

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

| Targets   | Strategies & Tasks   | Success Criteria  | Evaluation  | Person in charge   |
|---|--|---|---|--|
| To enable teachers to have a better mastery of the senior secondary curriculum. | <ol style="list-style-type: none"> <li>1. To encourage teachers to attend workshops on senior secondary subjects.</li> <li>2. To share senior secondary assessment experiences with teachers.</li> <li>3. To offer relevant professional training and development for teachers.</li> </ol> | <ol style="list-style-type: none"> <li>1. 80% of teachers respond that they are aware of the latest development of senior secondary curriculum.</li> <li>2. 80% of teachers teaching senior secondary subjects have attended workshops on senior secondary subjects.</li> <li>3. Professional training and development for teachers has been enhanced.</li> </ol> | <ol style="list-style-type: none"> <li>1. 80% of teachers responded that they were aware of the latest development of senior secondary curriculum.</li> <li>2. 87.5% of teachers teaching senior secondary subjects had attended workshops on senior secondary subjects. They found that the workshops could help them update their knowledge in their teaching.</li> <li>3. Sharing of experiences and good practices had been implemented and conducted by 85% of teachers and 95% of teachers agreed that professional training and development for teachers had been enhanced.</li> </ol> | <ol style="list-style-type: none"> <li>1. Principal</li> <li>2. Heads of Departments</li> <li>3. Assistant Heads of Departments</li> </ol> |

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| To equip teachers with effective teaching strategies to cater for learning diversity. | <ol style="list-style-type: none"> <li>1. To encourage the use of grouping so that the students with higher ability could help those with lower ability.</li> <li>2. To conduct a more focus survey to identify the specified difficulties encountered by students in learning for follow-up actions to be taken.</li> <li>3. To enhance teacher-student interaction through better questioning techniques.</li> </ol> | <ol style="list-style-type: none"> <li>1. Teachers adopt grouping to enhance learning effectiveness.</li> <li>2. Surveys on difficulties in learning have been conducted for students and appropriate follow-up actions have been taken.</li> <li>3. A training programme or seminar on “Questioning Techniques” is organized for teachers.</li> <li>4. More than 80% of teachers adopt questioning techniques effectively to enhance teacher-student interactions.</li> </ol> | <ol style="list-style-type: none"> <li>1. 90% of teachers adopted grouping to enhance learning effectiveness. Students with higher ability could help those with lower ability.</li> <li>2. 90% of teachers reflected that they had conducted surveys on difficulties in learning and 85% of teachers had used the results for follow-up measures during the year. Teachers could identify individual problems earlier and adjust their teaching strategies appropriately.</li> <li>3. A training workshop on “Effective Questioning Technique” had been arranged for teachers and the feedback was positive.</li> <li>4. 90% of teachers had adopted questioning techniques effectively to enhance teacher-student interactions. The principal observed that teachers showed improvement in their questioning techniques during lesson observation.</li> </ol> | Heads of Departments |

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| <p>To facilitate professional sharing through peer lesson observation and cross-curricular collaboration.</p> | <ol style="list-style-type: none"> <li>1. To implement collaborative teaching through co-planning of lessons.</li> <li>2. Panel members share their training experiences during panel meetings.</li> <li>3. Teachers share successful teaching experiences / methodologies of teaching.</li> <li>4. To enhance professional sharing through recorded peer lesson observations.</li> </ol> | <ol style="list-style-type: none"> <li>1. All departments should have held at least two sharing sessions during the year.</li> <li>2. 80% of teachers think the above sharing is helpful.</li> <li>3. Each teacher is involved in at least one co-planning of lessons.</li> <li>4. Each teacher teaching junior secondary is involved in at least one peer lesson observation.</li> <li>5. The feedback of peer lesson observations are recorded and filed for future reference.</li> </ol> | <ol style="list-style-type: none"> <li>1. The majority of the departments had held more than two sharing sessions during the year and 80% of teachers thought that they were helpful. Actually, there was irregular informal sharing among teachers.</li> <li>2. 75% of teachers were involved in at least one co-planning of lessons. It was not easy to arrange suitable lessons to do the co-planning of lessons for some teachers. Yet, most of the teachers had shared the results of co-planning of lessons during their departmental meetings.</li> <li>3. 95% of teachers teaching junior secondary were involved in at least one peer lesson observation and the feedback was recorded. Teachers agreed that peer lesson observation enhanced their professional development.</li> </ol> | <p>Heads of Departments</p> |