

### 3.2 Major Concern 2: To develop collaborative culture among stakeholders

Targets	Strategies & Tasks	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources Required
To enhance teachers' teaching capabilities	To further implement assessment for learning. 1. Subject departments incorporate self assessment and peer assessment. 2. Subject departments continue adopting different modes of assessment. 3. A training programme or workshop on 'assessment for learning' to be organized for teachers.	1. All departments have implemented self assessment and peer assessment. 2. Teachers apply different modes of assessment such as newspaper commentaries, oral presentations, etc. 3. A training programme has been organized.	1. Lesson observation. 2. Teachers' feedback. 3. Inspection of schemes of work and minutes of meetings.	Whole year	1. Principal 2. Assistant Principal 3. Heads of Departments	
To promote collaboration among teachers	1. Teachers of different departments collaborate to implement cross-curricular elements in the curriculum. 2. Cross-curricular lesson observation and reflection to be carried out during the year. 3. To organize teachers to carry out collaborative activities in major school functions.	1. Teachers implement cross-curricular elements in the curriculum. 2. Teachers invite peers to observe their lessons (cross-curricular) and obtain feedback. 3. Collaboration work has been done among teachers in major school functions.	1. Feedback from teachers.	Whole year	All Teachers	

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Teacher Ambassador Scheme	1. The Principal, Assistant Principal and Teacher Ambassadors attend school functions of partner schools and participating schools	<ol style="list-style-type: none"> <li>1. Each Teacher Ambassador has attended at least one school functions of partner schools.</li> <li>2. The Principal and Assistant Principal have attended school functions of partner schools or have paid friendly visits to partner schools and participating schools no less than four times.</li> </ol>	<ol style="list-style-type: none"> <li>1. Feedback from teachers/parents of partner schools</li> <li>2. Feedback from teachers of ATEC organizing the activities</li> </ol>	Whole year	<ol style="list-style-type: none"> <li>1. Principal</li> <li>2. Assistant Principal</li> <li>3. Teachers of the Teacher Ambassador Scheme</li> </ol>	

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To maintain a closer relationship with partner schools, and representatives of VTC	<ol style="list-style-type: none"> <li>1. Joint School Conference is arranged to facilitate communication between partner schools and the teachers of the Centre.</li> <li>2. To involve accompanied teachers and discipline teachers of partner schools to support the work of the Centre.</li> <li>3. To hold regular meetings with representatives of VTC.</li> <li>4. To publish School Newsletters twice a year.</li> <li>5. To cultivate a stronger bonding on the daily administrative procedures such as roll-calls, absentees etc. with partner schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. Accompanied teachers / discipline teachers assist in maintaining student discipline</li> <li>2. Good communication channels between partner schools, VTC and the Centre are established.</li> <li>3. The School Newsletters are completed on schedule.</li> <li>4. Better bonding has been established with partner schools on daily administrative procedures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Feedback from accompanied teachers/ discipline teachers of partner schools</li> <li>2. Students' discipline at playground assemblies and classroom improved</li> <li>3. Partner Schools receive our School Newsletters and AC Newsletters.</li> </ol>	Whole year	<ol style="list-style-type: none"> <li>1. Discipline Teachers</li> <li>2. Teachers in charge of School Publications</li> <li>3. Teachers in charge of ApL</li> </ol>	