

Methodist College
School Development Plan 2022-2025

Major Concern	Intended Outcome / Targets	Strategies	Time scale		
			2022-2023	2023-2024	2024-2025
1. Let's connect and grow together	1. To cultivate a positive and growth oriented culture	<u>Subject / Class-Level</u>			
		1. To apply strategies that help develop active connections and create a mutually supportive classroom in the teaching and learning process (e.g. peer tutoring, study group)	☆	☆☆	☆☆☆
	2. To build vibrant communities and nurture positive relationships	2. To integrate the concepts of PERMA ' <u>P</u> ositive emotion', ' <u>E</u> ngagement', ' <u>R</u> elationships', ' <u>M</u> eaning' and ' <u>A</u> ccomplishment' and character strengths into class teacher periods	☆	☆☆	☆☆☆
		<u>School Level</u>			
	3. To stretch students' leadership potential	3. To implement both the vertical and horizontal house systems to foster stronger relationships and bonds among students	☆	☆☆	☆☆☆
		4. To reserve time and space in the calendar and timetable for students to take part in different student bodies	☆	☆☆	☆☆☆
		5. To revamp student bodies for regular meetings throughout the year	☆	☆☆	☆☆☆
		6. To provide leadership training for all key student leaders (e.g. serving in Vertical Houses and Students' Union)	☆	☆☆	☆☆☆
		7. To emphasize the importance of debriefing and evaluation to help students learn through organizing activities	☆	☆☆	☆☆☆
		8. To develop a Values in Action (VIA) inventory of strengths for recording students' growth and optimizing leadership training	☆	☆☆	☆☆☆
		9. To arrange for students to take part in the VIA survey (2022-2023: key student leaders, 2023-2024 onwards: all students)	☆	☆	☆☆
		10. To launch whole-school award schemes to encourage positive character traits or good deeds	☆	☆☆	☆☆☆
		11. To explore the setting up of a teacher-to-student mentoring programme for junior form students	☆	☆	☆
12. To introduce or incorporate the concepts of PERMA in school assemblies	☆	☆☆	☆☆☆		
13. To enrich the school environment with posters, banners, positive quotes,	☆	☆☆	☆☆☆		

		Bible verses and wall paintings to create a positive and religious atmosphere			
		14. To enhance the collaboration of the following groups: the PTAs and alumni associations of Methodist College and Methodist School, the Kowloon Methodist Church	☆	☆☆	☆☆☆
		<u>Professional Development</u>			
		15. To enrich teachers' understanding of PERMA through staff development programmes, reading materials, talks and seminars	☆	☆☆	☆☆☆
		16. To enhance teachers' skills of guiding students through debriefing and evaluation	☆	☆☆	☆☆☆

Stage of development: ☆ plan and pilot ☆☆ refine ☆☆☆ further develop

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2. Let every student learn and shine	1. To adopt school-based diversity management to cater for individual learning aspirations 2. To develop in students a growth mindset for working toward their goals 3. To enhance multiple intelligences and recognize success in different forms	<u>Subject / Class-Level</u> 1. Multiple intelligences <ul style="list-style-type: none"> ■ Diversified assessment methods <ul style="list-style-type: none"> - Each subject explores different methods / tasks to assess students' learning performance and progress, instead of relying heavily on tests and exams. - Each subject revises its homework policy and term mark components to incorporate different assessment methods. ■ Lesson planning with differentiated instruction <ul style="list-style-type: none"> - Design lessons for diverse learners. (e.g. tiered tasks, questioning, curriculum compacting) 	☆	☆☆	☆☆☆
		2. Data <ul style="list-style-type: none"> ■ Use data to inform teaching and learning, e.g. <ul style="list-style-type: none"> - To adjust the curriculum and teaching foci - To identify the diverse learning needs of different students in a class 	☆	☆☆	☆☆☆
		3. Self-access <ul style="list-style-type: none"> ■ Use eLearning platforms (e.g. with question banks) to provide individualized learning materials to meet the diverse goals and needs of students. 	☆	☆☆	☆☆☆
		<u>School Level</u> 1. Self-access <ul style="list-style-type: none"> ■ Restructuring the eMCKLN Google sites <ul style="list-style-type: none"> - To display good S1-3 students' work (S4-5 optional in stage 1) ■ Video bank sharing the stories of different people working towards their individual dreams and goals, e.g. <ul style="list-style-type: none"> - Broadcast through morning announcements: stories of our students 	☆	☆☆	☆☆☆
			☆	☆☆	☆☆☆

		<p>or presented by our students.</p> <ul style="list-style-type: none"> - MCube Programme: stories of alumni ■ Remedial Programs <ul style="list-style-type: none"> - To provide individual or small group coaching to help learners to set and work towards their own goals. 	☆	☆☆	☆☆☆
		2. Multiple Intelligences <ul style="list-style-type: none"> ■ Project Learning (S2) <ul style="list-style-type: none"> - Encourage multiple ways of presentation in S2 Project Learning. 	☆	☆☆	☆☆☆
		3. Data <ul style="list-style-type: none"> ■ Join the Hong Kong Jockey Club “Diversity at Schools” Project, and get their support in selecting and analyzing school data. 	☆	☆☆	☆☆☆
		4. Individual Development Plan <ul style="list-style-type: none"> ■ Design a template of an Individual Development Plan (IDP), to help each student assess their skills, interests and strengths, set personal and academic goals for themselves, make plans towards achieving their goals, evaluate and communicate with mentors (teacher or alumni) when they progress. 	☆	☆☆	☆☆☆
		<u>Professional Development of Teachers</u>			
		1. The practice of differentiated instructions will be the focus of lesson observation and subject-based sharing.	☆	☆☆	☆☆☆
		2. Students’ work design will be the focus of teachers’ lesson design and students’ work inspection.	☆	☆☆	☆☆☆
		3. Mentoring and peer observation	☆	☆☆	☆☆☆
		4. EDB: Gifted Education School Network Initiative 2022/23	☆	☆☆	☆☆☆

Stage of development: ☆ plan and pilot ☆☆ refine ☆☆☆ further develop