

### 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	<ol style="list-style-type: none"> <li>1. Teachers enhance their teaching capabilities through using questioning techniques in class.</li> <li>2. Teachers focus on "Assessment for Learning" to make teaching more effective.</li> <li>3. Speakers/ professionals are invited to give talks on "questioning techniques" or "assessment for learning"</li> <li>4. Teachers of different departments collaborate to implement cross-curricular elements in the curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers improved their questioning techniques.</li> <li>2. Lesson observation focuses on teachers' feedback to students and peer assessment.</li> <li>3. Teachers hold meetings to discuss assessment criteria in learning tasks.</li> <li>4. NSS teachers invite peers to observe their lessons to obtain feedback.</li> <li>5. Teachers implement cross-curricular elements in the curriculum to develop students' aesthetic sense in design.</li> <li>6. Teachers have given written feedback to students in class / homework assignments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Records of collaboration in the minutes of meetings of departments.</li> <li>2. Records of book inspection and lesson observation.</li> <li>3. Records of lesson observation</li> <li>4. Feedback from teachers</li> </ol>	Whole year	<ol style="list-style-type: none"> <li>1. Principal</li> <li>2. Assistant Principal</li> <li>3. HODs</li> </ol>	

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To promote collaboration among students and teachers	<ol style="list-style-type: none"> <li>1. Each department nominates students to become student ambassadors to promote the subject.</li> <li>2. Teachers and students take part in joint-school activities/competitions</li> </ol>	<ol style="list-style-type: none"> <li>1. At least 5 students from each department are nominated to be student ambassadors.</li> <li>2. Collaboration among teachers and students is enhanced.</li> </ol>	<ol style="list-style-type: none"> <li>1. Feedback from teachers and student ambassadors</li> </ol>	Whole year	HODs	
Teacher Ambassador Scheme	To invite teachers/parents of partner schools to serve as adjudicators of competitions	Teachers/parents of partner schools are invited to serve as adjudicators in (1) Cooking Competitions and (2) Reading Scheme	<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	Teacher in charge of the Teacher Ambassador Scheme	
To maintain a closer relationship with accompanied teachers and discipline teachers of partner schools, and representatives of VTC	<ol style="list-style-type: none"> <li>1. To involve accompanied teachers and discipline teachers of partner schools to support the work of the Centre.</li> <li>2. To hold regular meetings with representatives of VTC.</li> <li>3. To publish School Newsletters and AC Newsletters twice a year.</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 discipline masters of partner schools, VTC and the Centre are established.</li> <li>3. The School Newsletters are completed on schedule.</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. Members of Academic Committee</li> <li>3. Teachers in charge of School Publications</li> <li>4. Teachers in Charge of ApL</li> </ol>	