

3. Evaluation of Major Concern 3: To enhance professional development of teachers

Targets	Activities	Success Criteria	Results of Evaluation	Person in-charge
<p>To enable teachers to have a better mastery of the SS curriculum.</p>	<ol style="list-style-type: none"> 1. Teachers to attend workshops on SS assessment methods. 2. SS assessment experiences to be shared with teachers. 3. Good practices among teachers to be shared so as to enhance teaching effectiveness 4. More opportunities to be provided for collaboration professional sharing among teachers. 5. Relevant professional training and development to be offered for teachers. 	<ol style="list-style-type: none"> 1. 80% of teachers respond that they are aware of the latest development of SS curriculum. 2. 80% of teachers teaching SS subjects have attended workshops on SS assessment. 3. Smooth interface between junior and senior secondary curricula is developed. 4. Sharing of experiences and good practices is implemented 5. Professional training and development for teachers has been enhanced. 	<ol style="list-style-type: none"> 1. All SS teaches were aware of the latest development of SS curriculum. 2. SS teachers were encouraged and reminded to attend SBA or assessment seminars regularly and more than 80% of teachers had attended related workshops on the development of SS curriculum and assessment. 3. Sharing sessions among teachers on good practices and SBA had been held throughout the year by all teachers and teachers found the sharing helpful. 4. Teachers were also encouraged to develop themselves and had been invited to attend seminars and talks by the Principal & HODs throughout the year. 	<p>Principal Heads of Departments Assistant Heads of Departments</p>

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<p>To equip teachers with effective teaching strategies to cater for learning and cultural diversity.</p>	<ol style="list-style-type: none"> 1. A wide range of strategies such as pairing up and group work, discussion, role play, field trip etc. to be adopted to activate students' schemata, stimulate inquiry and thinking. 2. The use of grouping encouraged so that the students with higher ability could help those with lower ability. 3. A survey to be conducted to identify the difficulties encountered by students in learning for follow-up actions to be taken. 	<ol style="list-style-type: none"> 1. Effectiveness in teaching is enhanced. 2. Teachers adopt different teaching methods effectively. 3. At least 1 cooperative learning lesson is conducted by each teacher. 4. Survey on difficulties in learning has been conducted for students and appropriate follow-up actions have been taken. 	<ol style="list-style-type: none"> 1. 90% of teachers had adopted different strategies to promote students' interest in learning and to activate students' schemata, stimulate inquiry and thinking. 2. Cooperative learning lessons had been conducted by teachers throughout the year. 3. 95% of teachers had conducted surveys for students to identify their difficulties in learning and follow-up actions from their reflection would be made accordingly in the coming year. 	<p>Heads of Departments</p>

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To facilitate professional sharing through peer lesson observation and cross-curricular collaboration.	<ol style="list-style-type: none"> 1. To implement collaborative teaching through pairing up and sharing. 2. Department heads invite their members to share their training experiences during meetings. 3. Teachers are invited to share some successful teaching experiences / methodologies of teaching. 4. To invite some highly effective teachers from the core subjects identified in the teaching effectiveness survey conducted in 2012-2013 to share their experiences with other teachers at the end of the year. 	<ol style="list-style-type: none"> 1. All departments should have held at least two sharing sessions during the year. 2. 80% of teachers think the above sharing is helpful. 	<ol style="list-style-type: none"> 1. At least two sharing sessions were conducted by various departments during the year. 2. All teachers agreed that the sharing sessions were helpful to them. 3. All teachers participated in peer-lesson observation and cross-curricular collaboration. 	Heads of Departments