

DISCIPLINE AND GUIDANCE COMMITTEE
EVALUATION 2011 - 2012

Target	Strategies/Tasks	Evaluation	Suggestions for next year
<p>To provide life-wide learning experiences for partner school students</p>	<p>To organize and encourage students to participate in various kinds of life-wide learning activities, such as:</p> <ol style="list-style-type: none"> 1. Inviting professionals to conduct talks/drama show on related topics e.g. “no gambling”, “prevention against bullying in school campus”, etc. 2. Organizing inter-class discipline competitions 	<ol style="list-style-type: none"> 1. More than 10 First Assemblies were held at the beginning of the school year to build up a closer relationship with students. Besides explaining the importance of rules and discipline in the Centre to students, the Discipline Master also incorporates a short talk on “anti-drug”. With the help of a short video, students were reminded to be cautious against drug abuse. 2. Two banners, with a slogan boldly printed “<i>A Clean School, a Healthy School</i>” and “健康校園、無毒校園” were hung at the school campus to promote the importance of “anti-drug”. 3. A police sergeant of Kowloon City was invited to give several talks such as topics on “<i>Bullying Behaviour in School</i>”, “<i>Against Triad Society</i>” etc. About 200 secondary students (mainly boys) attended the Talks. Through the sergeant’s interpretation, students had a clearer concept on defining “bullying” and were more alert not to fall into traps, as well as protecting themselves against bullying. Students learnt the importance of mutual respect. A much clearer definition and concept on “bullying” had been implanted into their minds. 4. No serious discipline cases occurred during the year. 	<ol style="list-style-type: none"> 1. Continue to hold the competition and similar talks. 2. Continue to hold First Assemblies with a special session on discipline and anti-drug. 3. More prizes are prepared for the competition.

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<p>To develop collaborative culture among stakeholders</p>	<p>To encourage collaborative classroom management, such as:</p> <ol style="list-style-type: none"> 1. Peer-lesson observation 2. Inviting partner schools' teachers to walk into the classrooms to have a better understanding of their students' behaviour in ATEC, and at the same time, show their support (e.g. through verbal praise of students' good work) to their students, and help enforce class discipline. 	<ol style="list-style-type: none"> 1. Discipline teacher-on-duty gave disruptive students appropriate counseling and support. They enforced discipline and gave support to teachers for more effective teaching and learning atmosphere in the classroom. Students learnt to respect teachers and themselves. 2. Through peer-lesson observation, teachers exchanged ways to tackle disruptive behaviour. 3. Partner schools' teachers sometimes sat into our classrooms and had a better understanding of the performance of their students, ATEC school rules, regulations and expectations of ATEC. 	<ol style="list-style-type: none"> 1. Students with teachers' reports on misbehaviour to be sent to the Discipline & Guidance Team for further counseling, and visited by the Team when they came to Centre the next time. 2. There will be a week of First Assemblies at the beginning of the school year to build up a closer relationship with students. The Discipline Master will make good use of First Assemblies to explain the importance of rules and discipline in the Centre to students. It is suggested to invite partner school teachers (who accompany students to ATEC) to our First Assemblies next year, so that they also have a better understanding of our expectations.

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To promote active learning	<ol style="list-style-type: none"> 1. To organize “<i>Habits of Mind</i>” Slogans Competition”, so as to relate “<i>Habits of Minds</i>” to students’ daily life and to foster reflective thinking. 2. Introduce some good short stories to students, so as to implant moral education into their minds. 	<ol style="list-style-type: none"> 1. Instead of organizing a Slogan Competition on “<i>16 Habits of Mind</i>”, the theme was changed to “Loving Care”. A total of 309 entries were received, and the slogans reflected that students were creative and they were ready to show their loving care to one another. 24 best slogans and 37 good slogans were selected, while souvenirs /small gifts were given to students for their good work. Their works were also mounted on a board for display at the school foyer. 2. A lot of students took time to go through the stories during recess. 	<ol style="list-style-type: none"> 1. Since behavioural changes take time to establish, we would implement the idea on “<i>Loving Care</i>” in phase. This year, we have encouraged students to create some slogans related to “Loving Care”. Next year, we would ask the class teachers to observe students’ behaviour in class, or if feasible, make a simple record so as to justify that their behaviour has been improved in some aspects. 2. Continue to mount some short stories for display at the lobby during the school year.