

Major Concerns for 2017-2018

Major Concern 1:

To further enhance the effectiveness of students' learning to overcome the challenges from the rapidly emerging changes in the world

Targets	Strategies & Tasks	Success Criteria	Result of Evaluation
1.1 To Cater for Learner Diversity in classroom learning for encouraging and facilitating students to stretch their potentials.	(a) To share good practices in teaching and learning strategies in Catering for Learner Diversity among departments.	Strategies catering for learner diversity are employed by each teacher in all respective subjects either during lessons or other learning activities. Respective subject teachers take turns to share their experiences at panel and staff meetings.	<p>As shown in the teachers' survey, 88% of teachers agreed that strategies catering for learner diversity such as grouping, class-based modification on teaching contents, uses of various teaching aids, enrichment courses for talented students, etc. were employed by respective subjects in lessons.</p> <p>According to the minutes of staff meetings and panel meetings, as well as the result shown in the teachers' survey, 84.0% of teachers agreed that they have taken turns in sharing their experiences. They found this kind of sharing effective and practical. Furthermore, other than the above mentioned sharing, some teachers also arranged sharing with teachers from other schools.</p>
	(b) To enhance the formative assessment to provide appropriate and timely feedbacks to students for sustainable improvements.	At least 80% and 60% of students are given verbal and written feedback respectively during lessons and/or on their assignments. At least 60% of students agree that feedback given by teachers can help improve their learning.	<p>According to the teachers' survey, 92% of the teachers agreed that formative assessment were provided to students appropriately and timely.</p> <p>Marking criteria/ assessment rubrics were provided to students to enhance their learning. According to the survey from students, over 65% of students agreed that feedback given by teachers can help improve their learning.</p>

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	(c) To establish policies and implement summative assessment in junior forms subjects.	Subject departments set up their policies on summative assessment in junior forms and implement them in each school term of the academic year.	<p>According to the teachers' survey, 72% of the teachers agreed that subject departments set up their policies on summative assessment in junior forms with a variety of methods.</p> <p>The reason of not carrying out summative assessment in each school term of the academic year (8% on "Disagree" and 20% on "Neutral" were shown in the survey) should be a result of the arrangement on course schedules. As JTE courses offer only one subject in EACH school term to the same class, teachers generally prefer to teach as much as they can due to the limited teaching hours.</p>
	(d) To implement collaborative teaching through co-planning of lessons.	A minimum of ONE collaborative teaching involving at least 2 teachers from each subject is held.	<p>According to the data collected from all subject HODs, 12 collaborative teachings involving at least 2 teachers were held.</p> <p>Teachers mentioned that besides co-teaching, the collaborative lesson preparations and discussions carried out within the year had been crucial and useful in enhancing their teaching profession.</p>
1.2 To fine-tune the junior secondary subject curricula in line with the latest guidelines from CDI, EDB for sustainable development	(a) To implement a learning community for professional sharing among teachers for development of school-based junior secondary subject curricula.	At least 2 discussions on related topics are held at panel meetings of each subject department.	According to the minutes of panel meetings, this task was fully achieved by all subject departments. Teachers of different subject departments had professional dialogues to fine-tune the junior secondary subject curricula and develop updated and school-based curricula for their students.

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	(b) To fine-tune and implement the junior secondary subject curricula in line with the CDI requirements and current trend of pedagogies to enhance students' knowledge/ skills/ values in the subjects.	Areas for fine-tuning are identified, discussed and implemented in respective curricula. Such areas are stated in departmental scheme of work.	As shown in the minutes of panel meetings and records of lesson observation, this task was achieved successfully. Teachers of different subject departments identified and discussed the areas for fine-tuning and they implemented the school-based curricula to enhance students' knowledge, skills and values in lessons. For example, DT subject incorporated STEM elements such as laser-cutting and 3-D printing in their general courses.
	(c) To enhance teachers' professional knowledge and skills through their active participation in relevant courses / seminars/ workshops.	75% of teachers have attended relevant courses/ seminars/ workshops.	As shown in the teachers' survey, around 60% of teachers agreed that they had attended relevant courses/ seminars/ workshops. Some teachers reflected that the schedules of these relevant courses/seminars/workshops usually clashed with their lessons. 28% of teachers chose "Neutral" in the survey reflected that they had arranged self-directed/ online relevant professional learning instead of formal courses. These self-enhancing activities are considered an alternative in the professional development of teachers.
1.3 To develop the use of e-Learning to promote students' interactive learning for enhancement of learning effectiveness	(a) To encourage teachers to develop their professionalism in the effective use of e-Learning pedagogy in classroom teaching and learning through active participation in relevant courses / seminars / workshops.	70% of teachers have attended relevant courses/ seminars/ workshops.	As shown in the teachers' survey, around 40% of teachers agreed that they had attended relevant courses/ seminars/ workshops. Some teachers reflected that the schedules of these relevant courses/seminars/workshops usually clashed with their lessons. The survey for teachers was conducted in May, but most teachers only have time to attend courses after Mid-June or onwards.

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	(b) To use e-Learning to facilitate students' interactive and creative learning.	At least ONE trial lesson is conducted by each teacher in each school term of the academic year.	<p>According to the data provided by all subject HODs, more than one trial lesson were conducted by each teacher from all departments.</p> <p>Some teachers suggested that this item should be further promoted in the new 3-year school plan.</p>