

12-Year Basic Education

**A Framework for Specialized  
Program for the Arts-Talented  
Curriculum**

October 2021

# Table of Contents

<b>I. Regulatory Background .....</b>	<b>1</b>
<b>II. Fundamental Beliefs.....</b>	<b>3</b>
<b>III. Curriculum Goals .....</b>	<b>4</b>
<b>IV. Core Competency .....</b>	<b>6</b>
1. Curriculum Types, Domains and Subjects Classification....	15
2. Curriculum Planning and Explanations .....	18
<b>VII. Implementation Directions .....</b>	<b>51</b>
1. Curriculum Development.....	51
2. Teaching Implementation.....	56
3. Learning Assessment and Application .....	60
4. Teaching Resources.....	62
5. Teacher Professional Development.....	64
6. Administrative Support .....	67
7. Participation of Parents and Private Sectors .....	70

# Tables

Table 1: Content of core competencies for each educational stage ...	8
Table 2:Curriculum types according to educational stage .....	15
Table 3: Domain-specific curriculum framework for each learning stage.....	17
Table 4- 1:Elementary school and junior high school specialized program for the music-talented curriculum planning .....	20
Table 4- 2: Elementary school and junior high school specialized program for the visual art-talented curriculum planning.....	21
Table 4- 3 : Elementary school and junior high school specialized program for the dance-talented curriculum planning .....	22
Table 5: Upper secondary schools stage program planning.....	31
Table 6- 1: General high school specialized program for the music-talented domain/subject and academic credits.....	35
Table 6- 2: General high school specialized program for the visual art-talented domains/subjects and academic credits.....	37
Table 6- 3: General high school specialized program for the dance-talented domains/subjects and academic credits.....	39
Table 7: Credits for enrichment and expanded elective courses in each domain/ subject of specialized programs for the arts-talented ..	43

## **I. Regulatory Background**

The *Arts Education Act* was officially promulgated on March 12, 1997. Article 1 of the Act states: “The purpose of arts education is to cultivate artistic talent, enhance the understanding of the public in regard to the arts, strengthen their sense of aesthetics and creativity, enrich their spiritual life, and raise the overall level of culture.” The Act divides the implementation of arts education into three areas: professional arts education in schools, general arts education in schools, and arts education for community. As for “professional arts education in schools,” the goal was to foster professional artistic talents using the transmission of art theory and techniques to guide art scholarship and creativity. School systems of the stages of upper secondary schools and below, after approval of the relevant education competent authority, were allowed to set up specialized program for the arts-talented whose goal was to guide students with artistic ability, aptitude, and interest to develop in appropriate directions. Accordingly, in 1999, the Ministry of Education (hereinafter MOE) promulgated *the Standards for the Establishment of Specialized program for the arts-talented in Upper Secondary Schools and Below* (hereinafter *Establishment of Standards*). As follow, starting from the third grade of elementary school, the seventh grade of junior high school, and the tenth grade of upper secondary school, were allowed to establish specialized program for the arts-talented.

According to the *Establishment of Standards*, the purposes of the specialized program for the arts-talented are 1) to cultivate students with superior artistic talent, implement professional arts education, and guide the appropriate development of students so as to cultivate diverse groups of arts professionals and 2) to enhance artistic cognition, performance, creativity, and appreciation skills so as to cultivate their aesthetic sentiment and develop sound personalities.

In accordance with the provisions of *Senior High Schools Act*, in 2014 the MOE promulgated the *Curriculum Guidelines of 12-year Basic Education—General Guidelines* (hereinafter *General Guidelines*) which included provisions for special types/levels of educational curriculum related to specialized program for the arts-talented, as well as a successive release of curriculum guidelines for

various domains and subjects, in addition to a stipulation that, starting from the 2019 school year, these curriculum guidelines will be gradually implemented among the educational stages of the 12-year basic education.

Accordingly, the MOE formulated the *12-Year Basic Education —A Framework for Specialized Program for the Arts-Talented Curriculum Implementation* (hereinafter *Curriculum Implementation Framework for the Arts-Talented*) and the *12-Year Basic Education Curriculum Guidelines in Specialized Field for the Arts-Talented*. Based on these regulatory frameworks, it offered relevant criteria and guidelines regarding specialized program for the arts-talented curriculum implementation and transition for the educational stages of the 12-year basic education.

Highlighting the concept of national language equality and in response to Article 9, Paragraph 2 of the *Development of National Languages Act* which states “The central supervisory agency for education shall implement mandatory classes in national languages at all stages of compulsory education,” in 2019 the National Academy for Education Research implemented the connotations and spirit of the *Development of National Languages Act* during its revision of the 12-Year Basic Education Curriculum Guidelines.

## **II. Fundamental Beliefs**

The *Curriculum Implementation Framework for the Arts-Talented* is based on spirit of a holistic education as put forth in the *General Guidelines*, these being: taking initiative, engaging in interaction, and seeking the common good. This curriculum emphasizes the vision of “bringing appropriate talent development and lifelong learning to every student.” Education in schools should guide those students with artistic talent to be capable of developing themselves, to cultivate an ability to interact with others, society, and the nature, to apply what they have learned, and to join others in seeking the sustainable development of human culture. To this end, in the *Curriculum Implementation Framework for the Arts-Talented*, three foundational concepts have been identified as critical to help students develop artistic talent. They are as follows:

### **1. Providing students with a systematical and progressive study of the professional arts**

Through study in specialized field, students can, in accordance with the MOE-mandated curriculum framework, sequentially acquire the foundational abilities needed for professional arts development.

### **2. Guiding students to engage in artistic expressions displaying aesthetics and creativity**

Through study in specialized field, students establish an artistic knowledge and skills based on both ‘doing’ and ‘knowing.’ Moreover, the artistic engagement cultivates an aesthetics consciousness and high levels of creative thinking.

### **3. Cultivating basic talents needed for professional arts education**

Through study in specialized field, students arrive at a good understanding of the careers of professional artists, and consolidate the knowledge, capabilities and attitude needed for future professional development.

### **III. Curriculum Goals**

As the *General Guidelines* seeks to implement the spirit of holistic education, it has four overall curriculum goals: “Inspiring Students to Unleash Their Full Potential,” “Teaching and Develop Students’ Knowledge about Life,” “Promote Students’ Career Development,” and “Inculcate Students’ Civic Responsibility.” Based on the requirements for the realization of professional arts talent and in accordance with the four curriculum goals of the *General Guidelines*, students in specialized program for the arts-talented will engage in specialized curriculums that assist them with overall learning and development.

#### **1. Inspiring Students to Unleash Their Full Potential**

This goal aims to elicit students’ learning motivation; develop their inquisitiveness and ability to explore, think, judge, and act; and help them develop a willing and active attitude to explore and learn. In this manner, students can experience the joy of learning and increase their perceived personal worth. Furthermore, students can unleash their hidden potential, leading to their balanced and healthy development.

Based on the individual artistic potential, through a specialized field for the arts-talented study, students in specialized program for the arts-talented could develop a sense of self-worth, which leads to engagement in the professional study of the arts.

#### **2. Teaching and Developing Students’ Knowledge about Life**

This goal aims to develop students’ basic knowledge in various aspects of life, allowing them to integrate distinct methods and use their hands and brain to solve problems. Furthermore, it is essential to develop students’ communication ability in expressing their opinions, in addition to emphasizing interpersonal tolerance, teamwork, and social interaction. This enables students to adapt to social life, take the initiative to innovate, possess competencies in technology use, and appreciate aesthetics in everyday life.

Based on cultivation of arts and aesthetics, through a specialized field for the arts-talented courses, students in specialized program for the arts-talented specialized program could foster aesthetic cognition in daily life and learn to express an enthusiasm for arts learning.

#### **3. Promoting Students’ Career Development**

This goal aims to assist students in developing their careers based on their aptitudes, fully

utilizing their talent, and identifying methods for effective learning. In addition, the goal is to develop students' ability and willingness to engage in lifelong learning, inspire their motivation to conduct innovation and self-improvement, and develop fundamental ability in performing academic research or professional tasks. Moreover, the concept of decent work is introduced to develop students' courage, knowledge, and ability to face career challenges and global co-opetition, allowing them to adapt to social changes and global trends as well as cultivate the courage to initiate a new trend or fashion.

Based on professional arts trends, through a specialized field for the arts-talented courses, students in specialized program for the arts-talented could gain artistic cognition, performance, creativity, and appreciation, and explore diverse arts careers.

#### **4. Inculcating Students' Civic Responsibility**

This goal aims to enrich students' democratic literacy, legal awareness, human rights, morality and courage, community and tribal consciousness, the national identity and international understanding, and self-responsibility. Accordingly, students can learn to respect cultural and ethnical diversity, pursue social justice, internalize the concept global citizens, appreciate the nature, cherish life, develop a caring and active attitude toward resource preservation, endeavor toward ecological sustainability and cultural development, and strive for the common good.

Based on their civic and artistic literacy, through a specialized field for the arts-talented study, students in specialized field for the arts-talented could become aware of diverse cultural and ethnic groups and learn to express social care through artistic abilities.

The aforementioned curriculum goals entail the development of core competencies. The characteristics of each learning stage must also be considered to fully realize the fundamental beliefs of taking initiative, engaging in interaction, and seeking the common good stressed in 12-Year Basic Education to strive for the ideal of holistic education.



## IV. Core Competency

### 1. Meaning

The goals and concepts for the implementation of specialized programs for the arts-talented as part of the 12-Year Basic Education shall be founded on the spirit of the *General Guidelines*. Core competency is to be the pillar around which courses are developed, thereby benefiting the continuity of learning between educational stages and the integration of various domains/subjects. Core competency is mainly used in general domains/subjects and specialized fields for the arts-talented curriculums at the elementary school, junior high school, and upper secondary school levels.

Core competency encompasses all information, ability, and attitude that a person should possess to equip him or her for daily life and for tackling future challenges. The concept of core competency emphasizes that learning should not be limited to the knowledge and ability taught in school. Instead, learning should consider real-life scenarios and emphasize holistic development through action and self-development.

### 2. Three Dimensions and Nine Items of Core Competencies

The concept of core competencies in 12-Year Basic Education emphasizes the fostering of lifelong learning. These competences are divided into three dimensions, namely, spontaneity, communication and interaction, and social participation. Each dimension involves three items for a total of nine core competency. These nine are: physical and mental wellness and self-advancement; logical thinking and problem solving; planning, execution, innovation and adaptation; semiotics and expression; information and technology literacy and media literacy; artistic appreciation and aesthetic literacy; moral praxis and citizenship; interpersonal relationships and teamwork; and multi-cultural and global understanding.

- (1) **Spontaneity:** This dimension emphasizes that each individual is an autonomous agent, and that students in specialized programs for the arts-talented should have the ability to determine the most appropriate method of learning, could conduct systematic thinking to solve problems, and are able to possess creativity and initiative. Learners in a social context should be capable of self-management and taking adequate actions to improve their bodies and minds, thereby achieving personal growth.
- (2) **Communication and Interaction:** This dimension stresses that students in specialized programs for the arts-talented can use a variety of physical and sociocultural tools to interact effectively

with others and the surrounding environment. Such physical tools include artificial objects (such as teaching aids, study tools, stationery, toys, and vehicles, etc.), technology (include auxiliary technology), and information; whereas sociocultural tools include language (such as oral or sign language), textual characters, and mathematical symbols. In contrast to passive media, these tools serve as active channels that facilitate interactions between people and with the environment. Art is another crucial tool for communication. Citizens should possess competencies in interacting with the arts and appreciating aesthetics in everyday life. Through specialized fields for the arts-talented curriculums, students in specialized programs for the arts-talented have the ability to implement the holistic expression of arts knowledge and, in doing so, set an example for their peers.

- (3) Social Participation:** In the current era of a tightly connected global village, social participation emphasizes that students in specialized programs for the arts-talented should learn to accept diversity in society in order to adequately cooperate and interact with individuals of different backgrounds. Each individual must develop his or her ability to interact with others in a group setting, thereby improving the overall quality of life of all humans. Thus, social participation entails not merely social competency but also citizen awareness.

### **3. Content of Core Competencies in Each Educational Stage**

In accordance with the varying mental and physical developmental conditions of students, each educational stage involves different sets of core competencies. Table 1 lists the core competencies of the three education stages, namely elementary school, junior high school, and upper secondary school. The goal is for students to develop gradually along the dimensions of spontaneity, communication and interaction, and social participation and become well-rounded contemporary citizens.

Table 1: Content of core competencies for each educational stage

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of Specialized Program for the Arts-Talented Curriculum		
			Elementary School	Junior High School	Upper Secondary School
<b>A Autonomous Action</b>	<b>A1  Physical and Mental Wellness and Self-Advancement</b>	Possess the ability to conduct sound physical and mental developments, and maintain an appropriate view of humans and self. Through decision-making, analyses, and knowledge acquisition, students can effectively plan their career paths, search for meaning in life, and continually strive for personal growth.	E-A1 Possess favorable living habits, promote sound physical and mental development, identify one's aptitudes, and develop potential talents.	J-A1 Possess favorable attitude and knowledge of physical and mental development, unleash potential talents, examine human nature, explore self-worth and meaning in life, and actively realize one's goals.	U-A1 Improve all aspects of sound physical and mental development, develop potential talents, explore one's own perspective, define self-worth, conduct effective career planning, and seek perfection and happiness in life through personal growth.
	<b>A2  Logical Thinking and Problem Solving</b>	Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and endeavor in meta-thoughts, with the ability to reflect and conduct actions, to effectively tackle and solve problems in	E-A2 Possess the contemplative ability to explore problems, and through experience and practice, solve problems in daily life.	J-A2 Possess the ability to understand the entirety of a situation as well as the knowledge and ability to conduct independent thinking an analysis, and employ appropriate strategies in tackling and solving problems in daily life.	U-A2 Possess the abilities for systematic thinking, in-depth analysis, and exploration, deepen meta-thinking, and actively face challenges to solve problems in daily life.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of Specialized Program for the Arts-Talented Curriculum		
			Elementary School	Junior High School	Upper Secondary School
		daily life.			
	<b>A3</b>  <b>Planning, Execution, Innovation, and Adaptation</b>	Possess the ability to devise and execute plans, as well as the ability to explore and develop a variety of professional knowledge; enrich life experience and fully utilize creativity to improve one's adaptability to social change.	E-A3 Possess the ability to devise and execute plans, handling various daily life scenarios through creative thinking.	J-A3 Possess the ability to use resources to devise plans, effectively execute them, and fully utilize the competencies of independent learning and creativity to respond to change.	U-A3 Possess competencies in planning, implementation, and self-reflection and criticism, and adopt a creative attitude toward new situations and problems.
<b>B</b>  <b>Communication and Interaction</b>	<b>B1</b>  <b>Semiotics and Expression</b>	Possess the ability to understand and use various types of symbols, including languages, characters, mathematics and science, bodily postures, and arts to communicate and interact with others, and understand and feel empathy for others. Be able to make use of these abilities in daily life or at the workplace.	E-B1 Possess the basic language competencies (i.e., listening, speaking, reading, writing, and composition) and knowledge of using basic mathematical, scientific, body, and art symbols necessary in everyday life. Be empathetic for others during interpersonal communication.	J-B1 Possess the ability to use symbols of all types to express one's feelings and ideas; feel empathy for and interact with others; and understand mathematical science, aesthetics, and other basic concepts that can be used in daily life.	U-B1 Possess the ability to use symbols of all types to express oneself in the form of experiences, thoughts, values, and affection, feel empathy and compassion for others, and possess the ability to communicate with others and solve problems collaboratively.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of Specialized Program for the Arts-Talented Curriculum		
			Elementary School	Junior High School	Upper Secondary School
	<b>B2</b>  <b>Information and Technology Literacy and Media Literacy</b>	Possess the ability to effectively use technology, information, and media of all types, develop competencies related to ethics and media literacy, and develop the ability to analyze, speculate about, and criticize humans' relationships with technology, information, and media.	E-B2 Possess the basic competency of using technology and information, and understand the meaning and impact of media content.	J-B2 Possess the competency of effectively using technology, information, and media to enhance learning, and perceive and speculate about humans' interactions and relationships with technology, information, and media.	U-B2 Possess the competency of appropriately using technology, information, and media to interpret and criticize media information, and be able to reflect on ethical topics related to technology, information, and media.
	<b>B3</b>  <b>Artistic Appreciation and Aesthetic Literacy</b>	Possess the abilities of art awareness, creation, and appreciation, experience artistic culture through reflection on arts in daily life, enrich artistic experiences, and develop the ability to appreciate, create, and share arts.	E-B3 Possess the basic competencies of artistic creation and appreciation, promote multisensory development, and cultivate aesthetic experiences in daily life.	J-B3 Possess general knowledge and competency in preparing and demonstrating artistic performance. Appreciate and value all artistic styles and understand the characteristics, intention, and expression of aesthetics to enhance the richness of life and aesthetic experiences.	U-B3 Possess the ability to perceive, appreciate, create, and critique arts. Understand the relationship of art creation with society, history, and culture. Appreciate, create, and share arts through aesthetic appreciation.
<b>C</b>  <b>Social Participation</b>	<b>C</b>  <b>Social Participation</b>	<b>C1</b>  <b>Moral Praxis and Citizenship</b>	Possess competency in putting morality in practice from the personal sphere to the	E-C1 Possess the ability of upholding moral character, distinguishing right from wrong,	J-C1 Possess the ability to practice and speculate about morality; demonstrate democratic literacy,

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of Specialized Program for the Arts-Talented Curriculum		
			Elementary School	Junior High School	Upper Secondary School
			social sphere, and gradually develop a sense of social responsibility and civic consciousness; take initiative in concern for public topics and actively participate in community events; pay attention to the sustainable development of humanity and the natural environment; and exhibit the qualities of moral character to recognize, appreciate, and practice good deeds.	understanding and respecting the moral rules of society, developing civic consciousness, and being concerned for the environment.	legal awareness, and environmental awareness; demonstrate the impetus to voluntarily participate in group activities to promote public interests; and show concern for ethical topics and those related to the ecological environment.
	<b>C2</b> <b>Interpersonal Relationships and Teamwork</b>	<b>C2</b> <b>Interpersonal Relationships and Teamwork</b>	Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish strong interactive relationships; establish communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities	E-C2 Possess the ability to understand the feelings of others and show willingness to interact with others and cooperate with group members.	J-C2 Possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of Specialized Program for the Arts-Talented Curriculum		
			Elementary School	Junior High School	Upper Secondary School
			requiring teamwork.		
	<b>C3</b> <b>Multi-cultural and Global Understanding</b>	<b>C3</b> <b>Multi-cultural and Global Understanding</b>	Stick to one's own cultural identity, respect and appreciate multiculturalism, show active concern for global issues and international situations, demonstrate the ability to adapt to the contemporary world and to social needs, develop international understanding and a multicultural value system, and strive for world peace.	E-C3 Possess the competency to understand and care about local and international affairs, and recognize and tolerate diversity among cultures.	J-C3 Demonstrate sensitivity toward and acceptance of multiculturalism, show concerns about local and international affairs, and respect and appreciate diversity among cultures.
Note: In Table 1, Rows A, B, and C represent all dimensions of core competencies (i.e., spontaneity, communication and interaction, and social participation) for elementary school, junior high school, and upper secondary school. According the characteristics of each educational stage, the core competencies expected therein are further defined and coded, where E represents elementary school, J represents junior high school, and U represents upper secondary schools.					

The aforementioned core competencies are considered when devising various curricula, administering courses for students in specialized programs for the arts-talented, and conducting relevant assessments throughout each educational stage.

## **V. Learning Stages**

The 12-Year Basic Education is divided into three educational stages, incorporating six years of elementary school, three years of junior high school, and three years of upper secondary school. The first stage is the first and second years of elementary school; the second stage is the third and fourth years of elementary school; the third stage is the fifth and sixth years of elementary school; the fourth stage is the seventh, eighth, and ninth years of junior high school; the fifth stage is the tenth, eleventh, and twelfth years of upper secondary school. The domain/subject courses of specialized programs for the arts-talented should match the specifics of each learning stage to offer a coherent and unified system of learning. Following is a breakdown of specialized programs for the arts-talented at each educational stage.

### **1. Elementary School**

Specialized programs for the arts-talented begin at Stage II. Following on from Stage I, this stage continues to enrich students' learning ability, by helping them develop life knowledge, social aptitude and multiple intelligences, fosters a broad range of interests, and assists students in using personal experience and practice to deal with life's problems in appropriate ways. At this stage, specialized programs for the arts-talented look to enrich students' art learning abilities, help them establish good habits in the study of art, and foster a wide range of interests in the arts.

Stage III deepens students' learning, encourages self-exploration, elevates self-confidence, increases the ability to distinguish right from wrong, develops the concepts of community and national consciousness, enhances democratic values and legal awareness, and demonstrates the spirit of collaboration and teamwork. At this stage, specialized field courses within specialized programs for the arts-talented look to promote the learning levels of students, encourage public performances, amplify self-confidence, and gradually cultivate a spirit of artistic interaction and group cooperation.

### **2. Junior High School**



The program of Stage IV responds a period of rapid development in students' bodies and minds and is a crucial period for the development of self-exploration and interpersonal relationships. In this stage, progression in the development of core competencies should be sustained to facilitate holistic development in students, with an emphasis on establishing an appropriate sense of self to discover and explore natural aptitudes, and to consolidate knowledge and skills required by society. At the same time, this learning stage encourages self-directed learning, collaborative study with peers, and teamwork, as well as emphasizing understanding and concern for community, social, national, international, and global issues. At this stage, specialized field courses within specialized programs for the arts-talented look to continue to practice the core competencies to enhance the art skills of students with standout artistic ability. A multi-faceted foundation in the areas of practice, analysis, application, appreciation, and creation in the arts is also fostered.

### **3. Upper Secondary School**

The Stage V follows on from the preceding nine years of elementary and junior high schools, with particular emphasis on bridging different learning topics, physical and mental developments, career path determination, career preparation, and independence and autonomy. Core competencies, specific knowledge, and professional skills are continually developed to cultivate citizens with excellent capabilities and balanced development. Upper secondary school provides courses on general subjects; aids students in discovering and exploring their aptitudes for a variety of subjects; emphasizes the development of general knowledge, common skills, humanistic care, and social participation; and prepares students for colleges or universities. At this stage, specialized field courses within specialized programs for the arts-talented look to guide students in establishing directions for arts professional learning, deepen their multi-faceted study with regard to the practice, analysis, application, appreciation, and creation of art, and help them to continue to enrich their artistic appreciation and aesthetic literacy. Students are taught how to engage in research on art topics, fostering a better understanding of professional careers in arts. Civic responsibilities with regard to

humanistic care and social participation are taught, and students make large strides towards entering various art disciplines.

## VI. Curriculum Framework

### 1. Curriculum Types, Domains and Subjects Classification

#### (1) Curriculum Types

As shown in Table 2 below, within the *General Guidelines* of the 12-Year Basic Education, curricula are divided into MOE-mandated curriculum and school-developed curriculum.

Table 2:Curriculum types according to educational stage

Curriculum Type		MOE-mandated curriculum	School-developed curriculum
Educational Stages			
Elementary School		Domain-specific learning curriculum Program for specialized classes-specialized fields for the arts-talented	Alternative curriculum
Junior High School			
Upper Secondary School	Upper secondary school	General subject courses Program for specialized classes-specialized fields for the arts-talented	School-developed required courses Elective courses Group activity sessions Alternative learning sessions

A. MOE-mandated curriculum: This type of curriculum is planned by the government to develop students' basic learning ability and knowledge in art fields, as well as to establish a developmental foundation according to student aptitude.

- a. In elementary school and junior high school, the curriculum includes domain-specific curriculum that develop students' fundamental knowledge and skills and facilitates balanced development in all areas of learning. It also includes program for specialized classes—specialized field for the arts-talented which aim to raise knowledge in specific art fields.
- b. MOE-mandated curriculum in upper secondary schools may include general subject courses needed by students to establish a learning foundation for various domains, as well

as program for specialized classes-specialized field for the arts-talented to further solidify knowledge of specific art fields.

- B. School-developed curriculum: This type of curriculum is offered by each school to highlight the school's vision of education and facilitate students' development according to their aptitudes.
- a. Elementary and junior high schools offer alternative curriculum, which include cross-curriculum and integrative courses with theme, project and issue-based inquiries, club activities and skill-oriented courses, and domain courses for the special needs (specialized fields for the arts-talented). In addition, courses including service learning, outdoor education, interclass and interscholastic exchange, self-government /autonomy activities, homeroom guidance, self-directed learning, and domain-specific remedial instruction.
  - b. Upper secondary schools offer school-developed required courses, elective courses, group activity sessions (including homeroom activities, club activities, self-government/autonomy, service learning, and weekly assemblies or lectures), and alternative learning sessions (including self-directed learning, athlete training, enrichment courses or remedial courses, and school-distinctive activities). Some of the elective courses are to be designed and revised by teams responsible for domain-specific curriculum guideline revisions before these courses can serve as a reference for schools to design their curricula. In specialized programs for the arts-talented, school-developed required courses and elective courses can introduce the domain for the special needs (specialized fields for the arts-talented) to meet students' needs.

## (2) Domains and subjects classification

The 12-Year Basic Education is developed based on the concept of holistic education in accordance with developmental principles of knowledge structures and attributes, social changes, knowledge innovation, and psychological levels of learning. The scope of learning is divided into

eight major domains and the establishment of specific learning domains in specialized programs for the arts-talented provides students with fundamental, broad, and inclusive content leading to an integrative learning experience. In Stage III, the 12-Year Basic Education aims to assist students in deepening their learning and solidifying their knowledge of arts fields. As Stage IV is a key period for the students' personal development, self-exploration, and interpersonal development, it looks to continue to elevate further the students' grasp of core competencies, as well as knowledge in various art fields. In the Stage V, the necessary core competencies and knowledge and skills in arts fields are refined further. The goal being the development of a set of core competencies and lifelong learning abilities necessary for contemporary citizens.

Based on the respective knowledge structures and attributes, some learning domains contain a variety of subjects, but emphases should still be placed on learning domain-specific content. For elementary school, domain-specific learning is the primary focus. In junior high school, a domain-specific framework is adopted, in which subject-specific or domain-specific education can be administered in a flexible manner according to the actual conditions of the school. In addition, appropriate curriculum design and classroom activities are arranged to strengthen the integration of domain-specific courses and students' knowledge application. In upper secondary school, a domain-specific framework is employed with subject-specific teaching as the basis, and specialized fields, cross-curriculum special topic courses, hands-on courses, and experiential courses offered to strengthen the integration and application of specialized fields, cross-domain or cross-curriculum courses.

(3) Table 3 shows the framework of common domain-specific courses in the 12-year Basic Education at different learning stages.

Table 3: Domain-specific curriculum framework for each learning stage

Educational Stage  Learning Stage  Year  Domain			Elementary School				Junior High School			Upper Secondary School		
			Stage II		Stage III		Stage IV			Stage V		
			3	4	5	6	7	8	9	10	11	12
			Mandarin*				Mandarin			Mandarin		
MOE-mandated Curriculum	Domain-specific Learning Curriculum	Languages	Native Languages*/ Taiwan Sign Language*/ Native Languages of New Immigrants				Native Languages/ Taiwan Sign Language			Native Languages/ Taiwan Sign Language		
			English				English			English		
										Second Foreign Language (Elective)		
		Mathematics	Mathematics				Mathematics			Mathematics		
		Social Studies	Social Studies				Social Studies			Social Studies		
		Natural Sciences	Natural Sciences				Natural Sciences			Natural Sciences		
		Arts	Arts				Arts			Arts		
		Integrative Activities	Integrative Activities				Integrative Activities			Integrative Activities		
		Technology					Technology			Technology		
		Health and Physical Education	Health and Physical Education				Health and Physical Education			Health and Physical Education		
										National Defense Education		
			Program for Specialized Classes—Specialized Field for the Arts-talented									
School-developed Curriculum	Alternative Learning, Required & Elective Courses/ Group Activities		Alternative Curriculum						Required Courses Elective Courses Group Activity Session Alternative Learning Period			

\* In accordance with the definition given in Article 3 of the *Development of National Languages Act*, national languages shall include curricula in Mandarin Chinese, native languages, and Taiwan Sign Language.

## 2. Curriculum Planning and Explanations

### (1) Elementary School and Junior High School

#### A. Curriculum Planning

Planning of elementary and junior high school MOE-mandated and school-developed specialized programs for the arts-talented in the areas of music, visual art, and dance. Table 4-1 (specialized program for the music-talented), Table 4-2 (specialized program for the visual art-talented), and Table 4-3 (specialized program for the dance-talented).

Table 4- 1:Elementary school and junior high school specialized program for the music-talented curriculum planning

Unit: Number of learning sessions per week

Unit: Number of learning sessions per week										
Educational Stage  Learning Stage Year  Domain/Subject			Elementary School				Junior High School			Notes
			Stage II		Stage III		Stage IV			1. Learning sessions for each domain/subject should be scheduled at each learning stage. 2. Scheduling of specialized program for the arts-talented should consider program focus with the relevant contents/subjects which are taught by arts teachers. 3. Specialized field for the arts-talented (including both MOE-mandated and school-developed curriculums) will have on average 6-8 learning sessions per week in Stage II, 6-10 learning sessions per week in Stage III, and 7-10 learning sessions per week in Stage IV. 4. During course planning, each school may be flexible in the number of learning sessions assigned to its MOE-mandated and school-developed curricula so long as the total number of learning sessions meet the upper and lower limit requirements for the particular learning stage.
			3	4	5	6	7	8	9	
MOE-mandated Curriculum	Domain-specific Learning Curriculum	Language Arts	Mandarin (5)		Mandarin (5)		Mandarin (4-5)			
			Native Languages/ Taiwan Sign Language/ Native Languages of New Immigrants (1)		Native Languages/ Taiwan Sign Language/ Native Languages of New Immigrants (1)		Native Languages/ Taiwan Sign Language (1)			
			English (1)		English (2)		English (2-3)			
		Mathematics	Mathematics (4)		Mathematics (4)		Mathematics (3-4)			
		Social Studies	Social Studies (3)		Social Studies (3)		Social Studies (History, Geography, Civics and Society) (2-3)			
		Natural Sciences	Natural Sciences (3)		Natural Sciences (3)		Natural Sciences (Physics/Chemistry, Biology, Earth Sciences) (2-3)			
		Arts	Arts (1)		Arts (1)		Arts (Music, Visual Arts, Performing Arts) (1)			
		Integrative Activities	Integrative Activities (1)		Integrative Activities (1)		Integrative Activities (Home Economics, Scouting, Guidance) (3)			
		Technology					Technology (Information Technology, Living Technology) (2)			
		Health and Physical Education	Health and Physical Education (3)		Health and Physical Education (3)		Health and Physical Education (Health Education, Physical Education) (3)			
	Specialized field for the arts-talented			4		4		6		
	Domain Learning Sessions			26 sessions		27 sessions		30-34 sessions		29-33 sessions
School-developed Curriculum	Alternative Curriculum	Special Needs (Specialized Field for the Arts-talented Domains)	2-4 sessions		2-6 sessions		1-5 sessions		2-4 sessions	
		Integrative Courses with Theme, Project, and Issue-based Inquiries	1 session		0-1 session				0-1 session	
		Club Activities and Skill-oriented Courses								
		Other Courses								
	Total Learning Sessions			29-31 sessions		30-33 sessions		33-35 sessions		32-35 sessions

Table 4- 2: Elementary school and junior high school specialized program for the visual art-talented curriculum planning

Unit: Learning sessions per week

<div>Educational Stage</div> <div>Learning Stage</div> <div>Year</div> <div>Domain/Subject</div>			Elementary School				Junior High School			Notes	
			Stage II		Stage III		Stage IV			1. Learning sessions for each domain/subject should be scheduled at each learning stage. 2. Scheduling of specialized program for the arts-talented should consider program focus with the relevant contents/subjects which are taught by arts teachers. 3. Specialized field for the arts-talented (including both MOE-mandated and school-developed curriculums) will have on average 6-8 learning sessions per week in the second and Stage IIIs and 6-9 learning sessions per week in Stage IV. 4. During course planning, each school may be flexible in the number of learning sessions assigned to its MOE-mandated and school-developed curricula so long as the total number of learning sessions meet the upper and lower limit requirements for the particular learning stage.	
			3	4	5	6	7	8	9		
MOE-mandated Curriculum	Domain-specific Learning Curriculum	Language Arts	Mandarin (5)		Mandarin (5)		Mandarin (4-5)				
			Native Languages/ Taiwan Sign Language / Native Languages of New Immigrants (1)		Native Languages/ Taiwan Sign Language / Native Languages of New Immigrants (1)		Native Languages/ Taiwan Sign Language (1)				
			English (1)		English (2)		English (2-3)				
		Mathematics	Mathematics (4)		Mathematics (4)		Mathematics (3-4)				
		Social Studies	Social Studies (3)		Social Studies (3)		Social Studies (History, Geography, Civics and Society) (2-3)				
		Natural Sciences	Natural Sciences (3)		Natural Sciences (3)		Natural Sciences (Physics/Chemistry, Biology, Earth Sciences) (2-3)				
		Arts	Arts (1)		Arts (1)		Arts (Music, Visual Arts, Performing Arts) (1)				
		Integrative Activities	Integrative Activities (1)		Integrative Activities (1)		Integrative Activities (Home Economics, Scouting, Guidance) (3)				
		Technology					Technology (Information Technology, Living Technology) (2)				
		Health and Physical Education	Health and Physical Education (3)		Health and Physical Education (3)		Health and Physical Education (Health Education, Physical Education) (3)				
		Specialized field for the arts-talented		4		4		6			
		Domain Learning Sessions		26 sessions		27 sessions		31-34 sessions		30-33 sessions	
School-developed Curriculum	Alternative Curriculum	Special Needs (Specialized Field for the Arts-talented Domains)	2-4 sessions		2-4 sessions		1-4 sessions		1-3 sessions		
		Integrative Courses with Theme, Project, and Issue-based Inquiries	1 session		1-2 sessions						
		Club Activities and Skill-oriented Courses									
		Other Courses									
	Total Learning Sessions			29-31 sessions		30-33 sessions		33-35 sessions			32-35 sessions



Table 4- 3 : Elementary school and junior high school specialized program for the dance-talented curriculum planning

Unit: Number of learning sessions per week

Educational Stage Learning Stage Year Domain/Subject			Elementary School				Junior High School			Notes
			Stage II		Stage III		Stage IV			1. Learning sessions for each domain/subject should be scheduled at each learning stage. 2. Scheduling of specialized program for the arts-talented should consider program focus with the relevant contents/subjects which are taught by arts teachers. 3. Specialized field for the arts-talented (including both MOE-mandated and school-developed curriculums) will have on average 7-9 learning sessions per week in Stage II, 8-10 learning sessions per week in Stage III, and 9-11 learning sessions per week in Stage IV. 4. During course planning, each school may be flexible in the number of learning sessions assigned to its MOE-mandated and school-developed curricula so long as the total number of learning sessions meet the upper and lower limit requirements for the particular learning stage.
			3	4	5	6	7	8	9	
MOE-mandated Curriculum	Domain-specific Learning Curriculum	Language Arts	Mandarin (5)	Mandarin (5)	Mandarin (4-5)			Native Languages/ Taiwan Sign Language (1)		
			Native Languages/ Taiwan Sign Language / Native Languages of New Immigrants (1)	Native Languages/ Taiwan Sign Language / Native Languages of New Immigrants (1)						
			English (1)	English (2)	English (2-3)					
		Mathematics	Mathematics (4)	Mathematics (4)	Mathematics (3-4)					
		Social Studies	Social Studies (3)	Social Studies (3)	Social Studies (History, Geography, Civics and Society) (2-3)					
		Natural Sciences	Natural Sciences (3)	Natural Sciences (3)	Natural Sciences (Physics/Chemistry, Biology, Earth Sciences) (2-3)					
		Arts	Arts (1)	Arts (1)	Arts (Music, Visual Arts, Performing Arts) (1)					
		Integrative Activities	Integrative Activities (1)	Integrative Activities (1)	Integrative Activities (Home Economics, Scouting, Guidance) (3)					
		Technology			Technology (Information Technology, Living Technology) (2)					
		Health and Physical Education	Health and Physical Education (1)	Health and Physical Education (1)	Health and Physical Education (Health Education, Physical Education) (1)					
		Specialized field for the arts-talented		5	5	7				
		Domain Learning Sessions		25 sessions	26 sessions	30-33 sessions	29-32 sessions			
School-developed Curriculum	Alternative Curriculum	Special Needs (Specialized Field for the Arts-talented Domains)	2-4 sessions	3-5 sessions	2-5 sessions		2-4 sessions			
		Integrative Courses with Theme, Project, and Issue-based Inquiries	1-2 sessions	1-2 sessions			1-2 sessions			
		Club Activities and Skill-oriented Courses								
		Other Courses								
		Total Learning Sessions			28-31 sessions	30-33 sessions	33-35 sessions	32-35 sessions		

## B. Curriculum Planning and Description

### a. Domain-specific learning curriculum

① Schools must adhere to Table 4 (e.g., domain type and number of sessions held for alternative learning) when planning their program. Each teaching session spans 40 minutes for elementary school and 45 minutes for junior high school. However, according to the status of curriculum implementation and students' learning progress, each school may change the duration of each session, modify the grade levels in which certain courses are offered, arrange joint courses, and within a domain-specific learning curriculum establish the program for specialized classes-specialized fields for the arts-talented. Changes shall be formulated by the specialized program for the arts-talented curriculum development committee to be later approved by the school curriculum development committee.

② Under related regulations stipulated by the MOE and relevant principles governing the number of teaching sessions held for various domains, each school may adjust the scheduling of MOE-mandated curriculum or reorganize the course content to integrate and offer cross-curriculum courses. The teaching sessions held for integrative cross-curriculum courses may account for at most 20% of the total teaching sessions held for domain-specific learning program, and each session is counted toward the total sessions of the respective domains integrated in the cross-curriculum courses; collaborative teaching may be adopted.

③ Native Languages/Taiwan Sign Language/Native Languages of New Immigrants courses shall be planned as follows:

(a) Native Languages include Minnan, Hakka, Indigenous languages, Mindong, and other native languages in danger of disappearing. As for local dialects of ethnic groups (e.g., the language of the Plains indigenous peoples), after reviewing students' needs and interests, schools may offer course electives in relevant native languages.

- (b) Course content of Native Languages of New Immigrants shall mainly focus on the languages of immigrants from Southeast Asia.
- (c) At the elementary schools stage, Native Languages/Taiwan Sign Language/Native Languages of New Immigrants shall be part of the MOE-mandated curriculum with one learning session offered per week. Students shall select one language area for study, with courses to be provided by schools after reviewing student needs and interests.
- (d) At the junior high schools stage, Native Languages/Taiwan Sign Language shall be part of the MOE-mandated curriculum during study grade 7 and 8, with one learning session offered per week. Students shall select one language area for study, with courses to be provided by schools after reviewing students' needs and interests.
- ④ Domains/courses with only one teaching session per week may be offered in the form of two sessions every two weeks, or may be offered every other semester on a rotating basis (with two class sessions per week), given that such changes have been formulated by the specialized program for the arts-talented curriculum development committee and approved by the school curriculum development committee.
- ⑤ The English course held once per week in Stage II may be integrated with the English course in Stage III to compromise difficulty in class scheduling, given that the integration does not increase the total number of teaching sessions held in the second and Stage IIIs, with the changes to be formulated by the specialized program for the arts-talented curriculum development committee and approved by the school curriculum development committee. To implement the aforementioned integration, the alternative curriculum is increased by one session in Stage II and decreased by one session in Stage III.
- ⑥ Domains in Stage IV, such as Natural Sciences, Social Studies, Arts, Integrative Activities, and Health and Physical Education, include multiple subjects. After the

approval of the school program development committee, subject-specific teaching may be implemented in different grade levels and in a flexible manner, students are allowed to learn different subjects at different grade levels. This enables reducing the number of subjects learned in each semester; however, the total number of learning sessions for the respective domains must be retained and learning sessions must be organized for each domain/subject at every learning stage.

- ⑦ If teachers undertake cross-curriculum collaborative teaching in domain-specific learning or alternative curricula, or undertake professional domain collaboration and cross-curriculum collaborative teaching in the specialized fields for the arts-talented, the relevant curricula shall be first reviewed by the specialized program for the arts-talented curriculum development committee before being approved by the school curriculum development committee. The number of collaborative sessions taught by teachers is counted towards their total number of teaching sessions. Relevant regulations are stipulated by related competent authorities.
- ⑧ Domain-specific learning curriculum guidelines may be planned to include cross-curricular, exploratory, or practical content to develop students' competency in applying knowledge in a real-life context.

b. Alternative curriculum

- ① Campus-wide, grade-wide, or class-wide alternative curricula are planned and executed by each school to spark students' learning interest, encourage students' development according to their aptitudes, and implement school-based and special courses. According to the characteristics of each school and students at each learning stage, courses including integrated theme-, project-, and issue-based inquiry courses, club activities, skill-oriented courses, domain courses for the special needs (specialized fields for the arts-talented), and other types of courses may be planned. The curricula

are to be implemented following their formulation by the specialized program for the arts-talented curriculum development committee and approval by the school curriculum development committee.

- ② Alternative curricula may address cross-curriculum content or integrate various topics, developing course content with theme-, project-, and issue-based inquiry and strengthen students' knowledge integration and application in real-life contexts. Specialized fields for the arts-talented may also use instruction methods including professional field collaboration and cross-curriculum/subject collaborative teaching to develop learning content in specialized arts fields.
- ③ Club activities may involve cross-curriculum and subject-specific learning activities for students to participate in elective courses according to their preferences and abilities, allowing them to study with students from other homerooms.
- ④ Skill-oriented courses are designed for students to improve their sensory coordination, foster practical skills necessary in everyday life, develop the concept of decent work, and explore the relationships between humans, technology, and the working environment. Courses may be offered for topics including crop cultivation and creative design that involve the use of machinery, materials, and data. Skill-oriented courses may be arranged to bridge cluster, domain-specific, and hands-on courses in vocational senior high schools, thereby allowing students to select classes on the basis of their interests and aptitudes.
- ⑤ Domain courses for the special needs refer to courses arranged for students with special needs or special talent students:
  - (a) Students with special needs (including gifted students and students with physical and mental disabilities placed in different educational environments), following professional evaluations, are provided with domain-specific courses that address topics including life management, social skills, learning strategies, vocational

education, communication, braille, orientation and mobility, functional movement, auxiliary technology use, creativity, leadership capacity, affective development, independent study, and other expertise domains.

(b) Students in specialized programs for the arts-talented are provided with courses that cater to the needs to develop their talent. The number of sessions shall be first formulated by the specialized program for the arts-talented curriculum development committee. Following approval by the school curriculum development committee, during implementation, *the 12-Year Basic Education Curriculum Guidelines in Specialized Field for the Arts-Talented* shall be referred to in the process of curriculum design and teaching arrangements.

- ⑥ Other types of courses include Native Languages/ Taiwan Sign Language/ Native Languages of New Immigrants, service learning, outdoor education, interclass or interscholastic exchange, self-government /autonomy, homeroom guidance, self-directed learning, and domain-specific remedial classes. Courses in a second foreign language other than English shall also be offered at the junior high school learning stage.
- ⑦ For the alternative curriculum, junior high schools may utilize available internal and external resources to offer elective courses such as Native Languages/ Taiwan Sign Language/ Native Languages of New Immigrants or Second Foreign Language other than English. The educational content and learning materials of these classes should be arranged by each school.
- ⑧ Recognizing the importance of multiculturalism and enhancing relationships between ethnic groups, after reviewing student interest in course electives and study, junior high schools may offer Native Languages of New Immigrants as part of their alternative curriculum.
- ⑨ To spur the revitalization and transmission of native languages and Taiwan Sign Language, in addition to MOE-mandated courses, schools may also offer Native

Languages and Taiwan Sign Language within their alternative curriculum in accordance with their available resources, conditions, and relevant legal regulations, while integrating these courses into other domains to offer cross-curriculum courses. To ensure students continue their studies in this area, Native Language and Taiwan Sign Language courses opened in the ninth year of study shall consider the following:

- (a) After reviewing student interest to enroll in electives and study, schools may provide courses within their alternative curriculum of the ninth year of study.
- (b) To ensure the educational rights of indigenous students, at least one indigenous language class session should be held weekly as part of the alternative curriculum offered in the ninth year of study.

⑩ Schools that provide Native Languages/Taiwan Sign Language/Native Languages of New Immigrants courses as part of their alternative curriculum which do not fall under MOE-mandated curriculum, in handling factors such as teacher employment, course arrangement, and diverse learning formats, schools may adjust the class instruction period and class implementation format in associated curricula, with the relevant regulations to be handled separately by the relevant competent authorities.

⑪ When offering alternative curricula, elementary and junior high schools should ensure that they have teachers with related expertise; the alternative learning sessions taught by these teachers are counted towards the total number of sessions taught. Including specialized fields for the arts-talented, the above curricula shall be first formulated by the specialized program for the arts-talented curriculum development committee, after which approval by the school curriculum development committee is required before implementation.

⑫ The specialized program for the arts-talented curriculum development committee and the school curriculum development committee is responsible for planning the alternative curriculum according to the needs of the school's specialized programs for

the arts-talented; the curriculum should be supervised by the relevant competent authorities.

c. Program for specialized classes-specialized field for the arts-talented

① According to the Implementation Directions Supplementary Provisions (4), specialized programs for the arts-talented MOE-mandated and school-developed curricula may be flexible in their adjustment of learning sessions/course credit allocation ratios and learning content; however, the total number of learning sessions may not be reduced. With regard to the specialized fields for the arts talented offered in domain-specific learning or alternative curricula, the average number of learning sessions shall adhere to the outline given in Tables 4-1, 4-2, and 4-3 for different specialized arts programs.

② Curriculum design and teaching arrangements for specialized programs for the arts-talented shall be refer to *the 12-Year Basic Education Curriculum Guidelines in Specialized Fields for the Arts-Talented*.

③ Before the beginning of each school year, specialized programs for the arts-talented shall propose a curriculum plan according to work scheduling, with the proposal to be later formulated by the specialized program for the arts-talented curriculum development committee, after which approval by the school curriculum development committee is required before implementation.

④ According to the related provisions of *the Indigenous Peoples Basic Law* and *Education Act for Indigenous Peoples*, the following rights and responsibilities are granted to schools in indigenous people's areas and schools with special indigenous focuses:

(a) When implementing education for indigenous peoples through domain-specific



learning curricula in schools in indigenous areas and schools with special indigenous focuses, educators may be flexible in how they meet the learning needs of indigenous peoples and in cases of differences in ethnic languages and culture. Within the curricula, courses on indigenous languages shall take precedence.

- (b) Schools in indigenous people's areas and schools with special indigenous focuses, as part of their school-developed curriculum, shall plan indigenous peoples' knowledge learning programs and its culture-related learning activities, while integrating these courses into other domains to offer cross-curriculum courses.
- ⑤ To respect the interests of ethnic groups and ensure the right of indigenous peoples to learn indigenous languages, in each school year of every learning stage, schools shall offer courses in indigenous languages as part of the school curriculum. Review of interest in such classes and the details of their implementation shall be publicly announced on the school's website and activity supervised by the relevant competent authorities.

## (2) Upper Secondary School

### A. Curriculum Planning

Curricula for specialized programs for the arts-talented in upper secondary schools of the upper secondary schools level shall be organized as listed in Table 5.

Table 5: Upper secondary schools stage program planning

Course Type		School Type	Upper secondary school
MOE-mandated Courses	General subject courses (Including 33-34 credits for required core learning in upper secondary schools)		75-90 credits
	Special course curriculum—specialized field for the arts-talented		48-60 credits
	Number of credits		133-138 credits
School-developed Required and Elective Courses	General subject courses	School-developed Required Courses	
			4-8 credits
		Elective Courses	
			36-45 credits
	Number of credits		44-49 credits
Total credits needed (Learning sessions per week)			182 credits (30-32 sessions)
Group activity sessions per week			2-3 sessions
Alternative learning sessions per week (Alternative learning sessions per week for six semesters)			1-3 sessions (11-16 sessions)
Total sessions per week			35 sessions

\*The number of alternative learning sessions (total sessions per week for six semester) as shown in Table 5. Upper Secondary Schools Stage Curriculum Planning shall be: For upper secondary schools please refer to Tables 6-1, 6-2, 6-3 for the total number of group activity and alternative learning sessions offered per week. For three years, the maximum number of group activity sessions per week shall be 17. For three years, the minimum number of alternative learning sessions per week shall be 11.

## B. Curriculum Planning and Explanations

- a. Credit-based system: This system is applicable to upper secondary school. One teaching session is offered per week for each semester, and each session spans 50 minutes. One credit is awarded if the student attends all sessions during the semester, or if the total number of sessions attended reaches 18.
- b. Total credits and prerequisites for graduation: During the 3 years of upper secondary school, students must attend sessions worth 180–192 credits. Students in upper secondary schools must pass at least 150 credits to graduate.
- c. Course sessions per week: Each student attends 35 sessions per week; these sessions include group activity and alternative learning sessions.
- d. Group activity sessions include homeroom activities, club activities, self-government/autonomy activities, student service learning, weekly assemblies and lectures. Homeroom activities, club activities, self-government /autonomy activities, service learning, lectures, and weekly assemblies should be total 2-3 sessions per week. Students are required to attend a minimum of 24 sessions per school year from the aforementioned club activities.
- e. Alternative learning period: According to school conditions and student needs, alternative learning periods may be arranged for self-directed learning, athlete training, enrichment education, remedial education, or school-distinctive activities. Enrichment education and remedial education are provided throughout each semester and must not exceed 1 session per week for Grades 10 and 11. Upper secondary schools consist of 2 to 3 sessions per week.
- f. Program for specialized classes—specialized fields for the arts-talented
  - ① According to the Implementation Directions Supplementary Provisions (4), MOE-mandated and school-developed courses within the specialized programs for the arts-talented may be flexible in their adjustment of course credit allocation ratios and learning content; however, in offering specialized field for the arts-talented in MOE-mandated required courses, school-developed required courses and electives, the number of total

learning sessions may not be reduced.

②Curriculum design and teaching arrangements for specialized programs for the arts-talented shall be referred to *the 12-Year Basic Education Curriculum Guidelines in Specialized Field for the Arts-Talented*.

③Before the beginning of each school year, specialized programs for the arts-talented shall propose a curriculum plan according to attendant work scheduling, with the proposal to be later formulated by the Specialized program for the arts-talented curriculum development committee, after approval by the school curriculum development committee is required before implementation.

g. According to the related provisions of *the Indigenous Peoples Basic Law and Education Act for Indigenous Peoples*, the following rights and responsibilities are granted to schools in indigenous people's areas and schools with special indigenous focuses:

①When implementing education for indigenous peoples through domain-specific learning curricula in schools in indigenous areas and schools with special indigenous focuses, educators may be flexible in how they meet the learning needs of indigenous peoples and in cases of differences in ethnic languages and culture. Within the curricula, courses on indigenous languages shall take precedence.

②Schools in indigenous people's areas and schools with special indigenous focuses, as part of their school-developed curriculum, shall plan indigenous peoples' knowledge learning programs and its culture-related learning activities, while integrating these courses into other domains to offer cross-curriculum courses.

③Upper secondary schools which have an indigenous focus shall offer six academic credits in indigenous languages as part of their MOE-mandated and school-developed curricula. With factors such as teacher employment, course arrangement, and diverse learning formats, schools may adjust the class instruction period and class implementation format in associated school-developed curricula, with the relevant regulations to be handled separately by the

relevant competent authorities.

- h. To respect the interests of ethnic groups and ensure the right of indigenous peoples to learn indigenous languages, schools shall provide courses in indigenous languages as part of the school curriculum in each school year. Review of interest in such classes and the details of their implementation shall be publicly announced on the school's website and actively supervised by the relevant competent authorities.

## **(2)-1 Upper secondary schools**

### **A. Curriculum Planning**

Curriculum categories, domains, subjects, course credits, course arrangement by year and credit allocation of specialized programs for the arts-talented in general high schools in different specialized arts programs are as follows: Table 6-1 (specialized program for the music-talented), Table 6-2 (specialized program for the visual art-talented) and Table 6-3 (specialized program for the dance-talented).

Table 6- 1: General high school specialized program for the music-talented domain/subject and academic credits

Unit: Academic Credits

Unit: Academic Credits													
Categories		Domain/Subject and Credits			Course arrangement by year and credit allocation						Remarks		
		Name		No. of credits	First school year		Second school year		Third school year				
					1	2	1	2	1	2			
MOE-Mandated Courses	General Courses	Language Arts	Mandarin	20	16				4		1. The academic years and credit allocations for each domain or subject shall proceed according to the domain guidelines and are to be implemented after approval by the school curriculum development committee. 2. Total credits for specialized field for the arts-talented curriculum (including MOE-mandated and school-developed courses) are 48-72 credits. This curriculum shall be provided to students every semester. 3. Learning sessions shall be made available in each domain. In order to implement holistic education, strengthen liberal education and preserve common core competencies, rules regarding student required domains/subjects and minimum academic credits shall refer to Appendix I of this outline in which the criteria for upper secondary common core domains, subjects, and academic credits are put forth. 4. MOE-mandated Mandarin courses include 2 credits for Fundamental Readings in Chinese Culture. 5. Study in the natural science domain shall include 2 subjects, each 2 academic credits.		
			Native Languages/ Taiwan Sign Language	1-2	1-2								
			English	18	16				2				
		Mathematics	Mathematics	8	8								
		Social Studies	History	6	2								
			Geography		2								
			Civics and Society		2								
		Natural Sciences	Physics	4	0-2								
			Chemistry		0-2								
			Biology		0-2								
			Earth Sciences		0-2								
		Arts	Music	4	0								
			Fine Arts		2								
			Art and Life		2								
		Integrative Activities	Life Education	4	1								
			Career Planning		1								
			Home Economics		2								
		Technology	Living Technology	4	2								
			Information Technology		2								
		Health and Physical Education	Health & Nursing	14	2								
			Physical Education		12								
		National Defense Education			2	2							
		Specialized field for the arts-talented			48	48							
		Subtotal			133-134								
School-developed Required Courses	General Courses										1. School-developed required courses are planned by the school curriculum development committee according to the vision and special characteristics of the school. 2. School-developed required courses extend to the learning of all domains/subjects and focus on the integration of general subjects, project-based or cross-		
		Special Needs (Specialized Field for the Arts-talented Domains)											

Categories		Domain/Subject and Credits		Course arrangement by year and credit allocation						Remarks	
				Name	No. of credits	First school year		Second school year			Third school year
		1	2			1	2	1	2		
										curricular project-based courses, practicum (experiments), and experiential courses or courses designed for students with special needs.	
	Subtotal		4-8								
Electives	General Courses	Language Arts	Mandarin							1. Elective courses include enrichment, expanded, and remedial courses; for information related to implementation and explanation of these courses, please refer to the curriculum planning and explanations section. 2. Career exploration is provided for students to explore their career opportunities and may be included under elective courses or integrated into the design of courses in various domains and subjects.	
			Native languages/ Taiwan Sign Language								
			English								
			Second Foreign Language other than English								
		Mathematics									
		Social Studies									
		Natural Sciences									
		Arts									
		Integrative Activities									
		Technology									
		Health and Physical Education									
		Cross-curriculum project-based courses									
		Practicum (experiments) and experiential courses									
		Career exploration									
		Special Needs (Specialized Fields for the Arts-talented) Domains									
	Subtotal of elective class credits		40-45								
Maximum number of school-required and elective credits			48-49								
Total credits needed (Sessions per week)			182 (30-32)	30-32 (30-32)	30-32 (30-32)	30-32 (30-32)	30-32 (30-32)	30-32 (30-32)	The maximum number of credits from MOE-mandated courses and school-required and elective courses is 182.		
Group activity sessions per week			12-17	2-3	2-3	2-3	2-3	2-3	12–17 sessions per week for six semesters		
Alternative learning sessions per week			11-16	1-3	1-3	1-3	1-3	1-3	11–16 sessions per week for six semesters		
Total sessions per week			210	35	35	35	35	35			

Table 6- 2: General high school specialized program for the visual art-talented domains/subjects and academic credits

Unit: Academic Credits

Unit: Academic Credits												
Categories		Domain/Subject and Credits			Course arrangement by year and credit allocation						Remarks	
		Name	No. of credits	First school year		Second school year		Third school year				
				1	2	1	2	1	2			
MOE-Mandated Courses	General Courses	Language Arts	Mandarin	20	16				4		1. The academic years and credit allocations for each domain or subject shall proceed according to the domain guidelines and are to be implemented after approval by the school curriculum development committee. 2. Total credits for specialized field for the arts-talented curriculum (including MOE-mandated and school-developed courses) are 48-72 credits. This curriculum shall be provided to students every semester. 3. Learning sessions shall be made available in each domain. In order to implement holistic education, strengthen liberal education and preserve common core literacy, rules regarding student required domains/subjects and minimum academic credits shall refer to Appendix I of this outline in which the criteria for upper secondary common core domains, subjects, and academic credits are put forth. 4. MOE-mandated Mandarin courses include 2 credits for Fundamental Readings in Chinese Culture. 5. Study in the natural science domain shall include 2 subjects, each 2 academic credits.	
			Native Languages/ Taiwan Sign Language	1-2	1-2							
			English	18	16				2			
		Mathematics	Mathematics	8-16	8	8 categorized courses						
		Social Studies	History	6-18	2-6							
			Geography		2-6							
			Civics and Society		2-6							
		Natural Sciences	Physics	4	0-2							
			Chemistry		0-2							
			Biology		0-2							
			Earth Sciences		0-2							
		Arts	Music	4	2							
			Fine Arts		0							
			Art and Life		2							
		Integrative Activities	Life Education	4	1							
			Career Planning		1							
			Home Economics		2							
		Technology	Living Technology	4	2							
			Information Technology		2							
		Health and Physical Education	Health & Nursing	14	2							
			Physical Education		12							
		National Defense Education			2	2						
		Specialized field for the arts-talented			48	48						
		Subtotal			133-154							
School-developed Require Courses	General Courses									1. School-developed required courses are planned by the school curriculum development committee according to the vision and special characteristics of the school. 2. School-developed required		
		Special Needs (Specialized Fields for the Arts-talented) Domains										



Categories		Domain/Subject and Credits		Course arrangement by year and credit allocation						Remarks
				No. of credits	First school year		Second school year		Third school year	
		Name	1		2	1	2	1	2	
										courses extend to the learning of all domains/subjects and focus on the integration of general subjects, project-based or cross- curricular project-based courses, practicum (experiments), and experiential courses or courses designed for students with special needs.
Subtotal		4-8								
Electives	General Courses	Language Arts	Mandarin							1. Elective courses include enrichment, expanded, and remedial courses; for information related to implementation and explanation of these courses, please refer to the curriculum planning and explanations section. 2. Career exploration is provided for students to explore their career opportunities and may be included under elective courses or integrated into the design of courses in various domains and subjects.
			Native languages/ Taiwan Sign Language							
			English							
			Second Foreign Language other than English							
		Mathematics								
		Social Studies								
		Natural Sciences								
		Arts								
		Integrative Activities								
		Technology								
		Health and Physical Education								
		Cross-curriculum/project-based courses								
		Practicum (experiments) and experiential courses								
		Career exploration								
		Special Needs (Specialized Fields for the Arts-talented) Domains								
	Subtotal of elective class credits		20-45							
Maximum number of school-required and elective credits		28-49								
Total credits needed (Sessions per week)		182 (30-32)	30-32 (30-32)	30-32 (30-32)	30-32 (30-32)	30-32 (30-32)	30-32 (30-32)	30-32 (30-32)	The maximum number of credits from MOE-mandated courses and school-required and elective courses is 182.	
Group activity sessions per week		12-17	2-3	2-3	2-3	2-3	2-3	2-3	12–17 sessions per week for six semesters	
Alternative learning sessions per week		11-16	1-3	1-3	1-3	1-3	1-3	1-3	11–16 sessions per week for six semesters	
Total sessions per week		210	35	35	35	35	35	35		

Table 6- 3: General high school specialized program for the dance-talented domains/subjects and academic credits

Unit: Academic Credits

Unit: Academic Credits												
Categories		Domain/Subject and Credits			Course arrangement by year and credit allocation						Remarks	
		Name	No. of credits	First school year		Second school year		Third school year				
				1	2	1	2	1	2			
MOE-Mandated Courses	General Courses	Language Arts	Mandarin	20	16				4		1. The academic years and credit allocations for each domain or subject shall proceed according to the domain guidelines and are to be implemented after approval by the school curriculum development committee. 2. Total credits for specialized field for the arts-talented curriculum (including MOE-mandated and school-developed courses) are 60-84 credits. This curriculum shall be provided to students every semester. 3. Learning sessions shall be made available in each domain. In order to implement holistic education, strengthen liberal education and preserve common core literacy, rules regarding student required domains/subjects and minimum academic credits shall refer to Appendix I of this outline in which the criteria for upper secondary common core domains, subjects, and academic credits are put forth. 4. MOE-mandated Mandarin courses include 2 credits for Fundamental Readings in Chinese Culture. 5. Study in the natural science domain shall include 2 subjects, each 2 academic credits.	
			Native Languages/ Taiwan Sign Language	1-2	1-2							
			English	18	16				2			
		Mathematics	Mathematics	8	8							
		Social Studies	History	6	2							
			Geography		2							
			Civics and Society		2							
		Natural Sciences	Physics	4	0-2							
			Chemistry		0-2							
			Biology		0-2							
			Earth Sciences		0-2							
		Arts	Music	6	2							
			Fine Arts		2							
			Art and Life		2							
		Integrative Activities	Life Education	4	1							
			Career Planning		1							
			Home Economics		2							
		Technology	Living Technology	4	2							
			Information Technology		2							
		Health and Physical Education	Health & Nursing	4	2							
			Physical Education		2							
		National Defense Education			2	2						
		Specialized field for the arts-talented			60	60						
		Subtotal			136							
School-developed Require Courses	General Courses									1. School-developed required courses are planned by the school curriculum development committee according to the vision and special characteristics of the school. 2. School-developed required courses extend to the learning of all domains/subjects and focus on the integration of general subjects, project-based or cross-curricular project-based courses, practicum (experiments), and		
		Special Needs (Specialized Fields for the Arts-talented) Domains										

Categories		Domain/Subject and Credits		No. of credits	Course arrangement by year and credit allocation						Remarks
					First school year		Second school year		Third school year		
		1	2	1	2	1	2				
											experiential courses or courses designed for students with special needs.
	Subtotal			4-8							
Electives	General Courses	Language Arts	Mandarin								1. Elective courses include enrichment, expanded, and remedial courses; for information related to implementation and explanation of these courses, please refer to the curriculum planning and explanations section.  2. Career exploration is provided for students to explore their career opportunities and may be included under elective courses or integrated into the design of courses in various domains and subjects.
			Native languages/ Taiwan Sign Language								
			English								
			Second Foreign Language other than English								
		Mathematics									
		Social Studies									
		Natural Sciences									
		Arts									
		Integrative Activities									
		Technology									
		Health and Physical Education									
		Cross-curriculum/project-based courses									
		Practicum (experiments) and experiential courses									
		Career exploration									
		Special Needs (Specialized Fields for the Arts-talented) Domains									
	Subtotal of elective class credits			36-41							
Maximum number of school-required and elective credits			44-45								
Total credits needed (Sessions per week)			182 (30-32)	30-32 (30-32)	30-32 (30-32)	30-32 (30-32)	30-32 (30-32)	30-32 (30-32)	30-32 (30-32)	The maximum number of credits from MOE-mandated courses and school-required and elective courses is 182.	
Group activity sessions per week			12-17	2-3	2-3	2-3	2-3	2-3	2-3	12–17 sessions per week for six semesters	
Alternative learning sessions per week			11-16	1-3	1-3	1-3	1-3	1-3	1-3	11–16 sessions per week for six semesters	
Total sessions per week			210	35	35	35	35	35	35		

## B. Curriculum Planning and Explanations

- a. Course types: Courses in upper secondary schools include MOE-mandated courses, school-required and elective courses, group activity periods, and alternative learning periods. Group activity periods and alternative learning periods each involve 2–3 sessions per week.

### ①MOE-mandated courses

- (a) MOE-mandated courses are developed based on the concept of holistic education to develop students' core competencies, basic learning ability, competitive sport ability and general education literacy application. Required courses are courses that students must attend, and the present curriculum guidelines established by the MOE stipulate the minimum credits needed.
- (b) The design of MOE-mandated courses should reinforce the alignment with elementary and junior high school courses. Each domain may involve cross-curriculum, experiential, or practical (experiment) courses to enhance students' study ability and ability to apply common knowledge for general use.
- (c) Schools with specialized programs for the arts-talented, depending on the status of curriculum implementation and students' learning progress, may adjust credit allocation and course content of MOE-mandated courses, as well as open specialized fields for the arts-talented provided such changes have been formulated by the school's specialized program for the arts-talented curriculum development committee and approved by the school curriculum development committee. Credits shall be planned in accordance with each specialized field for the arts-talented as shown in Tables 6-1, 6-2, and 6-3. The total credits for MOE-mandated specialized fields for the arts-talented shall be 48 for specialized programs in music and visual art, and 60 for specialized programs in dance.
- (d) For Native Languages/Taiwan Sign Language courses, students shall choose one of the two to study with classes to be provided by schools following a review of student learning needs and interest. Native Languages include Minnan, Hakka, Indigenous languages,

Mindong and other native languages in danger of disappearing. As for local dialects of ethnic groups (e.g., the language of the Plains indigenous peoples), after reviewing student needs and interests, schools may offer course electives in relevant native languages.

- (e) Native Languages/Taiwan Sign Language courses as part of the MOE-mandated curriculum shall be worth 1-2 credits. Schools may be flexible in their planning, provided the adjustments meet the accepted range of total credits/learning sessions outlined for school-developed courses, group activity sessions, and alternative learning periods. However, over the course of three years, total learning sessions may not exceed 210.

② School-developed required courses

- (a) School-developed required courses are organized based on the vision and characteristics of each school.
- (b) School-developed required courses extend to the learning of all domains and subjects, primarily incorporating project-based, cross-curriculum integrative, practical (experiment), and experiential courses, as well as special education courses. These courses are employed to strengthen students' ability to integrate and apply knowledge in real-life scenarios. Examples of these courses include English writing, second foreign languages, natural science experiments, community service learning, experiential courses in outdoor settings, civic practice, learning strategies, small-scale thesis research, native languages, Taiwan Sign Language, project-based exploration, and domain courses for the special needs (specialized fields for the arts-talented).

- ③ School-developed elective courses Elective courses include a variety of courses, including enrichment, expanded and remedial courses. Schools with specialized programs for the arts-talented, depending on the status of curriculum implementation and students' learning progress, may open arts domain or specialized fields for the arts-talented elective courses, provided the courses have been formulated by the school's specialized program for the arts-talented curriculum development committee and approved by the school curriculum

development committee.

- (a) Enrichment and expanded elective courses provide students with informative course content that aligns with various subjects of tertiary education. The course names, credits, and curriculum guidelines are determined by the MOE. Table 7 lists the credits for each plannable elective course in each domain/subject. Students can select elective courses autonomously according to their career paths and interests. Schools with specialized programs for the arts-talented, depending on the status of curriculum implementation and students' learning progress, may open 6-10 credits worth of enrichment and expanded courses in arts domains, provided the courses have been formulated by the school's specialized program for the arts-talented curriculum development committee and approved by the school curriculum development committee.

Table 7: Credits for enrichment and expanded elective courses in each domain/ subject of specialized programs for the arts-talented

Domain/Subject	Plannable MOE-required courses (credits)	Student-related regulations
Mandarin	8 credits	Students shall choose course electives based on their career paths and personal interests.
Native Languages/ Taiwan Sign Language	4 credits	
English	6 credits	
Second Foreign Languages	6 credits	Students can select elective courses autonomously according to their career paths and interests.
Mathematics	8 credits	
Social Studies	24 credits	
Natural Sciences	32 credits	
Arts	6-10 credits	
Integrative Activities	6 credits	
Technology	8 credits	
Health and Physical Education	6 credits	

- (b) Remedial elective courses improve the basic learning ability of students with different learning habits and needs (such as transfers) to supplement for their unfavorable performance in MOE- mandated courses. Schools with specialized programs for the arts-talented, depending on the status of curriculum implementation and students' learning

progress, may offer remedial elective courses in general domains/subjects or specialized fields for the arts-talented, provided the courses have been formulated by the school's Specialized program for the arts-talented curriculum development committee and approved by the school curriculum development committee.

- (c) Diversified elective courses are to be established according to students' interests, aptitudes, abilities, and needs. Each school should provide elective courses totaling at least 6 credits. These courses include Native Languages, Taiwan Sign Language, Second Foreign Languages (including Native Languages of New Immigrants), National Defense Education, general education courses, project-based cross-curriculum courses, hands-on courses (experiment) and experiential courses, advanced placement courses, and career exploration courses. Schools with specialized programs for the arts-talented, depending on the status of curriculum implementation and students' learning progress, may offer art-related diversified elective courses and may combine these courses with ordinary electives provided the courses have been formulated by the school's specialized program for the arts-talented curriculum development committee and approved by the school curriculum development committee.
- (d) Special needs domain courses refer to courses arranged for students with special needs or special talent students.
  - Ⓐ Students with special needs (including gifted students and students with physical and mental disabilities), following professional evaluations, are provided with domain-specific courses that address topics including life management, social skills, learning strategies, vocational education, communication skills training, braille, orientation and mobility, functional movement, auxiliary technology use, creativity, leadership capacity, affective development, independent study, or other expertise domains.
  - Ⓑ Special talent students (including those in specialized programs for the arts-talented) are provided with courses that cater to the needs to develop their talent. The offering of

special needs (specialized fields for the arts-talented) domain courses shall be first formulated by the school's Specialized program for the arts-talented curriculum development committee and approved by the school curriculum development committee.

- ③ Schools with specialized programs for the arts-talented, depending on the status of program implementation and students' learning progress, may offer special needs (specialized fields for the arts-talented) domain courses provided the courses have been formulated by the school's Specialized program for the arts-talented curriculum development committee and approved by the school curriculum development committee. Credits shall be planned in accordance with each art category as shown in Tables 6-1, 6-2, and 6-3. The total credits for school-planned special needs (specialized field for the arts-talented) domain courses shall be 24.

b. General principles for curriculum planning

① MOE-mandated course

- (a) MOE-mandated courses are offered in accordance with the curriculum guidelines announced by the MOE and include general subject courses and specialized fields for the arts-talented. Curriculum design and teaching arrangements for specialized programs for the arts-talented shall be refer to the *12-Year Basic Education Curriculum Guidelines in Specialized Field for the Arts-Talented*.
- (b) For MOE-mandated courses, each school must consider its current status and refer to information on course arrangement by year and semester or number of classes per week to offer these courses in a flexible manner and reduce the number of subjects learned by students in each semester accordingly. In general, the number of MOE-mandated courses, which are excluding native language/ Taiwan Sign Language, offered in Grade 10 or 11 should not exceed 12.
- (c) MOE-mandated courses should be designed by relevant curriculum guideline development teams and consider differences in student aptitudes and needs. Teaching



sessions may be increased to provide adaptive teaching, the required funds and regulations of which should be determined by relevant competent authorities.

② School-developed required courses

- (a) School-developed required courses are designed by each school according to its features and development goals. Some courses such as native languages, second foreign languages, practicum (experiments), and issue-based inquiry courses may be organized by curriculum guideline development teams, upper secondary schools centers, professional education groups, or interscholastic faculty communities. School-developed required courses may be offered freely by each school after approval by relevant competent authorities or the school curriculum development committee. Specialized programs for the arts-talented may refer to student study needs in providing special needs (specialized fields for the arts-talented) domains. The *12-Year Basic Education Curriculum Guidelines in Specialized Field for the Arts-Talented* shall be consulted for curriculum design and instruction planning.
- (b) In general, school-developed required courses are based on general education, knowledge application, or school-based courses. These required courses must not repeat or reinforce content from MOE-mandated courses; instead, they must be taught according to each school development characteristics, faculty structure, and relevant conditions.

③ Elective courses

- (a) Elective courses may be developed by the MOE or designated professional education groups (e.g., universities, academic organizations, or upper secondary school subject centers). Each school may also develop its own course plan for these courses. Schools with specialized programs for the arts-talented, depending on the status of curriculum implementation and students' learning progress, may include the above content into the school's curriculum plan provided it has been formulated by the school's specialized program for the arts-talented curriculum development committee and approved by the

school curriculum development committee. It shall also be sent to the relevant competent authorities as future reference.

- (b) Schools should offer cross-class elective courses. The total credits of elective courses available should be 1.2–1.5 times the elective credits needed by students.
- (c) In principle, an elective course must be enrolled by at least 12 students. Under specific conditions or insufficient funds, the minimum number of enrolled students may be decreased to 10, and interscholastic enrollment allowed. The enrollment minimum for Native Languages/Taiwan Sign Language and other associated courses shall be separately determined by the relevant competent authorities. Schools with specialized programs for the arts-talented, depending on the status of curriculum implementation and students' learning progress, may adjust the minimum number of enrolled students, provided this change has been formulated by the school's specialized program for the arts-talented curriculum development committee and approved by the school curriculum development committee.

#### ④ Project-based and cross-curriculum courses

- (a) When schools offer project-based cross-curriculum courses, relevant regulations specifying the number of students in each project group and fund allocation for assigning teachers to each group are determined by the relevant competent authorities. Schools with specialized programs for the arts-talented, depending on the status of curriculum implementation and students' learning progress, may offer courses on special topics using a professional domain and cross-curriculum/subject format, provided the courses have been formulated by the school's Specialized program for the arts-talented curriculum development committee and approved by the school curriculum development committee.
- (b) If a teacher engages in collaborative teaching for integrative cross-curriculum courses and those in professional domains, following planning by the school's Specialized

program for the arts-talented curriculum development committee and approval by the school curriculum development committee, the number of sessions taught for these courses is counted toward his or her total number of teaching sessions. Related regulations and fund allocation are determined by relevant competent authorities.

⑤ Course selection guidance

- (a) Development of course handbooks: To allow students to select courses based on their aptitudes, curriculum guideline development teams should develop course handbooks that align with relevant curriculum guidelines to establish a complete course structure as well as clarify the relationships between education advancement and career paths. The handbooks should be provided for use by teachers and students as course selection guidance and for colleges and universities to screen student applicants.
- (b) Reinforcement of course selection guidance: Students should participate in course selection and career guidance to select elective courses suggested by aptitude and interest testing or those recommended by colleges and universities. Students should participate in course selection consultation with the assigned teacher every semester; each student's consultation record should be listed in his or her academic portfolios. If a teacher assumes the responsibility of course counselor, his or her number of required teaching sessions is reduced accordingly. Regulations for teacher certification and teaching session reduction are to be stipulated by relevant competent authorities.
- (c) Credit waivers: Students under special conditions may apply for exemptions in required and elective courses. Exemption rules are determined by each school in accordance with relevant regulations. Students who are determined to satisfy the exemption requirements are awarded the corresponding credits. Opportunity should be provided to students with credit waivers to participate in cross-curriculum courses in other grade levels, and guidance should be provided to them in selecting suitable courses.

c. Program for specialized classes—specialized field for the arts-talented

- ① In accordance with the Implementation Directions Supplementary Provisions (4), MOE-mandated and school-developed courses within the specialized programs for the arts-talented may be flexible in their adjustment of course credit allocation ratios and learning content; however, in offering MOE-mandated required courses in specialized fields for the arts-talented and school-developed electives in the domain courses for the special needs (specialized fields for the arts-talented), the number of total learning sessions may not be reduced. Credits shall be planned in accordance with each art category as shown in Tables 6-1, 6-2, and 6-3. The total credits for specialized programs for the music- and visual art-talented shall be 48-72, and 60-84 credits for specialized programs for the dance-talented, with the specific number of total credits to be formulated by the school's specialized program for the arts-talented curriculum development committee and later approved by the school curriculum development committee.
- ② MOE-mandated courses in specialized fields for the arts-talented shall refer to the *12-Year Basic Education Curriculum Guidelines in Specialized Field for the Arts-Talented* for curriculum design and instruction planning. School-developed electives in the domain courses for the special needs (specialized fields for the arts-talented) may refer to the *12-Year Basic Education Curriculum Guidelines in Specialized Field for the Arts-Talented* when designing course curricula and scheduling instruction.
- ③ Before the beginning of each school year, specialized programs for the arts-talented shall propose a curriculum plan according to attendant work scheduling, with the proposal to be later formulated by the specialized program for the arts-talented curriculum development committee, after which approval by the school curriculum development committee is required before implementation.

- d. Group activity session: For the planning of group activity sessions and other related matters needing attention, refer to Appendix II of the *General Guidelines*.
- e. Alternative learning period
  - ① According to student needs and school conditions, alternative learning periods may be allocated for self-directed learning, contestant training, enrichment education, remedial education, or school-distinctive activities. Teachers may provide teaching or guidance during alternative learning time; the number of sessions taught is counted toward the teacher's total number of teaching sessions (if the sessions are taught throughout the entire semester) or paid in accordance with the hourly rate (if the sessions only span a specific period of the semester). Schools with specialized programs for the arts-talented, depending on the status of curriculum implementation and students' learning progress, may offer specialized learning in arts associated topics during alternative learning periods, provided the courses have been formulated by the school's specialized program for the arts-talented curriculum development committee and approved by the school curriculum development committee.
  - ② School-distinctive activities are routine or special events held according to each school's background and current situation, students' interests and developments, parental expectations, and available community resources. Examples of these events include educational tours, media literacy, learning outcome demonstration, festival celebrations, health-related fitness events, international exchange, social events, interscholastic events, graduation events, parenting education events, and other creative events.
  - ③ To encourage students to take the initiative to plan their learning content, the guarantee and implantation of the spirit of self-directed learning by each school should be examined during the filing of annual curriculum plans and listed among the key items of school affairs assessment and counseling visits.
  - ④ Common courses and activities arranged for the entire school should be held during group

activity periods if possible.

- f. Graduation credit requirements: Students must attend sessions worth 180 credits and pass 150 credits to graduate. At least 102 passing credits must be obtained from MOE-mandated and school-developed required courses, and at least 20 passing credits must be obtained from elective courses.

## **VII. Implementation Directions**

The implementation directions among the *Curriculum Implementation Framework for the Arts-Talented* shall reference *General Guidelines*' regulations. Implementation directions shall offer planning and implementation principles in the areas of teachers, schools, parents, private sectors, etc., to promote dialogue between various units/personnel; offer schools flexibility in course design and development; support the autonomy of teacher instruction and student learning; integrate diverse instructional resources and evaluate the results of curriculum implementation; help to protect the learning rights of students in specialized programs for the arts-talented; and strengthen the professional responsibilities of teachers. These implementation directions are divided into the areas of curriculum development, teaching implementation, learning assessment and application, teaching resources, teacher professional development, administrative support, and participation of parents and private sectors. Matters not discussed below shall be handled in accordance with the *General Guidelines*' Implementation Directions.

### **1. Curriculum Development**

Curriculum development should be based on the goals at the various educational stages and students' physical and mental developments to provide flexible and diverse courses that facilitate students' adaptive development and support curriculum development and teaching innovation. Course plans arranged by schools serve as blueprints for student learning and as crucial documents for public dialogue and communication. Course planning for specialized programs for the arts-talented also serve as an important reference for the implementation of specialized fields for the arts-

talented curriculums. Through the organization and operation of school curriculum development committees and specialized program for the arts-talented curriculum development committee enhance the development of basic education as well as school-based courses and deepen the specialized arts learning.

(1) Organization and operation of school curriculum development committees

① School curriculum development committee

A. Each school should formulate guidelines for organizing curriculum development committees.

Following their approval at a school affairs meeting, the guidelines are used to establish school curriculum development committees. Teaching and research committees of various domains and subjects can be further established under school curriculum development committees. Interscholastic curriculum development committees can be jointly established by different schools according to the scale and geographical locations of the schools.

B. The composition and operation methods of school curriculum development committees are decided during school affairs meetings. At schools with specialized programs for the arts-talented, committee members should include school administrators, teachers of all grades, domains and subjects (including those teaching specialized fields for the arts-talented curriculums), and representatives from teacher organizations and parent associations. Curriculum development committees of upper secondary schools should also include professionals and experts of related fields and student representatives. Depending on the schools' development needs, curriculum development committees of schools at all levels should invite off-campus experts, community and tribal members, or industry representatives.

C. School curriculum development committees should understand the educational vision of their schools and develop school-based courses accordingly and assume responsibility for reviewing the course plans (including those for specialized programs for the arts-talented) as well as reviewing self-compiled teaching materials used in all grades or used school-wide in all semesters.

In addition, the committees should conduct curriculum evaluations.

D. Curriculum plans represent the concretized outcomes achieved from the planning of school-based courses. Therefore, at least two-thirds of curriculum development committee members should be present—with approvals from at least half of the attending members—when finalizing a curriculum plan. Subsequently, the finalized plan must be submitted to relevant competent authorities.

② Specialized program for the arts-talented curriculum development committee

A. Establishment: To promote the development of specialized programs for the arts-talented in accordance with the *Arts Education Act* and related regulations, schools shall formulate guidelines for the organizing of specialized program for the arts-talented curriculum development committee. Following their approval at a school synod, these guidelines are used to establish specialized program for the arts-talented curriculum development committee. Interschool specialized program for the arts-talented curriculum development committee can be jointly established by different schools according to the scale and geographical locations of the schools.

B. Organization: Members of specialized program for the arts-talented curriculum development committee shall include school administrators, teachers from all domains and subjects of specialized programs for the arts-talented (including domains for the special needs), students, parents, academic advisors, and scholars/specialists. The convenor of the curriculum development team shall be elected among the team members. Specialized program for the arts-talented curriculum development committee of upper secondary schools should also include student representatives. Each gender must be represented in the team, with no single gender less than one-third of total members.

C. Duties: Specialized program for the arts-talented curriculum development committees should understand the vision of their schools and the characteristics of the arts-talented to develop school-based specialized programs for the arts-talented. They should also assume responsibility for the compiling of course plans; reviewing individual tutoring plans for students in specialized



programs for the arts-talented; compiling arts-related teaching materials; researching and offering implementation plans for student performances or presentations; and carrying out the implementation of evaluations, visits, and counseling in courses within specialized programs for the arts-talented. At the elementary school and junior high schools stages, there should be various formats through consulting student opinion as a reference for future curriculum design and instruction.

D. Operation: Specialized programs for the arts-talented represent the outcomes as school-based curriculum. After the plan has been drawn up by a specialized program for the arts-talented curriculum development committee, they will be presented to a curriculum development committee. In order for the plan to be passed, at least two-thirds of curriculum development committee members should be present—with approvals from at least half of the attending members—when finalizing a curriculum plan. Subsequently, the finalized plan must be submitted to relevant competent authorities.

## (2) Curriculum design and development

- ① A curriculum plan for specialized programs for the arts-talented should clarify the overall framework, content of alternative learning and school-developed courses (including school-based courses), and the learning focuses, assessment methods, and progresses of various domains and subjects. Under relevant teaching regulations, flexible adjustments can be made for cross-curriculum integration and collaborative teaching.
- ② After approval from school curriculum development committees, specialized programs for the arts-talented curriculum plans should be submitted before the semester begins to the relevant competent authorities for archiving and review. Various forms of information, including printed and online information, can be provided to students and parents to clarify the curriculum plans. To help students select their appropriate schools, each upper secondary school should complete and publicly announce their curriculum plans six months prior to the school enrollment date.

- ③ The central and local governments should establish guidance and resource integration platforms for the development and implementation of curriculum plans by schools. Among them should be the guidance and resource integration for the development and implementation of specialized programs for the arts-talented.
- ④ Curriculum development for specialized programs for the arts-talented should emphasize the integration of different domains/subjects as well as the bridging between the different educational stages. School curriculum design should integrate issues of gender equality, human rights, the environment, the marine, morality, life, the rule of law, technology, information, energy, security, disaster prevention, family education, career planning, multiculturalism, reading literacy, outdoor education, international education, and indigenous education.
- ⑤ In order to meet the individual needs of special education students in specialized programs for the arts-talented, in addition to considering the overall program structure, the curriculum should accord with the regulations of *the Special Education Act* and related laws and special education implementation criteria on individual educational plans or individual guidance plans when conducting adaptive designs and curriculum adjustment. The curriculum should also offer supportive assistance and the relevant needed resources.

### (3) Curriculum evaluation

- ① The relevant competent authorities of specialized programs for the arts-talented should establish and implement evaluation mechanisms for the 12-Year Basic Education to assess the effectiveness of curriculum implementation and related promotional measures. The curriculum evaluation results of schools and competent authorities provide feedback for revising the curriculum guidelines and references for improving curricula. The central competent authorities can construct a database archiving students' learning achievements to assess the effectiveness of the MOE-mandated curriculum.
- ② The relevant competent authorities of specialized programs for the arts-talented should integrate

curriculum-related evaluations and school visits and assist in the normalization of teaching. Curriculum evaluation results will not be rated, and rankings will not be announced; instead, this data is used as the basis for improving curriculum policy planning and the overall teaching environment.

- ③ The objective of curriculum evaluation for specialized programs for the arts-talented is to assist teachers in teaching and enhance students' learning outcomes. Off-campus professional resources can be utilized to facilitate teacher reflections and professional dialogues among communities to guide the reform and innovation of school curricula and teaching methods. The implementation schedule, content, and methods of curriculum evaluation are stipulated by the relevant competent authorities. To assess the effectiveness of curriculum implementation and related promotional measures, and as a reference for improving curricula for specialized programs for the arts-talented, schools could use curriculum evaluation mechanisms established by the relevant competent authorities of specialized programs for the arts-talented in the 12-Year Basic Education plan.

#### (4) Curriculum experimentation and innovation

- ① Schools could use the resources offered by the relevant competent authorities for specialized programs for the arts-talented in the development and implementation of school-based courses and to encourage teachers to experiment with innovative teaching materials and methods. In addition, teachers are encouraged to share their implementation results.
- ② Schools could use the analysis of curriculum research and development and experiment results as provided by the relevant competent authorities of specialized programs for the arts-talented as a basis for curriculum and instruction revision.

## **2. Teaching Implementation**

To practice the concepts of taking initiative, engaging in interaction, and seeking the common good, collaborative benefits teaching activities should evolve from the conventional direct teaching model in which teachers lecture and students are passive receivers of knowledge, to incorporating

other teaching models and strategies based on core competencies, learning content, student performance, and varying student needs. Specialized programs for the arts-talented curriculums should attempt to use diverse and appropriate instruction models and learning strategies to elicit students' learning motivation, encouraging them to engage in teamwork with peers and become active learners.

(1) Teaching preparation and support

- ① Teachers in specialized programs for the arts-talented should compose their teaching plans before the beginning of the semester and prepare required resources and complete relevant tasks.
- ② While preparing course content for specialized programs for the arts-talented, teachers should analyze students' learning experiences and cultural backgrounds, the nature of teaching materials and teaching goals; prepare course content that meets students' needs; and arrange diversified and adaptive teaching activities. This enables providing students with opportunities to learn, observe, explore, question, reflect, discuss, innovate, and solve problems, thereby enhancing their understanding of the course materials and ability to apply them in real life scenarios.
- ③ According to their teaching activities in specialized programs for the arts-talented, teachers should conduct innovative teaching experiments or action research, with funds and assistance provided by the relevant competent authorities.
- ④ Teachers in specialized programs for the arts-talented should first assess the learning capabilities and needs of students in specialized arts fields and, in accordance with these implementation directions, formulate suitable curricula that meet the individual needs of students studying in specialized arts fields.
- ⑤ Teachers in specialized programs for the arts-talented could work together with parents and relevant professionals to assist with a student's unique situation and study needs through the creation of appropriate curricula and instruction.
- ⑥ Teachers should take into account the features and limitations of students with special needs to enable them to participate in learning activities through the use of idiosyncratic methods of

expression.

## (2) Teaching models and strategies

- ① Teachers in specialized programs for the arts-talented should select appropriate teaching models based on core competencies, teaching goals, and students' learning outcomes, and adopt effective teaching methods and strategies that have been tested in practical scenarios and align with the characteristics of various domains and subjects. Teachers should also design effective teaching activities to address various dimensions of learning content such as facts, concepts, principles, skills, and attitudes, and incorporate e-learning resources and methods when necessary.
- ② To promote the learning of Native Languages, Taiwan Sign Language, and Native Languages of New Immigrants, these language courses should be taught primarily in the original languages and supplemented by bilingual teaching. The courses should emphasize interactive and communicative usage of the original languages to create a fully or partially immersive classroom environment. For courses in other domains and subjects and in specialized fields for the arts-talented, under the preconditions that the teaching content is comprehensible and in context, teachers are encouraged to employ bilingual instruction in courses of various domains or during alternative learning periods and different activities. Furthermore, students in their daily life are encouraged to communicate using multiple languages.
- ③ Teachers in specialized programs for the arts-talented should group students appropriately based on their differences such as age, gender, learning level, learning interests, aptitudes, physical and mental characteristics, ethnic background, and socioeconomic background. In addition, teachers should adopt multiple teaching methods, and provide learning materials and employ multiple assessment methods to meet various needs. Teachers are encouraged to arrange learning activities that encourage exchange between students from regular classes and those from specialized programs for the arts-talented.
- ④ In specialized programs for the arts-talented, homework should contain diversified content and

account for students' aptitudes, and the amount of homework should be adequate. The meaning and performance rubrics of homework should be clarified to enhance students' learning motivation, inspire their thinking and imagination, extend and apply what they have learned, and elicit a sense of accomplishment through feedback.

- ⑤ In accordance with student learning needs and the characteristics of specialized fields for the arts-talented curriculums, teachers in specialized programs for the arts-talented should plan experiential learning activities such as outdoor education, industry practicums, and service learning for students to acquire practical experiences, act on ethical values, reflect on their performances, and widen their horizons.
- ⑥ In order to advance learning outcomes in specialized programs for the arts-talented, as well as self-directed learning and lifelong learning skills, teachers should guide students in teaching them how to learn with the use of motivational strategies, general learning strategies, specific domain and subject learning strategies, thinking strategies and metacognitive strategies.
- ⑦ Specialized programs for the arts-talented curriculums should be based on yearly planned curriculum content and, in consideration of student learning needs, utilize diverse sets of teaching methods, including individual tutoring, grouping teaching, and collaborative teaching. In order to enrich classroom instruction, a special project guidance committee can be formed to offer well-devised and flexible teaching methods to meet individual student needs. The teaching sessions of the above mentioned activities, after having been formulated by the school's specialized program for the arts-talented curriculum development committee, shall be sent to the school curriculum development committee for approval, after which the teaching sessions shall be counted towards a teacher's total teaching hours.
- ⑧ The teaching of specialized programs for the arts-talented curriculums should take creative thinking as a founding principle. In addition to the performances and creation of arts itself, students should be encouraged to proactively express, consider, and critique to build their metacognition capacity. Also valued should be student creative insights, with effective communication channels

and opportunities for consultation.

- ⑨ The teaching methods for specialized programs for the arts-talented could introduce lectures or workshops by professional artists to offer students prospective viewpoints and new experiences for the purpose of helping them emulate excellent professionals in the arts field and spurring their development towards a career in the arts.
  - ⑩ Schools should strengthen the connection between MOE-mandated domain-specific learning curriculum and specialized fields for the arts-talented by using teaching methods such as cross-curriculum integration, special issue inquiry, or seminar to develop a suitable set of instructions and learning contents for specialized classes.
- (3) Teachers should ensure that issues of cultural equality (including cultural access), multiculturalism, gender equality, and cultural creativity are properly integrated into the curriculum.

### **3. Learning Assessment and Application**

Students are the subjects of education. Thus, teachers should focus on students' learning outcomes and pay attention to whether students have fully understood the course content rather than merely completing the courses. Learning assessment tools should be employed to understand students' learning process and outcomes, and tutoring should be provided according to the assessment outcomes to meet students' varying needs. Teachers in specialized programs for the arts-talented, in addition to assessing learning in various domains/subjects, shall plan an appropriate learning assessment tools of newly adjusted curriculum structures in order to reflect the overall learning outcomes of students in general domains/subjects and those in specialized fields for the arts-talented.

#### **(1) Implementation of learning assessment**

- ① Learning assessments are conducted in accordance with learning assessment criteria and supplementary regulations stipulated by the relevant competent authorities.
- ② Learning assessments should consider formative and summative assessments and should involve the use of diagnostic assessments, placement assessments, or student transition assessments based on students' needs. Teachers in specialized programs for the arts-talented should refer to and

understand student learning outcomes of the previous educational stage when implementing curricula.

- ③ According to learning assessment needs, teachers should adopt appropriate learning assessment tools that have been tested in practice and which could be altered to better reflect classroom situations. Assessment content should take into account students' physical and mental development, individual and cultural differences, refer to the essentials of the core competencies, the learning particulars of various art categories, as well as student performance in aspects such as cognition, skills, and affection. Regarding the individual needs of special education students, the school and teacher should offer appropriate assessment adjustment measures.
- ④ Learning assessments should be based on the subjects and activities of various domains/subjects (including specialized fields for the arts-talented) and should take various forms such as written tests, hands-on assessments, and portfolio assessments; overemphasis on written tests should be avoided.
- ⑤ Learning assessments reports should present objective qualitative data and qualitative descriptions to assist students and parents to understand the learning situation at hand. Qualitative descriptions include the student's situation with regard to meeting learning goals, learning strengths, participation in curricular and extracurricular activities, and learning motivation and attitude. Learning assessment for students in specialized programs for the arts-talented in various domains/subjects should be based on the adjusted ratio of study sessions/academic credits to plan the weight of each semester's grades. Schools should also coordinate adjustments in the learning assessment grading system.

## (2) Application of assessment results

- ① Learning assessments are collections of evidence-based data that should be utilized adequately. The assessment results can serve as a reference for teachers to improve their teaching methods and students' learning outcomes, and for schools to improve their curricula.
- ② Teachers should analyze students' learning on the basis of their assessment results and adjust their



teaching methods and materials for specialized programs for the arts-talented accordingly and provide tutoring. For students who fall behind, teachers should adjust their teaching methods and conduct remedial teaching; for fast-learning students, the teaching progress should be accelerated, and course content should be enriched and broadened.

- (3) Students' characteristics should be considered when deciding on appropriate evaluation standards for student evaluation.

#### **4. Teaching Resources**

Teaching resources include various forms of teaching materials and graphic equipment, and relevant resources developed by research institutions, communities, industries, and private sectors, and human resources from various sectors. The relevant competent authorities should regularly set aside funds to implement school curriculum plans (including curriculum plans for specialized programs for the arts-talented) and encourage teachers to develop diverse and appropriate teaching resources. To improve students' self-directed learning outcomes, teachers should utilize teaching platforms or other mechanisms to provide students with the resources for the preview, review, and self-directed learning of materials.

##### **(1) Textbook selection**

- ① Textbooks should be developed and edited according to curriculum guidelines and revised and approved according to regulations. School textbooks are selected by schools following discussion and approval in accordance with the relevant regulations.
- ② Curriculum and teaching materials for schools of various levels and types should be employed from a multicultural perspective and should consider gender equity, the rights and interests of the disabled, and the history, culture, and values of ethnic groups to promote understanding and respect among people of different backgrounds.
- ③ In addition to the approved textbooks, special municipal or county (city) competent authorities or

schools can select and edit appropriate teaching materials according to local characteristics, students' traits and needs, or the nature of respective domains/subjects or specialized fields for the arts-talented. Self-selected and self-edited teaching materials used by schools for all grades and semesters should be formulated by the specialized program for the arts-talented curriculum development committee and approved by school curriculum development committee.

## (2) Teaching material development

- ① Teaching materials include textbooks, reference books, digital materials, remedial materials, diagnostic tools, and various learning resources. In addition, teaching materials should consider articulation between upper and lower grades, as well as that between different domains/subjects.
- ② In coordination with the *Curriculum Implementation Framework for the Arts-Talented* and the implementation of specialized programs for the arts-talented, the relevant competent authorities should establish collaboration mechanisms for developing teaching and assessment materials, encourage the participation of personnel from research institutions, universities, elementary schools, junior high schools, upper secondary schools, communities, private sectors, and industries, and develop resources with local features or encourage schools to create school-based textbooks and learning resources.
- ③ The relevant competent authorities and schools can integrate human resources inside and outside of schools and collaborate to enhance curricula and develop remedial materials and diagnostic tools to improve students' learning outcomes.
- ④ The relevant competent authorities should establish and integrate curriculum and teaching resource platforms. Under the principles of single input, compartmentalized management, quality screening, joint creation and sharing, and respect for intellectual property rights, these platforms link various developed teaching resources and provide references for students, teachers, and parents.
- ⑤ For national languages in danger of disappearing (Native Languages/Taiwan Sign Language), the MOE and associated ministries or departments shall work to improve teaching resources, including creating a complete set of national language teaching materials, books for learning, and online

learning and other resources.

(3) Teaching space, facilities, and funding

- ① The central and local competent authorities should assist schools with providing teaching space, facilities, equipment, books, and audio-visual and digital resources that meet the learning needs of students and the requirement of relevant laws and regulations. They should also budget annually for additional purchases and maintenance.
  - ② School should provide the aforementioned resources for students' learning needs, as well as appropriate off-campus resources.
  - ③ The central and local competent authorities should assist schools with providing students from socioeconomically or culturally disadvantaged backgrounds with an appropriate resource support system that offers relevant funding and encouragement.
  - ④ Teachers needed for professional curriculums should be chosen according to their diversity and professionalism; teachers' hourly pay (including educational background and employee rank) shall be handled by schools in accordance with the relevant regulations set by the central competent authorities.
- (4) For students with special needs, including those with hidden disabilities such as color vision deficiency, emotional disorders, learning disabilities, etc., the relevant competent authorities shall assist schools in providing suitable teaching resources and the necessary teaching support.

## **5. Teacher Professional Development**

Teachers are professionals who must continue their professional development to support students' learning. Teachers in specialized programs for the arts-talented include those teaching general domains/subjects and those in charge of specialized fields for the arts-talented curriculums. Teacher professional development, in addition to cultivating disciplinary and content knowledge, improving pedagogical ability, and developing an adequate attitude towards the educational

profession, should also offer flexibility with regard to curriculum adjustment and self-compiled teaching materials in order to meet the learning needs of arts-talented students. Teachers should form professional learning communities to jointly explore and share teaching experiences; actively participate in on-campus and off-campus learning and training to receive the latest information on educational developments; and make full use of social resources to improve their curriculum designs, teaching strategies, and learning assessments in order to improve student learning outcomes.

(1) Implementation content for teacher professional development

- ① Teachers can engage in diverse professional development activities through teaching and research communities of various domains and subjects (including specialized fields for the arts-talented); (cross-) grade conferences; or self-initiated on-campus, cross-school, or cross-curriculum professional learning communities. Such activities include joint lesson preparation, teaching observations and feedback, course and teaching material development, workshop participation, seminar planning, onsite visits, online learning, action research, lesson study, and open sharing and exchange; the purpose of these activities is to continue teachers' professional development and provide a platform for guiding students in diligent learning.
- ② Teachers in specialized programs for the arts-talented should enrich their foundational knowledge in multiculturalism, ethnic characteristics, gender equality and their understanding of students with special needs and, through practical experience, improve their teaching and student counseling skills.
- ③ To continue to improve teaching quality and learning outcomes in specialized programs for the arts-talented, a teaching culture of peer learning should be fostered, with full-time teachers in specialized programs for the arts-talented each teaching at least one peer-review lesson, which is organized by the school or teacher communities per school year, and obtaining professional feedback. If any specialized programs for the arts-talented employ part-time teachers, these teachers could also participate.

④ Teachers in specialized programs for the arts-talented for indigenous education should enroll in indigenous cultural education courses and integrate them into specialized fields for the arts-talented curriculums to enhance their professional teaching capabilities.

⑤ To meet the instructional needs for the teaching of Native Languages/Taiwan Sign Language/Native Languages of New Immigrants, instructor teaching development shall focus on strengthening the use of diverse strategies such as differentiated instruction.

## (2) Support system for teacher professional development

① With regard to teachers in specialized programs for the arts-talented in general domains/subjects and in specialized fields for the arts-talented curriculums, schools should provide adequate assistance and incentives to teachers who strive to develop and have shown achievements in curriculum design, teaching materials, teaching strategies, learning assessment, and tutoring measures.

② The relevant competent authorities of specialized programs for the arts-talented and schools should support and provide teachers with resources for professional development, such as organizing teaching and research committees, arranging schedules for teachers to participate in professional learning communities, supporting the professional development of new teachers or teachers with needs, and providing assistance for obtaining resources such as equipment and funds.

③ To support students' diverse and adaptive learning, the relevant competent authorities of specialized programs for the arts-talented and schools should encourage and support teachers in integrating courses of different domains and subjects, engaging in collaborative teaching with other teachers and professionals, and integrating and utilizing off-campus resources, such as those from communities, private organizations, industries, colleges and universities, and research institutes.

④ To help teachers in specialized programs for the arts-talented to master the essentials of compiling teaching materials and methods and develop professionalism in teaching cross-curriculum courses, the relevant competent authorities should provide teachers with training or refresher courses and

assist them in acquiring or renewing teaching certifications.

- ⑤ The relevant competent authorities of specialized programs for the arts-talented should exercise leniency when allocating budgets to assist and support teachers in creating curricula, as well as in supporting their professional development and continuing education.

## **6. Administrative Support**

In order to assist schools with specialized programs for the arts-talented to effectively implement curricula and instruction, the relevant competent authorities should offer the necessary administrative support to spur teacher instruction and student learning outcomes, thus actualizing the ideals and goals of the *General Guidelines*. Administrative support includes funding and professional support as well as related supporting amendments.

### **(1) Funding and professional support**

- ① To protect students' right to education, improve educational development, and enhance the effectiveness of fund allocation, the relevant competent authorities and schools should write up budget plans that support the school's ability to engage in curriculum design and instruction implementation in response to student learning needs. As for the professional character of specialized field for the arts-talented curriculums, more support in the form of funding and manpower should be given in the research and development of teaching materials and methods.
- ② The relevant competent authorities of specialized programs for the arts-talented should, when reviewing the curricula needs in specialized fields for the arts-talented, immediately review amendments and additions to any relevant laws in accordance with these implementation directions. For example, the *Teacher Education Act*'s rules on qualifications for art specialization teachers, the establishment of specialized programs for the arts-talented (including those in elementary school, junior high school and upper secondary school) counseling groups, the *Standards for the Establishment of Specialized program for the arts-talented in Upper Secondary Schools and Below*

with regard to class size, teaching positions, number of teaching sessions, and teaching spaces/facilities/funding, etc. Following their review, they should add the necessary supporting measures to their curriculum guidelines.

- ③ Prior to implementing the *Curriculum Implementation Framework for the Arts-Talented* and related curriculum guidelines, the relevant competent authorities of specialized programs for the arts-talented should organize seminars for local governmental administrators, inspectors, school administrators, teachers, parents, and teacher education institutions to fully understand the visions, goals, and content of curriculum implementation. After the implementation of the curriculum guidelines, schools should uphold school-based principles and arrange professional development activities for teachers.
- ④ The relevant competent authorities of specialized programs for the arts-talented should conduct comprehensive or sampling surveys on each school's curriculum design, teaching material compilation, and teaching practice to evaluate the implementation of curricula and teaching methods, and provide each school with the resources required for improvement. Schools and teachers should make improvements based on their evaluation results.
- ⑤ The relevant competent authorities of specialized programs for the arts-talented should integrate existing educator communities and groups, subject and cluster centers, teacher training universities, and teacher education strategic alliances; stipulate relevant laws and regulations to improve the guidance mechanisms for various domains/subjects and specialized fields for the arts-talented curriculums of the 12-Year Basic Education curriculum; and strengthen the aforementioned groups' professional tasks in increasing participation in curriculum guideline training, facilitating the promotion and dissemination of the curriculum guidelines, and organizing various seminars and workshops to spur the implementation of the curriculum guidelines.
- ⑥ Specialized programs for the arts-talented are one type of special courses at schools. The relevant competent authorities should assist schools in overcoming difficulties associated with school operations, curriculum selection, and teacher allocation. In addition, they should allocate human

resource and operation budgets according to the actual needs of schools. In accordance with various domains/subjects, specialized fields for the arts-talented curriculums, and benchmarks for MOE-mandated facilities, the competent authorities should enrich and improve libraries, specialized classrooms, and practicum classrooms with facilities and books. On the basis of teaching needs, schools could also establish a sharing mechanism in specialized programs for the arts-talented and in various domains/subjects to share equipment and venues across different fields to maximize the utilization of available resources.

- ⑦ The relevant competent authorities should design training programs for education administrators and school principals to strengthen their professional skills in curriculum and teaching leadership with regard to curricula in specialized fields for the arts-talented.
- ⑧ The relevant competent authorities of specialized programs for the arts-talented should establish a “student learning outcome database” in order to understand the success of students in specialized programs for the arts-talented in various domains/subjects across the long-term. Doing so will provide additional information with regard to students’ study paths and career development. When held up in comparison to international trends, it can be for studying and discussing in order to improve future instruction in specialized fields for the arts-talented.

## (2) Amendments to supporting measures

- ① Teacher education institutions should, in accordance with the present curriculum guidelines, train teachers based on the requirements of different domains/subjects (including specialized fields for the arts-talented). These institutions should also consider adjusting curricula and teaching methods based on relevant regulations in the Teacher Education Act, in addition to actively establishing partnerships with research institutions and elementary and secondary schools for the joint development of teaching materials and teaching methods.
- ② Institutes in charge of entrance examinations and learning achievement assessments for specialized programs for the arts-talented at each educational stage should comply with the present curriculum guidelines when adjusting relevant examination content and methods of execution.



- ③ The central competent authorities of specialized programs for the arts-talented should establish a communication mechanism between curriculum implementation and revision units and the recruitment departments of colleges and universities (including vocational and technical colleges and universities) to jointly discuss measures related to student admission and the curriculum guidelines.
- ④ When establishing specialized programs for the arts-talented courses, the relevant competent authorities of specialized programs for the arts-talented should offer schools and teachers the use of competency diagnostic tools, and implement compensation training mechanisms to deepen and assist students in completing the goals of holistic education and talent cultivation at each learning stage.

## **7. Participation of Parents and Private Sectors**

Specialized programs for the arts-talented are special classes set up by schools that focus on professional arts education. They are also the educational foundation for the development of national talent in culture and the arts. Being the focus of parents and private sectors, these specialized programs should try to include the participation of these groups to inject different viewpoints and thus spur innovation in education.

- (1) Curriculum implementation requires the support and participation from parents. Schools with specialized programs for the arts-talented should encourage parent associations to establish parent learning communities or parent–teacher co-learning communities, including specialized program for the arts-talented parent support organizations or other communities to improve educational knowledge among parents, strengthen collaboration between parents and teachers, and support students’ effective learning and adaptive development.
- (2) Schools should regularly invite parents to attend various public courses or teaching activities conducted by teachers in specialized programs for the arts-talented. This encourages parents to

care more about their children's classes and the implementation of curricula and teaching practices. Accordingly, a positive communication channel between parents and the school culture can be established to promote co-learning between teachers, parents, and students.

- (3) Individualized educational plans created for students with disabilities in specialized programs for the arts-talented should include the input of both students and parents.
- (4) Schools can integrate social resources from private sectors and industries and establish partnerships to enrich teaching activities. Specialized programs for the arts-talented can work with governmental art and cultural venues or private art sectors to broaden the artistic vision of students and to offer resources for after-school or self-directed learning, thus enhancing the effectiveness of pragmatic-based learning.
- (5) Regarding Native Languages/Taiwan Sign Language courses, in addition to being offered as MOE-mandated courses at each learning stage, schools should also encourage parents to form study groups to support students' extracurricular study and use Native Languages and/or Taiwan Sign Language.