



Baptist Lui Ming Choi Secondary School

School Development Plan

3-school-year period (2015 - 2018)

Baptist Lui Ming Choi Secondary School

Background

Baptist Lui Ming Choi Secondary School is a government-aided Christian co-educational grammar school run by the Baptist Convention of Hong Kong (funded by Lui Ming Choi Foundation) since 1978. The Incorporated Management Committee has been established since 2008.

School Mission

Our mission is to provide an all-round education based on Christian values that nurture individual lives and build characters. Embracing our philosophy of 'holistic education' in proclamation and service, we are committed to the provision of a comprehensive range of quality education services. We believe that all students can develop to their full capacity by nurturing their moral, intellectual, physical, social, aesthetic and spiritual skills, knowledge and attitude.

School Motto

Understanding God's teachings to become wise and intellectual (明道致知)

Educational Vision

To build a highly effective **School for Tomorrow**

To transform our students into **Servant Leaders on the cutting edge**

建立高效能未來學習社群 培養走在前沿的僕人式領袖

Our Educational Values and Beliefs

2W : Whole-person development (全人發展)
Whole school approach (全校參與)

Educational beliefs:

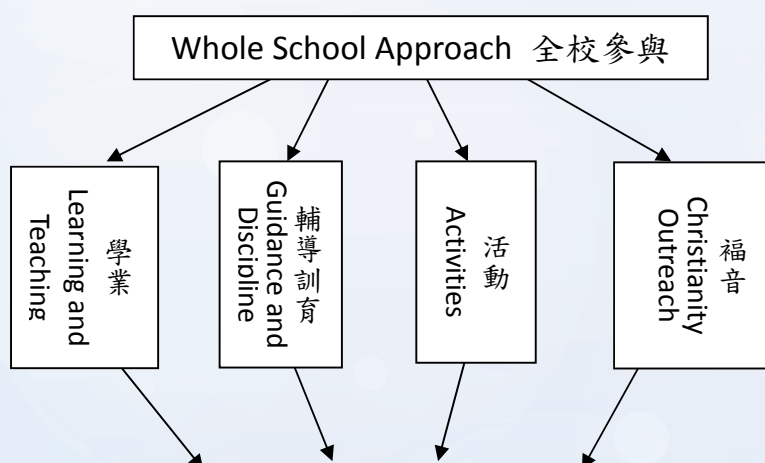
- ☞ Equal emphasis on academic attainment, moral and life education, spiritual formation and activities which constitute the 'Four Pillars' of the basis of a whole-person development of the school
- ☞ Students' active learning and thinking, knowledge construction and personal talent development, offering multiple learning opportunities for tomorrow's world
- ☞ Integration of guidance/counseling and discipline with a focus on group discipline and individual growth and counseling
- ☞ Authentic student guidance through extra-curricular activities, building good teacher-student rapport
- ☞ Care for students' needs for spiritual development
- ☞ Focus on home-school cooperation and communication with parents

Our goals

To oneself	:	To establish a healthy and positive self-image
To family	:	To be devoted, thoughtful and considerate
To studies and careers	:	To be earnest and responsible
To people	:	To be cooperative and build a harmonious relationship
To society	:	To participate with enthusiasm and deliver positive influence
To nation	:	To be faithful and committed
To the world and mankind	:	To show genuine concerns
To God	:	To maintain a responsive and undying belief

對自己	— 建立健康、正確形象
對家庭	— 委身投入，享天倫之樂，分擔憂患
對學業和工作	— 認真而有承擔
對人	— 建立和諧協調的關係
對社會	— 積極參與及具正面影響力
對國家民族	— 有感情，有憂戚與共的情懷
對世界和人類	— 有衷誠的關注
對神	— 有回應，作永恆的紮根

Concept map for 2W



Whole-person Development 學生全人發展

Academic development, Personal and Social development, and Career development
學業發展、個人及群性發展、事業發展

moral, intellectual, physical, social, aesthetic and spiritual education
德、智、體、群、美、靈六育

To : self, family (physically, mentally and spiritually), studies and careers, people, society, nation, world and mankind, and God

對: 自己(身心靈)、家庭、學業和工作、人際、社會、國家民族、世界和人類、神

Our educational objectives

Form	Spiritual Education	Intellectual, Physical, and Aesthetic Education	Moral and Social Education
F.1	<ul style="list-style-type: none"> * Understand the existence of God * Introduce the life of Jesus and important events * Gospel (knowing the constraints of man) 	<ul style="list-style-type: none"> * Acquire study skills for different subjects * Establish an effective learning routine * Encourage extensive reading * Emphasize thorough comprehension * Develop self-efficacy * Develop skills in various aesthetic aspects and cultivate an aesthetic sense * Provide physical fitness training * Gain exposure to and acquire the skills of different types of athletics and ballgames 	<ul style="list-style-type: none"> * Refine, conduct and comport oneself in a well-disciplined manner * Dedicate oneself to a rich campus life * Build up a sense of achievement * Develop and maintain good life routine and habits
F.2	<ul style="list-style-type: none"> * Understand the relationship between faith and individual 	<ul style="list-style-type: none"> * Promote active learning * Encourage extensive reading * Emphasize thorough comprehension and analysis * Cultivate an interest in learning * Enhance self-learning ability * Develop skills in various aesthetic aspects and cultivate an aesthetic sense * Provide physical fitness training * Gain exposure to and acquire the skills of different types of athletics and ballgames 	<ul style="list-style-type: none"> * Build up confidence and a healthy and positive self-image * Cultivate a sense of responsibility * Maintain a harmonious relationship with others (including peers, teachers and family)

Form	Spiritual Education	Intellectual, Physical, and Aesthetic Education	Moral and Social Education
F.3	<ul style="list-style-type: none"> * In quest of God, seek and experience His existence 	<ul style="list-style-type: none"> * Understand one's potential, build on strengths, improve on areas of weakness and pursue balanced development * Emphasize thorough comprehension, analysis, and applications * Encourage extensive reading * Provide physical fitness training * Gain exposure to and acquire the skills of different types of athletics and ballgames 	<ul style="list-style-type: none"> * Enhance independence and self-discipline, including emotion management * Hold fast to what is good under the influence of popular culture * Respect others
F.4	<ul style="list-style-type: none"> * Deepen the faith * Give testimonies of a life of faith * Learn to walk with and commit to God 	<ul style="list-style-type: none"> * Master study skills for different subjects and techniques on constructing knowledge * Cultivate a studious learning attitude * Be a serious and earnest learner * Put knowledge into practice 	<ul style="list-style-type: none"> * Be willing to serve and commit to the school and community * Nurture leadership qualities * Broaden horizons and enrich minds
F.5-6	<ul style="list-style-type: none"> * Introspect oneself (own sense and faith) * Commit to God 	<ul style="list-style-type: none"> * Develop independent thinking, decision-making skills, problem-solving skills and creativity * Develop skills in various aesthetic aspects and cultivate an aesthetic sense * Gain exposure to and acquire the skills of a wider variety of physical activities * Develop a regular exercise habit 	<ul style="list-style-type: none"> * Be faithful to the school, the family and the country * Commit oneself to the country and the world * Be able to get along with people in the community * Formulate action plans for own future, on further studies, careers and family * Nurture the fullness of life by developing the courage to uphold ethical values and a sense of commitment

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Team / Department
1 : Self-Discipline (自律) - From School discipline to Students' Self-discipline			
(1) F.1Familiarization day/ F.1 discipline camp	Achieved	Keep	Guidance and Discipline Team
(2) Morning and Evening Music	Achieved	Keep	Guidance and Discipline Team
(3) Weekly assembly - F.1 sexual harassment	Achieved	Keep	Life Education Team
(4) Weekly assembly – F.1 – F.3 Talk on Virginity 貞潔講座	Achieved	Keep	Life Education Team
(5) CTP - F.2 Be sincere before you start dating	Achieved	Keep	Life Education Team
(6) CTP - F.3 Looking for him/her	Achieved	Keep	Life Education Team
(7) CTP - F.4 Be a responsible lover	Achieved	Keep	Life Education Team
(8) Enhanced daily patrol duties	Achieved	Keep	Guidance and Discipline Team
(9) Daily classroom discipline record	Partly achieved	MODIFY. Guidelines will be distributed to the teachers.	Guidance and Discipline Team
(10) Half-yearly school uniform checking measures	Achieved	Keep	Guidance and Discipline Team
(11) Individual interview of low-achievers by Class teachers	Achieved	Keep	Class teachers
(12) Individual counselling of low-achievers by Guidance and discipline teachers	Achieved	Keep	Guidance and Discipline Team
(13) To promote different strategies and skills of life discipline to parents through talks and workshops	Achieved	Keep	Parents Association Working Group

Major Concerns	Extent of targets achieved	Follow-up action	Team / Department
2 : SELF-MANAGEMENT (自我管理) - Leader-in-me with effective self-management skills			
(1) To promote different strategies and skills of time management through CTPs	Achieved	KEEP	Life Education Team
(2) To teach students the skills to handle stress through weekly assemblies	Achieved	KEEP	Life Education Team
(3) To strengthen students' sense of belonging by turning up chairs after school	Achieved	KEEP	Guidance and Discipline Team
(4) To strength students' sense of belonging through Classroom Cleaning Campaign	Partly achieved	MODIFY.	Guidance and Discipline Team
(5) To provide platform for students to interact with the outside world in terms of career planning and work-related issues through CTPs, weekly assemblies and mentorship programme	Achieved	KEEP	Careers and Guidance Team
(6) To strengthen students' ability to cope with stress-related life events in school such as internal assessment, public examination and result release in both internal and external examinations through weekly assemblies, careers day and guidance talks	Achieved	KEEP	Careers and Guidance Team
(7) To facilitate students to monitor and reflect on their own learning and life discipline by establishing concrete learning goals, enforcing disciplines, and reviewing their performance through a personal growth portfolio and individual student planning through CTPs, talks and career module in F.5 English lessons	Achieved	KEEP	Careers and Guidance Team
(8) To provide staff training with knowledge of Self-motivation. (Staff Development day 2/12/2013)	Partly achieved	MODIFY.	Staff Development Team

Major Concerns	Extent of targets achieved	Follow-up action	Team / Department
3 : Servant Leader(僕人式領袖) – To serve but not to be served			
(1) Establishing a culture of servant-leadership	Fully Achieved	Keep.	Guidance and Discipline Team Extra-Curricular Activities Team
(2) Promoting key values of a “LMC Servant-Leader”	Partly Achieved	MODIFY. More training and promotion should be done to the whole school.	Guidance and Discipline Team Extra-Curricular Activities Team
(3) Publicizing the experience in Service Scheme	Fully Achieved	Keep.	Life Education Team
(4) Reviewing the selection mechanism of Outstanding Student Awards	Fully Achieved	Keep	Administrative Council
(5) Developing student leaders (In-house leadership training, nomination for external training and programmes)	Partly Achieved	MODIFY. More training should be provided for student leaders and a more structured way of training student leaders should be implemented.	Extra-Curricular Activities Team Careers and Guidance Team
(6) Providing staff training with skills and knowledge of Servant-Leadership	Partly Achieved	MODIFY. Should train teachers with more coaching skills which are useful in helping students as well as fellow teachers.	Staff Development Team

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ● Adopting a humanistic approach, the school has clear vision, mission and goals for school development. ● The school succeeds in eliciting support from other stakeholders, such as parents and alumni in running related activities, putting the whole-school approach in practice. ● With the setting up of the School Development Unit under the Administrative Council, a mechanism to coordinate the work on SSE including data collection and analysis, discussion sessions, and staff development to enhance teachers' awareness of self-evaluation is in place. ● Amid an atmosphere of trust and respect, distributed leadership is well practiced in the school such that school operations are well managed at different levels including IMC, Principal & vice-principals and the middle managers. 	<ul style="list-style-type: none"> ● More deliberate attention should be given to the directional planning on L&T. ● More empowerment of the middle managers to execute and implement as well as the evaluation of the overall effectiveness of student services and L&T. ● The decision-making process should be made more transparent. ● Enhancement of the effectiveness of the staff appraisal system ● Further strengthening the SSE mechanism for school continuous development
2. Professional Leadership	<ul style="list-style-type: none"> ● Being visionary, dedicated and appreciative, the Principal led his staff to formulate appropriate plans and measures to meet the challenges of curriculum reforms. ● Coupled with strong professional knowledge and experience in administration, the three vice-principals are capable of assisting the Principal for school development. They are always ready to provide guidance and support to their colleagues. ● Panel Chairs are conscientious and administer their departments well. The best of them provide strong curriculum leadership and support for their teams. ● With the strong religious background of the school and the fact that the majority of teacher population are Christians, the school has provided a supportive environment for staff's personal and spiritual growth. 	<ul style="list-style-type: none"> ● To accelerate L&T development, more professional sharing, at both the departmental and school levels, on learning and teaching strategies has to be deliberately arranged. ● Acknowledgement of teachers' performance should be enhanced, especially for the young teachers. ● Comments and suggestions requested by students and parents are not well considered by the school. Proper channels and appropriate responses towards them should be developed. ● Peer observations with and across panels need to be strengthened for exchange of information and ideas and for enhancing professional development on teaching strategies.
3. Curriculum and Assessment	<ul style="list-style-type: none"> ● Curriculum planning is underpinned by the school mission to provide an all-round education based on Christian values. A curriculum with equal emphasis on academic attainment, life education, and spiritual formation is practiced in the school which helps to provide broad and balanced learning experiences to all students. ● The LAC Committee has enhanced the smooth implementation of EMI of the school. Immense focus has been put in the development of an English-rich environment in school. ● The school has a clear assessment system which includes the use of both summative and continuous assessment to assess student learning outcome. Varied modes of assessment are used to assess students' performance in projects, homework, class participation, etc. ● School Report Card and Student Learning Profile give students and parents a comprehensive profile of student performance. 	<ul style="list-style-type: none"> ● English environment can be further enriched to cultivate students' habit of using English in their daily life. ● Strategic planning with a framework of targeted skills and measures for different levels could be formulated in the curriculum to equip students with skills for self-directed learning. ● Teachers' professional training and sharing on curriculum adaptation and pedagogy to meet the needs of individual students ● Comprehensive supports for gifted students with curriculum enhancement.

4. Student Learning and Teaching	<ul style="list-style-type: none"> ● Teachers are experienced with strong professional knowledge. They are friendly, approachable, displaying a committed and responsible attitude toward teaching. ● Lessons are mostly well-prepared with clear objectives. The presentation and demonstration skills of teachers were good and lessons were presented in clear, concise and systematic manners. Information technology is effectively used to sustain students' interest and motivation, and to facilitate learning. ● Praises and encouragement to sustain student motivation and to boost their self-confidence were commonly noted. ● The learning attitude of students was very positive. They were highly attentive and could stay on-task during lessons. They often complete their assignments seriously. 	<ul style="list-style-type: none"> ● Interactive learning environment with constructive and specific feedback to facilitate active learning, critical thinking, creativity and problem solving, especially for the higher achievers or gifted. ● More opportunity for students to apply their knowledge and skills, to collaborate and share ideas with peers in the learning process, and to display learning outcomes should be provided during lessons. ● Promotion of active self-directed learning with appropriate pre-lesson, in-lesson and post-lesson learning experiences and activities ● Further enhancement of teachers' strategies to cater for learner difference in the classroom
5. Student Support	<ul style="list-style-type: none"> ● With religious mission, the school has built up a harmonious school culture which has facilitated the cultivation of a shared vision and a strong sense of belonging among all stakeholders. ● The school takes a proactive role in offering individual guidance to misbehaved students to make improvement. Teachers with shared vision are committed to develop students' self-respect and full potential. Students are trained to be self-disciplined with teachers' trust. ● Values education is effectively implemented through Civic Education and Religious Studies, GAP and class teacher periods. In addition, life planning is extended to S6 and incorporated in the English curriculum so as to promote students' understanding of their aptitude and career orientation. Mentorship Scheme and Service Learning Scheme further enhances their knowledge and participation in workplace and social services. ● A good range of extra-curricular activities (ECA) and life-wide learning programmes is offered to cater for students' diverse needs and interests. The effectiveness of ECAs is evaluated with in-depth reflection. ● The school has rendered aptly support to the new comers, lower-achievers and SEN students. The integrated education has been effectively put in place. ● A range of programmes has been organised to establish a culture of servant-leadership in the school. These arrangements have provided valuable learning experiences of students and helps broadening their horizons ad enhancing their leadership attributes. ● Parents show great support to the school. They participate actively in parents' night, interest groups, parents' fellowship and various volunteer services. 	<ul style="list-style-type: none"> ● Further facilitating environment for broadening their horizons and extending their potential to the fullest. ● Enhancing school-based pull-out and off-site gifted programmes for multiple intelligences. ● More supports to lessen the anxiety of students in public examination.

6. Partnership	<ul style="list-style-type: none"> ● The school has created a culture of openness and trust with parents. Multiple channels of communication are maintained through various interfaces like Regular Form-parent-nights, tea gatherings, parents' education programmes and school's websites, etc. ● The Parents Association was established over 20 years and a number of members are actively involved in school activities, displaying a strong sense of belonging. ● The neighbouring church, Shatin Baptist Church, provides venues for learning activities which help to solve the problem of shortage of space, and is generous in setting up scholarships for students. ● The school-business partnership programme with the Rotary Club, receiving overseas cultural exchange student and the sister-school scheme with one Beijing secondary school are all evidence to provide opportunities for students to enrich their learning experiences. ● The Alumni Association has been established as a resourceful asset to the school. Members of the Association are particularly enthusiastic in sharing their experience in career talks for graduates, rendering coaching and tutoring services for their fellow schoolmates regularly. 	<ul style="list-style-type: none"> ● With the support by the professionals in the IMC, collaboration with tertiary institutes could be further developed to enhance professional development in L&T. ● Actively establishing close relationship with outside organizations to enhance further school development. ● More platforms for parents and alumni to feedback and participate in the school management ● Establishing community network and responding to the needs
7. Attitude and Behaviour	<ul style="list-style-type: none"> ● In the campus with easily-discerned religious elements everywhere, there is reciprocal trust and understanding between school administration and staff. ● Teachers are devoted and adopt a serious attitude towards teaching. ● Students enjoy a close relationship with both their teachers and peers. They enjoy mutual trust and acceptance. ● Senior form students demonstrate good role model qualities and are effective in guiding their junior counterparts. 	<ul style="list-style-type: none"> ● Self-management with high motivation and proactivity, strategic planning and effective reflective practices ● Positive attitudes towards challenges and risks with passion and courage
8. Participation and Achievement	<ul style="list-style-type: none"> ● Students are highly motivated to learn and are self-disciplined. They engage themselves in learning activities independently. They have high expectation, exhibit confidence in themselves and strive for academic excellence. ● Students are civic-minded and willing to participate in community services. They display enthusiasm in extra-curricular activities. The senior form students actively take up different leadership roles, render support to the junior form counterparts and organize activities to enrich the school life. ● In the past three years, both the percentage of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses were well above the territory averages of day school students. ● Student leaders demonstrate high leadership quality and are able to take care of junior students; they serve as good models. ● Students showed outstanding performance in mathematics, science, sports, drama, robotics, Red Cross and bridge competitions. They get awards, merits and being Hong Kong representatives in competitions. 	<ul style="list-style-type: none"> ● Striving for breakthroughs in academics in terms of DSE results and value-added performances. ● More out-spoken and confident to express ideas and discuss with others in an appropriate way. ● Life-wide learning in country-wise and international levels ● Proper use of computer or electronic devices is to be encouraged and promoted especially in lower forms. ● Participation of students in uniform groups is to be further enhanced.

SWOT Analysis

<p>Our Strengths (Internal Audit)</p> <ol style="list-style-type: none"> 1. Sharing a common vision and mission, the School and staff work with a common purpose in personal and professional harmony to provide an appropriate and happy learning environment in which students can be guided and extended in a proper way. 2. The School is blessed with capable teachers and students. A benign interaction and a strong bond between students and teachers is established. 3. A curriculum for all students was developed and implemented by different teachers such as class teachers, RE teachers, and careers teachers, Civic Ed teachers as well as Life Ed teacher-in-charge both in regular timetable slots and after school in an attempt to cater students' need in personal and social development in the areas of Sex education, Wealth management, Moral Education, Civic Education and Life Education. 4. Appropriate staffing is found. Three vice-principals oversee the academic, personal and social, and careers development of students. Functional teams and subject departments such as life education team, guidance and discipline team, ECA team, careers and guidance team, RE department, Civic Ed and Liberal Studies Department work well in personal and social domains. 	<ol style="list-style-type: none"> 5. Guidance and Discipline Team offers effective and efficient responsive services to students with problems such as SEN, behavior problems, depressed and academically at risk. 6. A wide range of academic societies, service groups, interest clubs and sports teams are available for students, thereby developing their potentials and leadership. 7. Fruitful learning experiences inside and outside school and a caring environment are provided for the task of their crystallization in the stage of exploration. 8. Students respect teachers and they tend to follow instructions of the school. The academic and non-academic performance and achievement is well above the territory average. 9. The close ties with our Parent Association and Alumni Association allow the School to accomplish further and much more with the support of parents and alumni. 10. Whole-person and whole-school approach in guidance and counseling is adopted. Teachers have strong beliefs to facilitate student development other than academic. 11. Class-teacher policy is strong and effective. Caring and loving atmosphere in class was easily found along all forms.
<p>Our Weaknesses (Internal Audit)</p> <ol style="list-style-type: none"> 1. The learning atmosphere on the whole is as good as expected but some students seem lack initiative in their learning. 2. The regular activities and functions held can be better streamlined and coordinated to enhance efficiency and cost-effectiveness. 3. The limited space in the School is one major constraint that might restrict the scope of many school programs. 4. To meet its goals of developing students into all-round individuals, it is not easy for some teachers who are not trained counsellors to comprehend the value of discipline and guidance. 5. Owing to the abrupt changes in the economic situation, more students are deprived of the opportunities in joining life-wide learning activities. 	<ol style="list-style-type: none"> 6. Students are, in general, lack of management skills including time mangement, project learning, wealth management and study skills. 7. They are not very reflective. They found it difficult to complete goal-setting and planning. They are not very creative indeed. Also, their problem solving skills require sharpening. 8. Not much emphasis is put on the specification and implementation of career development.

<p>Our Opportunities (External Audit)</p> <ol style="list-style-type: none"> 1. The Implementation of NSS requires teachers to review their pedagogies and assessment methods and to have great collaboration. 2. In the new 334 curriculum, careers-related education in OLE and SLP are two of the important initiatives. Also, F.3 streaming guidance and careers education become far more essential and vital in secondary schools. These provide a platform of need for individual student planning ISP with lots of reflective practices. 3. SLP is one of the evidence for their NSS learning in the application of universities entrance in HK. Students have to prepare their own SLPs and write a self-account for their past and further studies. 4. As observed, an increasing number of students is motivated to participate in OLE activities under the implementation of SLP. Also, there is an increasing number of programme provided by local NGOs and companies. 5. The implementation of OLE offers a curriculum-based design of lessons, activities and programmes to all students in a coherent way. 	<ol style="list-style-type: none"> 6. The school is linked with two nominated primary schools of high reputation. 7. Members of the Tolo Harbour Rotary Club provides professional and personal development opportunities and sharing for students, which brings great values and benefits to students. 8. Faculty-based admission in universities offers a chance for students to go through a longer period of specialization and implementation in their careers development. The school may highly focus on their stage of crystallization indeed. 9. External professional support and funding are available for school development. 10. The Parent Association has enhanced parents' understanding of the school and strengthened communication. 11. A sustainable and well-managed Alumni entity constantly seeks to provide value-added opportunities and services to the programmes.
<p>Our Threats (External Audit)</p> <ol style="list-style-type: none"> 1. Mass media influence threatens Chinese culture including the prevalence of violence and sex. In fact, the mass media are sending lots of wrong messages about sex promoting nudity to teenagers. 2. Hong Kong students in general are under stress from parents, friends and society in dealing with studies and choice making. 3. Workplace changes a lot in terms of both opportunities and nature in the context of globalization. 4. Students are facing challenges upon the use of information technology such as smart phones and the Internet. The appropriate use of IT is addressed. 5. Attending external tutorial classes is a very popular phenomenon in Hong Kong. Students may spend too much time on it. 6. Generally, the society upholds the values of fast-responding, effectiveness and efficiency. Students may underestimate the importance of goal-setting and planning which to them is rather distant. 7. A keen competition with DSS schools and international schools in terms of facilities and curriculum. 	<ol style="list-style-type: none"> 8. Parents tend to focus on academic development of their children only with a little concern on their career development. 9. The society tends to uphold a singular but dominant value of judgment in career choice and offer very limited categories of occupations. This inhibits diversities of students' competencies and interests. Students, parents and even teachers may treat ISP useless as all students are 'forced' to choose more or less the same finally. Only 14500 students will be allowed to continue their studies in degree programmes at universities in HK after 2012. A lot of them have to consider sub-degree programmes indeed. 10. Workloads of teachers are huge in facing 334 initiatives such as HKDSE, new syllabus, SBA, OLE, SLP and JUPAS system.

Major Concern: (1) Skill-based Learning and Teaching for the future 能力為本的學與教

Targets/Objectives	Possible Strategies	Time Scale					
		15-16	16-17	17-18	18-19	19-20	20-21
1.1 4Cs Skill and Learning Self-reliance in classrooms 4Cs includes <u>C</u> ritical Thinking and Problem Solving, <u>C</u> ommunication & Media Fluency, <u>C</u> reativity and Innovation, <u>C</u> ollaboration (Teamwork and Leadership)	(1) Promote and adopt “To learn, To Think and Collaborate & To Express” (學思達) teaching strategy at school level <ul style="list-style-type: none"> Conduct a pilot scheme with walk-in class visits Prepare teachers with micro-teaching skills (questioning skills, small-group teaching, presentation skills, E-Learning, etc.) Prepare students with study strategies and raise their awareness of 7C skills (2) Promote and adopt “Flip-the-classroom” teaching strategy at school level <ul style="list-style-type: none"> Conduct a pilot scheme with walk-in class visits Prepare teachers with micro-teaching skills (questioning skills, small-group teaching, presentation skills, E-Learning, etc.) Prepare students with study strategies and raise their awareness of 7C skills (3) Promote innovative learning strategies at subject level: (i) E-learning (ii) Self-learning (iii) Collaborative learning, etc.	✓	✓	✓	✓		
		✓	✓	✓	✓		
		✓	✓	✓	✓	✓	✓
1.2 Computing & ICT Fluency Information Literacy (access and evaluate information, use and manage information) ICT Literacy (apply technology effectively)	(1) Promote E-Learning with iPads and internet via IT team (2) Enhance computing and ICT skills in learning and research in subjects (3) Promote appropriate use of IT in daily lives in ICT and Discipline and Guidance Team (4) Promote BYOD (Bring Your Own Device) to cultivate a learning environment with ICT	✓	✓	✓	✓		
		✓	✓	✓	✓		
		✓	✓				
					✓	✓	✓
1.3 Career & Life Planning Flexibility & Adaptability, Adapt to Change, Be Flexible, Manage projects and produce results	(1) Build a holistic curriculum of Career and Life planning (2) Introduce New Class-Teacher Policy with career guidance and life planning	✓	✓	✓	✓	✓	✓
1.4 Cross-cultural Understanding	(1) Increase the number of study tours (2) Cultivate the cross-cultural exchange with the NET, CNET and exchange students (3) Promote cross-cultural experiences with AFS (4) Introduce other languages				✓	✓	✓
					✓	✓	✓
					✓	✓	✓
					✓	✓	✓

Major Concern: (2) Professional Learning Community 專業學習社群

Targets/Objectives	Possible Strategies	Time Scale					
		15-16	16-17	17-18	18-19	19-20	20-21
2.1 Creating time and space for teachers and students	(1) Improve the effectiveness of school administrative work to increase the preparation time for teaching	✓	✓			✓	✓
	(2) Improve the effectiveness of student learning activities and provide more space and time for different modes of student learning	✓	✓	✓	✓		
2.2 Professional Development and Interflow within school	(1) Introduce an enhanced Induction programme for newly appointed teachers	✓	✓				
	(2) Promote library books and on-line teaching resources via Staff Development Team	✓	✓	✓	✓	✓	✓
	(3) Promote professional sharing and interflow on teaching strategies and assessment at both subject and school level	✓	✓	✓	✓	✓	✓
	(4) Build a culture of lesson observations focusing on teachers' strategies and students' learning	✓	✓	✓	✓		
	(5) Record and share micro-teaching to enhance knowledge management in L&T				✓	✓	✓
2.3 Professional Development and Interflow beyond school	(1) Build professional learning circles with other schools			✓	✓	✓	
	(2) Introduce the support from universities		✓	✓	✓		
	(3) Promote professional training courses from EDB and other teaching communities	✓	✓	✓			

Key changes :
 (i) A paradigm shift from Teaching to Learning (Who), Mainly Knowledge to Balanced Knowledge-and-Skill (What)
 (ii) L&T reform on teaching strategies and methods (How)

Strategies of Implementation :

- Long-term progress; Think Big, Start Small!
- Bottom-up and Self-reliance
- Emphasis on the positive feedback of students and parents
- Emphasis on School Supports and Milestone setting
- Focusing on Junior forms first
- From simple changes to complex reforms, e.g. eLearning (tool), Flipped classroom (procedures) → Collaborative learning, Creativity and Innovation
- Raising awareness of different stakeholders such as teachers, students, parents, IMC as well as alumni and asking for supports from them.

END