

2. Evaluation of Major Concern 2: To develop collaborative culture among stakeholders

Targets	Activities	Success Criteria	Result of Evaluation	Person in-charge
To enhance teaching capabilities	<ol style="list-style-type: none"> 1. Teachers enhance their teaching capabilities through using questioning techniques in class. 2. Teachers focus on “Assessment for Learning” to make teaching more effective. 3. Speakers/ professionals are invited to give talks on “questioning techniques” or “assessment for learning” 4. Teachers of different departments collaborate to implement cross-curricular elements in the curriculum. 	<ol style="list-style-type: none"> 1. Teachers improved their questioning techniques. 2. Lesson observation focuses on teachers’ feedback to students and peer assessment. 3. Teachers hold meetings to discuss assessment criteria in learning tasks. 4. NSS teachers invite peers to observe their lessons to obtain feedback. 5. Teachers implement cross-curricular elements in the curriculum to develop students’ aesthetic sense in design. 6. Teachers have given written feedback to students in class / homework assignments. 	<p>Teaching capabilities had been enhanced as evidenced:</p> <ol style="list-style-type: none"> 1. The questioning techniques of teachers had improved generally as observed during lessons. Teachers were encouraged to do more sharing on the said topic during June in order to enhance their teaching capabilities. 2. Peer assessment had been implemented by all teachers. 3. Peer lesson observation and cross-curriculum lesson observation had been practiced by all teachers and sharing had also been made among teachers. 4. Teachers had implemented cross-curricular elements in the curriculum to develop students’ aesthetic sense in design. 5. Teachers had given written feedback to students in assignments. 	<p>P & AP Heads of Departments All Teachers</p>

Targets	Activities	Success Criteria	Result of Evaluation	Person in-charge
To promote collaboration among teachers and students	<ol style="list-style-type: none"> 1. Each department nominates students to become student ambassadors to promote the subject. 2. Teachers and students take part in joint-school activities/competitions. 	<ol style="list-style-type: none"> 1. At least 5 students from each department are nominated to be student ambassadors. 2. Collaboration among teachers and students is enhanced. 	<ol style="list-style-type: none"> 1. Students Ambassadors had been set up by subject departments and the Library to promote their subjects and library service. 2. From teachers' feedback, collaboration among teachers and students had been enhanced as evidenced by their collaboration in curriculum design and support during the year and the Open Days. 	All teachers
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"> 1. Our teachers had been invited to be adjudicators in various music and cooking competitions. 2. Teachers and parents of other schools had also been invited as adjudicators in various competitions. 	All teachers
To maintain a closer relationship with accompanied teachers of partner schools, and representatives of VTC	<ol style="list-style-type: none"> 1. To involve accompanied teachers and discipline teachers of partner schools to support the work of the Centre. 2. To hold regular meetings with representatives of VTC. 3. To publish School Newsletters and AC Newsletters twice a year. 	<ol style="list-style-type: none"> 1. Accompanied teachers/ discipline teachers assist in maintaining student discipline. 2. There were good communication channels between discipline masters of partner schools, VTC and the Centre. 3. The School Newsletters were completed on schedule. 	<ol style="list-style-type: none"> 1. The Joint-School Experience Sharing Conference among discipline teachers of partner schools was held on 11 Nov. 2010. It was a very successful event as teachers shared their concerns and developed valuable network to tackle student problems. 2. Good communication channels between discipline masters of partner schools had been established. 3. Frequent communication and daily support from teachers of partner schools had been established and implemented. 4. 4 meetings had been held during the year with VTC which was a very good platform to exchange ideas, tackle problems and come up with good solutions. 5. Two School Newsletters and one AC Newsletter were published and sent to partner schools, government schools and related parties to let our stakeholders and the community know more about our centre as well. 	All teachers