridges for relationships in all aspects of our lives or in stories / books

Year 2 2022-23 - Connections



- Connecting generations by cutting across time and space to link and bridge different age groups
- Connecting to the living world to all lives with people around us, the community and the nature
- Connecting feelings by strengthening emotive connections with the past for the sake of providing a better vision of the future

Year 3 2023-24 - Kindness



- Cultivating positive humanity with prosocial behavior repleting with values and attitudes through the arts and education
- Contributing to a better world through kindness by taking care of our planet, working for better opportunity and supporting our society
- Creating acts of kindness to concern the needs of others and the nature by exploration of helping, sharing, co-operation and empathy

B. Key Learning Areas

Designed to complement and support the school curriculum, each JCABC Project school will then work with the Creative Practitioners to discuss and choose a Key Learning Area within the theme to investigate:



C. Creative Domain

The JCABC Project is a rich and diverse platform that gives opportunities for multiple school subjects to develop in tandem with multiple creative art forms. This means that no two tangible outcomes will exactly replicate another school or be alike. School projects created will all be different as a result.

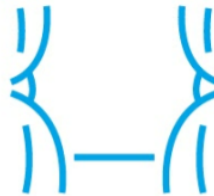
Schools also select an appropriate art form or creative domain to embody the theme, support and demonstrate the KLA from a multi-disciplinary perspective thus providing a skeleton framework but within a clear curriculum structure unique to each school.

There are multiple combinations to cross from one KLA into another and/or to a creative domain in the arts and other creative areas.

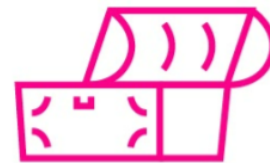
Possible creative domain include (but not limited to):



Visual Arts



Set Design



Props Making



Costume Making



Music



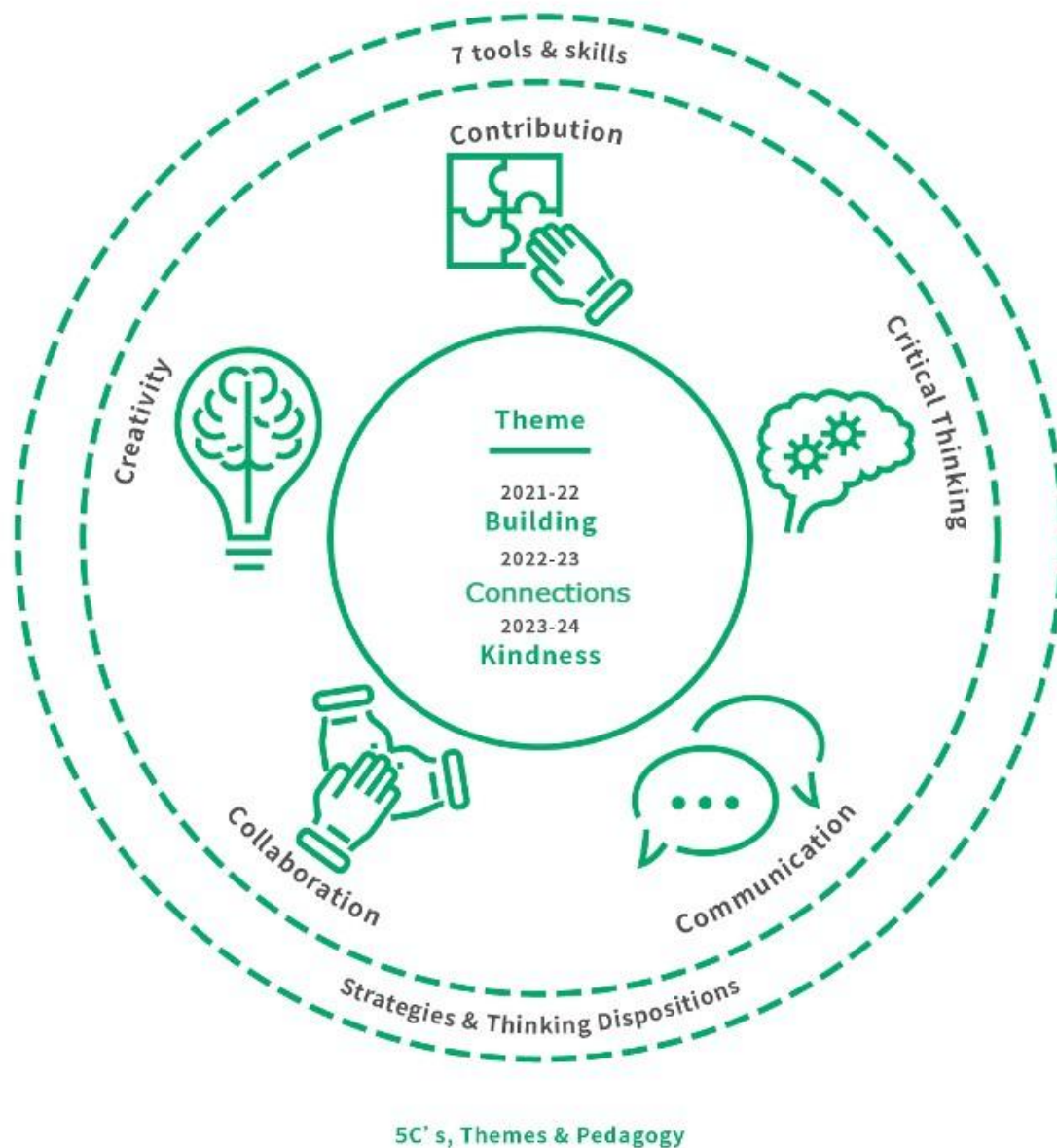
Architecture

As promulgated in the EDB's Arts Education KLA (AEKLA) the JCABC Project approach focuses on experiential learning and enquiry-based teaching in which teachers co-design with CPs, co-construct with students through interactive learning. This is integrated learning in the arts or across to another creative domain.

D. The 5Cs

Given the tumultuous changes and enormous challenges facing our young people in the 21st century, our students need to develop cognitive and emotional resilience and to learn vital skills in and through the school curricula as encapsulated by the 5Cs.

While the first 4Cs are known to be crucial values, the final C of Contribution has been part and parcel of AFTEC's civic consciousness for over a decade given our staunch belief in the civic role of the arts. As such the final product of each JCABC Project should be rooted firmly in the idea that some form of improvement and advancement to our community can be brought about.



PROJECT STRUCTURE

Programme 1: Training the Trainers

A. Train the Trainers Workshop

Step-by-step interactive 7-day full day training participations are required of all teachers and creative practitioners. Training is divided into different sessions of 1-2 days each in July and August.

The workshops consist of:

- Introducing: 5Cs, tools, skills and strategies for creative teaching
- Exploring: the work and mindset of Teachers & Creative Practitioners
- Understanding the theme of the year
- Starting: co-design and co-create school projects
- Presenting: project outlines
- Value-added: Opening Creative Conversations by 2 local experts
- Learning Management System
- Administration and logistics



B. Refresher Workshop

2 sessions of Refresher workshop for trainers to refresh knowledge from TT workshop and moving theory into practices on dealing with issues in class, questions asking and sharing challenges and problems.

C. Professional Sharing

Teachers present creative learning journeys and insights to another school outside of the selected 10. Templates can be provided to facilitate presentations.

Programme 2: Creative Projects in Schools

Ten schools will be selected per year to participate in the JCABC Project in which creative projects will be created by students facilitated by teachers and Creative Practitioners. The Project consists of 4 components -

A. Creative Projects

Through 30 hours of the JCABC Project, each school of 2 classes will produce diverse projects based on the pre-determined annual theme and KLAS.

Deliverables should be diversified and could take the form of the following examples:



2D Portfolio



Performance



3D Structure



Game



Stories



Exhibition



Anything Imaginative

Creative Projects (examples of Year 2021-22)



School 1



School 2



School 3



School 4

Arts Subject & Teacher 1	Visual Arts	Visual Arts	Visual Arts	Music	
Other Subject & Teacher 2	Mathematics	Chinese Language	Life Education	English Language	
Creative Domain & Creative Practitioner	Architecture	Costume Design and Making	Visual Arts	A Capella	
Theme Interpretation	<p>The classes start with students creating alien monsters that represent each of their characteristics, followed by designing and building living spaces for the monsters where students can apply their learning of Mathematics theory and Architecture design.</p>		<p>By understanding and interpreting the relationships of characters and plots of historical stories, students can enrich their Chinese writing skills and fire their imagination on Costume Design and Making for the characters.</p>	<p>Through observation and depiction of different kinds of animals and plants, students recreate the nature and the home of living creatures via visual arts. The exposure and learning deepen their understanding of the meaning and value of life.</p>	<p>By integrating music with English poetry and story writing, students learn to see things around them with multi-perspectives and empathy. Hence they can engage and express emotions through participation of A Cappella song creation and performance.</p>





B. Cultural Outings

Pandemic permitting, each school will undertake a total of two outings per year for out of classroom life-wide experiences. These outings will be to public performances and/or exhibitions at professional venues in Hong Kong. One outing will be to Tai Kwun in Central². Schools shall each select the second outing of their choice based on the following criteria and within the academic year:

- Relevance to the year's theme and/or KLA and/or selected art form
- With content of sufficient depth for discussion back in schools
- Discussed between teachers and CPs



C. Blended Learning - Online Platform

An Online Creative Learning Platform is created to meet various needs, both administrative and creative learning for trainers & students. In the event of school closures, classes can continue on the LMS with an online selection of materials for self-directed learning.

D. In-school Year-end Showcase

School-based presentations of all work in May of each year open to other classes, parents and educators.

² Schools need to organise and pay for their own transportation

Programme 3: Knowledge Exchange

A. Knowledge Exchange

In addition to the year-end showcase, an important objective at the conclusion of the year is for participating JCABC schools to present their project outcomes and share their experiences in a Knowledge Exchange with other schools, local and overseas experts. This will both instill a practice of inter-school exchange of progress and challenges in creative teaching & learning. Students are invited to be on panels during the discussion.

The JCABC Project aims to provide a platform for creative teaching and learning dialogues and exchange by and between schools, CPs, plus invited local & overseas experts.

This will take the form of:



- 2 weekday attendance for schools
- Panel discussion: teachers, students & creative practitioners
- Project displays/presentations
- Overseas experts keynotes and presentations on school projects



B. Creative Learning Arts Awards (Optional)

To recognise the completion of a full year of the JCABC Project, schools who wish to continue for another year will need to meet a set of criteria to be announced at a later date. Schools can apply for two levels of awards of which a list of criteria to be met demonstrating an initial and subsequent higher level of creative achievement in projects schools choose to submit.

Creative Learning Arts Awards will be in two parts: Level 1 - Explore and Special Awards.

Award Criteria

- Fulfilled all requirements in the current year as per the agreement
- Ability to clearly demonstrate understanding during the year
- Ability to clearly define the learning during the year
- Ability to make sense of the experience during the year
- Ability to anticipate changes in the next year

Special Awards designed to celebrate exemplary work which may include:

Teacher and Creative Practitioner team (on an individual school basis)

- Outstanding Arts-based Creative Learning Curriculum Integration
- Outstanding Creative Learning Processes
- Outstanding Creative Partnerships
- Reflectors of the Year

Students

- Great Creative Thinkers
- Great Inquisitive Minds
- Great Imaginative Minds

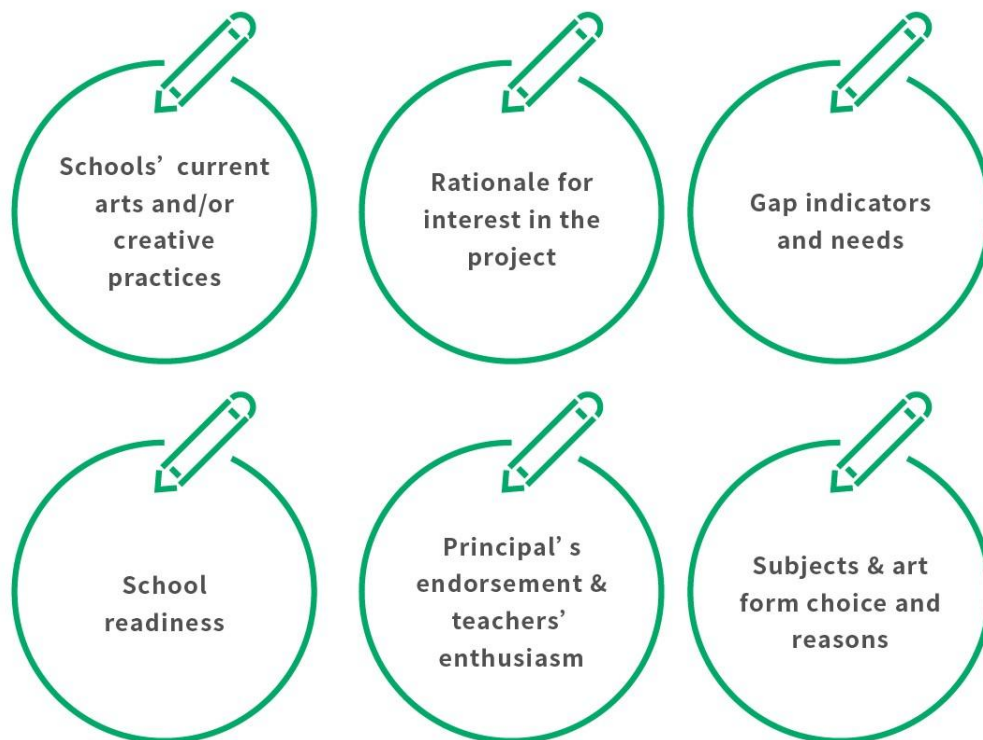
Participating classes send in their portfolios only on the Creative Learning Platform detailing creative projects achieved in the year of application and a moderation team reviews applications for adjudication purposes.

SCHOOL SELECTION PROCESS

A maximum of 10 schools per annum will be selected to take part in the JCABC Project. Schools awarded the Creative Learning Arts Award are able to continue into Year 2.



Selection Criteria



FACTUAL INFORMATION

- School Sign-up: 1-3 years (Sept 2021 - Aug 2024)
- Target Beneficiaries: Mainstream local schools -- Teachers & P4-6 Students
- Quota: 10 schools per year
- Medium of Instruction: Chinese generally

Key Details at a Glance

- Themes per annum: Building「建」、Connections「連」、Kindness「善」
- Format: Blended learning (online during school suspension)
- 2 classes per school during school hours
(e.g. Multi-intelligences activity, Life-wide learning sessions)
- No of students: 60 students; 2 classes
- Suggested hours for Creative Project: 30 hours per class
(20 lessons each x 1.5 hrs is recommended)
- 2 Cultural outings

Co-create & co-designed by



creative practitioner



teacher in 1 subject
 of school's choice
 Chinese/ English/ Mathematics/
 General Studies
 (Panel Head from either; 5 years
 of teaching experience is
 required for both teacher)



teacher in 1 subject
 of school's choice
 Arts Education
 (Panel Head from either; 5 years
 of teaching experience is
 required for both teacher)



Roles & Responsibilities

School Teachers



- Teachers and creative practitioners co-create and co-design on curriculum development and execution
- Utilise sessions for lesson preparation (備課節) to devise lesson plans with creative practitioners and prepare course materials
- Arrange sufficient space for Creative Project and storage area in school
- Facilitate Classroom & Cultural outings arrangement and management
- Professional sharing of JCABC with a non-participating school x 1
- Participate in JCABC project evaluation & assessment
- The Principal/Vice-Principal and the PSMCD/ Panel Heads to attend the "Creative Conversations" in Train the trainers and Knowledge Exchange

AFTEC



- Shape the project by development, creation and implementation of curriculum integration and framework
- Fully supports innovation and the development of long-term partnerships between schools and Creative Practitioners by evaluating and refining the intended learning outcomes
- Partner with Lead Creative Practitioners for support to teachers and Creative Practitioners
- Devise tools and strategy with connection on international and local networks for professional training
- Set goals and closely monitoring progress together with Impact Study planning with researchers
- Provide administrative and logistical support
- Disbursement of school subsidy



Key Dates

Mid Mar - early Apr	Introductory Session
Mar - Apr	Online Application: including choice of subjects & art form
Apr - May	Online Interviews with schools (45 mins)
Before late May	Announcement of result
Early - mid July	Train the Trainers
Sep - May	School Creative Projects commence
Sep	Parents workshop 1 (open to all parents from participating schools)
Dec	Refresher workshop 1
Oct - Apr	Cultural Days x 2 in total
Feb (next year)	Parents workshop 2 (open to all parents from participating schools)
Mar - May	Professional sharing x 1
Apr	Refresher workshop 2
Apr - Jul	Online Application: Creative Learning Arts Award (Optional)
May	In-school Year-end Showcase
Jun	Knowledge Exchange

ORGANISATION CHART

The Absolutely Fabulous Theatre Connection (AFTEC) is the award-winning creative learning charity behind the JCABC Project. Our work is recognised in Hong Kong and abroad as game-changing in using the arts for cross-disciplinary learning. We facilitate over 13,000 students annually from primary schools to tertiary institutions and offer stimulating interactive & creative teaching/learning solutions and approaches.





Project Advisory Committee

- Mr Husain Al-Khazuie
Teacher (Science & Media Technology), The Harbour School
- Dr Vivian Mo Yin Cheng
Assistant Professor, Department of Science & Environmental Studies in The Education University of Hong Kong
- Ms Ada Wai Ching Cheung
Veteran Educator and Education Consultant of St Bonaventure Catholic Primary School
- Dr Susan Yun Sun Fan, BBS, JP
Honorary Clinical Associate Professor in The University of Hong Kong, Executive Director of The Family Planning Association of Hong Kong (1995 - 2021)
- Mr Anthony James Hung
Solicitor, and Co-chairman of The Absolutely Fabulous Theatre Connection
- Professor Chi Pang Lau, BBS, JP
Associate Vice President (Academic Affairs and External Relations) of Lingnan University, and Professor of the Department of History
- Dr Eugenie Leung
Registered clinical psychologist in Hong Kong and the United Kingdom, Director of Counselling and Person Enrichment and Dean of Student Affairs in The University of Hong Kong (2006 - 2020)
- Mr Kam Chiu Leung
Honorary School Development Officer of the Quality School Improvement Project in The Chinese University of Hong Kong, and former Vice Principal of Shun Lee Catholic Secondary School
- Professor Johnny M Poon
Associate Vice-President (Interdisciplinary Research) and Head of Department of Music in Hong Kong Baptist University, Dr. Hung Hin Shiu Endowed Professor in Music