

True Light Middle School of Hong Kong - School Development Plan (2021 – 2024)

I. Aims:

The school development plan of 2021-2024 proposes the Six Character Traits in the cultivation of students:

- **IN: Inquisitive, Initiative, Innovative**

In the learning and teaching process, give students autonomy in exploration and opportunities to construct knowledge and get creative, cultivate students to become learners with an inquisitive mind, initiative and innovation.

- **SET: Synergy, Empathy, Tenacity**

Encourage students to empathize with the needs of the community and collaborate side by side with their peers from idea, planning action to review and adjustment, which lets students experience experimentation, frustration and success in teamwork to build up their tenacious willpower.

II. Analysis of Current Situation

a) Strengths and Opportunities

1. Learning and teaching

1.1 Built on the experience and achievements of the Development Plan 2018-2021, an obvious alignment among learning, teaching and assessment practices is a key component of the major concern in 2021-2024. As this major concern was born out of negotiation and consensus, teachers have a sense of ownership in it and are ready to give their support to its implementation.

1.2 The teaching staff is willing to work for improvement or trying out innovative teaching approaches in the interests of students. In the KPM survey, about teachers' views on teaching done in 2021, 94% of the teachers agreed that they often tell the students about their progress and problems in learning so that they have a clear idea about their learning. In the same survey, 90% of the teachers agreed that they often provide the students with guidance in learning strategies and ask them thought-provoking questions in lessons.

1.3 About 82% of our teaching staff have over 10 years of teaching experience in the school and over 76% of the teaching staff have obtained master / doctorate degree or above. They have good understanding of the characteristics of the students, the curriculums and the assessment requirements. All these spare our manpower to explore and try out teaching strategies to help students to excel them.

1.4 Students are generally willing to learn and make improvements. The KPM survey about students' views on learning done in 2021 shown that they often complete the assignments seriously. In the same survey, it was shown that they can set the learning goals by themselves and review their learning based on their test/exam results and teachers' comments on their performance in assignments and in lessons.

2. Student support

2.1 New approach of our Major Concern 2

- After the implementation of the first stage of our Major Concern 2 – “Live with a Better Balance” (2015-18) and “Transform Self” (2018-21), we have raised students’ awareness of their body and mind, strengthened their attention to their self and others; encouraged them to make better choices to balance the benefits between self and others. This balanced development of students’ values is well- recognized by teachers.
- To promote life balance and positive values, Major Concern Team 2 has been formed which will last for 3 years. All team members are passionate, well trained, connected and experienced in life and value education.

2.2 Co-operative, experienced and effective teachers

- Form teachers and class teachers are rich in experience and show concern to our students; they can diagnose students’ different needs and design programmes, which are effective in facilitating self-understanding and self-reflection of students.
- Teachers are willing to share and exchange views in the meetings in the planning stage (Civic and Moral Education Meeting) and the implementation stage (Form Meetings).

2.3 A variety of measures of life education have been implemented for years. On the basis of past experience, we can develop more feasible approaches to extend and deepen the development of students.

2.4 The six character traits of our Major Concern are in line with the trend of social and educational development. There are a lot of training, programmes as well as funding provided by different organizations, which can give us strong and concrete support.

b) Weaknesses and Threats

1. Learning and teaching

- 1.1 There are still a number of students who only concern the grades or marks they obtained from the assessment. They lack the initiative and confidence in learning to deepen their understanding of knowledge and broaden their learning. On the other hand, the potential of the students of high and above ability has not been fully developed.
- 1.2 This is the first year of the Development Plan 2021-2024, in which we focus directly on teaching strategies to enhance more students’ engagement in learning and teaching. Space is needed for developing the mindset, teaching pedagogies and strategies among teachers through collaborative lesson planning, peer observation and professional exchange activities within and across subject panels.
- 1.3 It is difficult for teachers to adopt more engaging learning and teaching strategies due to the pandemic situation, heavy workload and limited teaching time.

2. Student support

- 2.1 Students always expect to have success after they have planned carefully and worked seriously. It is difficult for students and teachers to face the failure positively.
- 2.2 It takes a lot of time to build teamwork which is one of the keys to achieve SET. The effect and result cannot be shown in the short term.

(III) The School Development Plan (2021 – 2024)

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
			21/22	22/23	23/24
<p>Try all-IN · SET to shine <i>Propose the Six Character Traits in the cultivation of students:</i></p> <p>- IN : Inquisitive, Initiative, Innovative <i>In the learning and teaching process, give students autonomy in exploration and opportunities to construct knowledge and get creative, cultivate students to become learners with an inquisitive mind, initiative and innovation</i></p> <p>- SET : Synergy, Empathy, Tenacity <i>Encourage students to empathize with the needs of the community and collaborate side by side with their peers from idea, planning and action to review and adjustment, which lets students experience experimentation, frustration and success</i></p>	<p>Learning and Teaching</p> <p>(i) Teachers provide learning opportunities in lessons to cultivate students to become learners with an inquisitive mind, initiative and innovation.</p> <p>(ii) Equip students to develop good learning habits in order to become learners with an inquisitive mind, initiative and innovation</p>	<p>✧ Subject panels conduct learning activities in classroom learning and teaching process for each level which focus on at least one of the five elements of learning (teamwork, communication and creation, personalization of learning, critical thinking and real-world engagement).</p>	✓	✓	✓
		<p>✧ The Academic Affairs Section coordinates S1, S2 Science and S3 Life and Society to conduct a project-based assignment through a scientific investigation approach and an enquiry approach respectively.</p>	✓	✓	✓
		<p>✧ Each subject develops a spiral curriculum (aligned with junior and senior levels) with specific teaching pedagogies and assessment strategies corresponding to the identified major learning objectives mentioned in the above.</p>	✓	✓	✓
		<p>✧ Subject panels review their assessment policy and explore the variation of assessment methods such as non-drilling exercises, etc.</p>		✓	✓
		<p>✧ Explore and arrange the Life-wide learning activities for students in order to provide more opportunities for them to be engaged in real-world contexts and challenges</p>	✓	✓	✓
		<p>✧ OLE Presentation Day is conducted to provide the opportunities for students' achievement showcase.</p>	✓	✓	✓

<p><i>in teamwork to build up their tenacious willpower.</i></p>	<p>(iii) Enhance teachers' competences to provide learning opportunities in lessons to cultivate students to become learners with an inquisitive mind , initiative and innovation</p>	<ul style="list-style-type: none"> ✧ Reading Promotion Team and School Library set the theme of the year. Various activities will be held to align with the theme of 2021- 2024 major concerns to arouse students' awareness and concern. ✧ School Library co-works with subject panels through reading across the curriculum to create a reading atmosphere among students to encourage them to pursue knowledge outside classroom and help them become more self-directed. ✧ To create stronger and better professional practice together through lesson study in subject panels, 2-3 subject teachers in the same / different forms in the Panel are assigned into groups by the Panel Head. Each group of subject teachers fills in the Lesson Study Form for reflection and keeps the teaching materials in Google Shared Drive/Panels Server for sharing and archiving. ✧ To hold sharing sessions to enhance teachers' competences to provide effective teaching ✧ Encourage teachers to participate in various professional development activities / courses in order to inspire their mindset and enhance the effectiveness of teaching 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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	<p>Student support</p> <p>(i) Let students take the initiative to think, explore, plan and act for what they need to do for their goals</p>	<p>✧ Form Activity for S4-6 students: “21 天遇見不一樣的自己”</p> <ul style="list-style-type: none"> - During the period of 21 days, teachers and students may remind and encourage each other, stick to the end and achieve their goal(s). Tenacious willpower is expected to build up in the process. <p>✧ Career Exploration</p> <ul style="list-style-type: none"> - For S1-2 students: A series of talks and workshops to introduce life planning and career-related skills for students - For S4-5 students: Students take the initiative to take part in some study and/ or career-related activities. <p>✧ Students’ and Teachers’ Sharing</p> <ul style="list-style-type: none"> - Collect information of students and teachers who have achieved the six character traits and invite them to share with forms or groups regularly 	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	
	<p>(ii) Provide more chances for students to be aware of, empathize with the needs of others and collaborate with their peers to respond to the needs with new ideas and actions</p>	<p>✧ Religious Education</p> <ul style="list-style-type: none"> - Theme of Assembly: Following Jesus - Campus Transformer Program <p>✧ Environment Education</p> <ul style="list-style-type: none"> - Promotion on energy-saving habits on the campus by CEA committees - J-farm Planting Program by CEA, CYC and the Religious Studies Panel <p>✧ Form Activities</p> <ul style="list-style-type: none"> - S1: My Dream Classroom - S2: Serve our Neighbors <p>✧ Student Think Tanks</p> <ul style="list-style-type: none"> - Invite students who show passion in school development to join think tank(s). Major Concern Team teachers will participate in the research and discussion with the students. - A research report with suggestions will be completed and presented to our principal for reference. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

	<p>(iii) Strengthen the ECA leadership training to let students be inquisitive learners with innovative ideas, and be initiative leaders with empathy</p>	<p>✧ Comprehensive Leadership Training Programme The training programme consists of two stages, which provide leaders the key concepts, knowledge and skills gradually.</p> <ul style="list-style-type: none"> - Leadership training activities: A series of activities to polish students' creativity, and problem-solving, communication and inter-personal skills - S1 Student Activity Day: Leaders take the initiative to design, organize and hold all the activities for S1 students that they may practice. 	✓	✓	✓
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