

## Major Concern

### Priority 1: Effective Learning & Teaching (2006-2007)

#### *Learning Hand in Hand, Striving to Transcend*

#### Area 1: Promoting effective teaching

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation*	People Responsible	Resources Required
1.1	<b>Raising student involvement &amp; motivation</b> (VIN CREEP: <b>visual, inductive teaching</b> , needs, care, rewards, <b>explain</b> , energy, <b>participate= VPIE</b> ) -V: Visual (effective use of IT) -P: Active mental & physical activity, teamwork, fun, -I: Discovery approach, creativity, flexibility -E: Explain structure of lesson, study skills	2006 -2009	i. Students gaining more interest in learning; increase in learning motivation ii. Catering to learning diversity	i. Subject documents & meetings ( <b>PIE i.e. plan, implementation evaluation, )</b> ii. Stakeholders' survey iii. Post-term course evaluation surveys iv. Lesson study reports v. Lesson observation vi. Inspection of assignments & assessment paper	<ul style="list-style-type: none"> <li>• Major Concern 1 Committee</li> <li>• ADS-PIE</li> <li>• PDS -PIE</li> <li>• All teachers</li> </ul>	TA's help in processing survey data
1.2	<b>Catering to learning diversity</b> -lesson organisation -design of assignments & assessments (different focuses: basic, extended, enhanced learning contents)	2006 -2009	receives better focus iii. More student involvement in lessons			
1.3	<b>Questioning strategies</b> -develop HOT -inductive teaching	2007 -2009	iv. students are more positive towards the teaching methodology adopted by teachers			
1.4	<b>Lesson study in subjects</b> 2 lessons-in junior & senior forms -2006-07 Chi, Maths ,Geog	2006 -2007				
1.5	<b>Professional development</b> -0607 Learning motivation, Co-planning & lesson study -0708 Questioning techniques & giving feedback					

**Area 2: Promoting effective learning**

	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation*</b>	<b>People Responsible</b>	<b>Resources Required</b>
<b>2.1</b>	Students develop & practise <b>good learning habits (at least 2 out of 4):</b> <ul style="list-style-type: none"> <li>• Pre-lesson preparation</li> <li>• Jotting notes</li> <li>• Doing revision regularly</li> <li>• Reading skills</li> </ul>	2006-2009	-Elements included in subject documents & practised in lessons -Students develop good learning habits -Students aware of a repertoire of study skills (specific to subjects)	i. Subject documents & meetings (PIE) (on study skills) ii. Stakeholders' survey iii. Post-term course evaluation surveys iv. Lesson observation	<ul style="list-style-type: none"> <li>• Major Concern 1 Committee</li> <li>• ADS</li> <li>• All subject panels</li> <li>• All teachers</li> </ul>	TA's help in processing survey data
<b>2.2</b>	Developing other <b>study skills</b>	2007-2009				

**Area 3. Providing prompt and constructive feedback**

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation*	People Responsible	Resources Required
<b>3.1</b>	<p><b>Promptness</b> in giving feedback</p> <ul style="list-style-type: none"> <li>-workbook/exercises returned in 2 weeks' time</li> <li>-essays returned within 1 month</li> </ul>	2006-2009	<ul style="list-style-type: none"> <li>-Elements included in subject documents &amp; practised in marking assignments &amp; lessons</li> <li>-Teachers giving prompt &amp; constructive oral and written feedback in lessons &amp; assignments ( with dates of doing assignments &amp; marking dates)</li> </ul>	<ul style="list-style-type: none"> <li>i. Subject documents &amp; meetings (PIE) (on promptness &amp; type of feedback)</li> <li>ii. Stakeholders' survey</li> <li>iii. Post-term course evaluation surveys</li> <li>iv. Exercise inspection forms</li> <li>v. Lesson observation</li> </ul>	<ul style="list-style-type: none"> <li>• Major Concern 1 Committee</li> <li>• ADS</li> <li>• All subject panels</li> <li>• All teachers</li> </ul>	TA's help in processing survey data
<b>3.2</b>	<p><b>Providing constructive feedback</b></p> <ul style="list-style-type: none"> <li>-T-S conference for needy students</li> <li>- giving at least grades for exercises/ workbook</li> <li>-giving grades &amp; comments for essays</li> <li>- giving positive &amp; encouraging comments in essays</li> <li>- setting up subject-based comment bank</li> <li>-developing standard-referenced assessment in assignments (optional)</li> </ul>	2006-2009				
<b>3.3</b>	<p><b>Explore &amp; diversify</b> modes of assessment</p>	2007-2009				

**Area 4: Using IT effectively in learning & teaching**

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation*	People Responsible	Resources Required
<b>4.1</b>	<p><b>Teachers incorporating IT more actively in teaching :</b></p> <ul style="list-style-type: none"> <li>-training teachers on the use of IT</li> <li>-briefing staff on Content Management</li> <li>-subject panels setting up 1 of 3: webpage, forum &amp; eclassroom</li> <li>-subject panels integrate &amp; utilize CD-Rom provided by publishers</li> </ul>	2006-2007	<ul style="list-style-type: none"> <li>• Elements included in subject documents &amp; practised in lessons</li> <li>• More self-learning packages on the schoolweb</li> <li>• IT is used more effectively in learning &amp; teaching</li> </ul>	<ul style="list-style-type: none"> <li>i. Subject documents &amp; meetings (PIE)</li> <li>ii. IT Team PIE</li> <li>iii. IT course evaluation survey</li> </ul>	<ul style="list-style-type: none"> <li>• Major Concern 1 Committee</li> <li>• ADS</li> <li>• IT Team</li> <li>• All subject panels</li> <li>• All teachers</li> </ul>	TA's help in processing survey data
<b>4.2</b>	<p><b>Interactive use of IT in lessons</b></p> <ul style="list-style-type: none"> <li>-briefing staff on wireless network to facilitate learning outside classroom</li> <li>-subject panels continue to develop their choice: webpage, forum &amp; eclassroom</li> </ul>	2007-2009				

**Area 5: Developing Problem-solving and Self-management Skills in Informal Curriculum**

	<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation*</b>	<b>People Responsible</b>	<b>Resources Required</b>
<b>5.1</b>	<b>Non-academic Development Division and related sections develop in students self-management skills</b> -stress management -preserving emotional stability -time-management -building up self-esteem -cultivating healthy lifestyle	2006-2009	-Positive data reflected in APASO -Discipline Section -improving related behavioral data	-APASO -NAD and SAC meetings	All NAD sections & related committees	TA's help in processing survey data
<b>5.2</b>	<b>Non-academic Development Division and related sections develop in students problem-solving skills</b> -resolving conflicts - resolving problems	2007-2009				

5.3	<p><b>Form Coordination Committee</b></p> <p><b>-promoting in F1</b></p> <ul style="list-style-type: none"> <li>• Optimism</li> <li>• Responsibility</li> </ul> <p><b>-promoting in F2 and F3</b></p> <ul style="list-style-type: none"> <li>• Ardour in learning</li> <li>• Empathy in helping resolve conflicts</li> <li>• Originality</li> </ul> <p><b>-promoting in F4-F7</b></p> <ul style="list-style-type: none"> <li>• stress management</li> <li>• preserving emotional stability</li> <li>• time-management</li> <li>• building up self-esteem</li> <li>• revisiting essential values &amp; attitudes</li> </ul>	2006-2007	Positive data reflected in Survey conducted by Form Coordination Committee at the end of the school year	Survey on students' feedback conducted by Form Coordination Committee	-Form Coordination Committee -Form Teachers	TA's help in processing survey data
	<p><b>-promoting in F1-F7</b></p> <p><b>self-management, problem-solving skills, LAMWOOER values &amp; attributes</b></p>	2007-2009				