

Methodist College
School Development Plan (2025-2028)

Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2022/23 - 2024/25

A thorough review was carried out at the end of the 3-year school development cycle. It was found that most of the targets of the two major concerns have been well-achieved. However, while some of the strategies are to be incorporated as routine work, e.g. strengthening students' bonds through the Vertical House System, some of the strategies need to be continued and further strengthened, e.g. promoting project learning by cross-curricular effort. Also, new developments, e.g. the fast advancement of AI and technology, have led to new needs of students. Therefore, in mapping out the foci of the new 3-year school development cycle to better achieve the seven learning goals, we found the need to create a comprehensive curriculum framework which summarizes both our current effort as well as what we are yet to achieve.

b. Vision: MCKLN as Core Values in the Digital Age

Our vision is to nurture Leaders of the New Era in the digital world—individuals with strong convictions and humanistic qualities such as being Modest and Caring, along with advanced digital Knowledge and skills. By invigorating the country through science and education (科教興國), we aim to enhance students' understanding of the motherland, diverse cultures, and global issues, fostering an appreciation of their heritage and diversity. This will empower them to become responsible global citizens with confidence in the culture (文化自信) of their motherland who contribute meaningfully to the world.

c. Framework

To develop a school-based Digital Education program (including AI) with a core focus on deepening the concept of "STEAM" through a whole-school approach. By designing a school-based curriculum framework, this initiative aims to seamlessly integrate humanistic qualities with technological innovation, creating an organic connection with Other Learning Experiences.

School-Based Digital Education (including AI) Curriculum Framework

Reading across the curriculum

Through a strategically designed school-based reading program, students will explore the relationship between Hong Kong (F.1), the Motherland (F.2), the World (F.3), and the Sustainable Development Goals (SDGs).

Project Learning across the curriculum

With the aim of "Bringing Positive Influence to Others — Faith, Hope, and Love," students participate in school-planned learning activities both inside and outside the classroom to observe, reflect on, and generate ideas about the real world. They also explore how to apply technology to empathetically solve problems for others.

Humanistic Qualities	Digital Knowledge and Skills	Other Learning Experiences
① Sustainability <small>Sustainable Development Goals (SDGs)</small>	⑥ Science	⑪ Service Learning <small>Community Service</small>
② Thoughtfulness <small>New Literacy</small>	⑦ Technology <small>(including AI)</small>	⑫ Trips <small>Especially the Greater Bay Area</small>
③ Endurance <small>Focus on the establishment of faith or conviction</small>	⑧ Engineering	⑬ Entrepreneurship <small>Project Learning</small>
④ Attitude <small>Values Education</small>	⑨ A.L.H <small>Arts, Languages, and Humanities</small>	⑭ Activities <small>Especially career-related Experiences</small>
⑤ Modest <small>Focus on self-determination and collaborative learning.</small>	⑩ Mathematics	⑮ Mentorship <small>PTA, alumni, big brothers & big sisters</small>

Methodist College
Major Concerns (2025/26, 2026/27, 2027/28)

Major Concern 1	Targets	Time scale			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
Grow with Self-determination	1.1 To empower students to take ownership of their learning and personal growth	✓	✓ ✓	✓ ✓ ✓	<ul style="list-style-type: none"> ● To revise the school handbook to serve as a comprehensive planner that includes, schedules, sections for goal-setting and reflection ● To better utilize form meetings for structured goal-setting activities and evaluations ● To enable students to plan OLE according to their own goals and aspirations ● To further promote the use of tools such as character strengths, MBTI and VARK surveys to support students' whole-person growth 	<ul style="list-style-type: none"> ● Breadth of Knowledge ● Generic skills ● Information Literacy ● Life planning ● Healthy lifestyle
	1.2 To cultivate self-awareness and promote self-reflection (for effective learning strategies and enhancing social and emotional wellbeing)	✓	✓ ✓	✓ ✓ ✓		
	1.3 To strengthen positive communities that fosters resilience and overall well being	✓	✓ ✓	✓ ✓ ✓		<ul style="list-style-type: none"> ● To continue participating in the 4Rs Mental Health Charter and utilising resources from JC LevelMind@school Project in order to enhance an overall school culture emphasizing health and wellness ● To optimize school administrative measures and timetable structures, fostering a more balanced development for students. ● To increase the number of inter-class activities aimed at boosting relationships and promoting the importance of healthy lifestyle ● To continue encouraging peer mentorship through the Big Brothers and Big Sisters scheme and peer counsellors

					<ul style="list-style-type: none"> • To further enhance collaboration with the Alumni Association of Methodist College (MCAA) and Kowloon Methodist Church to strengthen support for students • To adjust subject curriculum, assignments, assessments to meet the three basic needs, autonomy, competence, and relatedness. 	
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Stage of development: ✓ plan and pilot ✓✓ refine ✓✓✓ further develop

Background:

Self-determination theory (SDT) is a broad framework for understanding factors that facilitate or undermine intrinsic motivation, autonomous extrinsic motivation, and psychological wellness, all issues of direct relevance to educational settings.

Three needs are seen as particularly fundamental in this framework, (1) autonomy, (2) competence and (3) relatedness

1. **Autonomy** concerns a sense of initiative and ownership in one’s actions.
2. **Competence** concerns the feeling of mastery, a sense that one can succeed and grow. The need for competence is best satisfied within well-structured environments that afford optimal challenges, positive feedback (skills taught explicitly), and opportunities for growth
3. **Relatedness** concerns a sense of belonging and connection

Thwarting of any of these three basic needs is seen as damaging to motivation and wellness.

Reference:

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology, 61*, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>

Major Concern 2	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
Thrive in the Digital Age	2.1 To develop “New Literacy”, equipping students with core competencies to thrive in the digital world.	✓	✓ ✓	✓ ✓ ✓	<ul style="list-style-type: none"> To adopt the “S.I.F.T.” framework, integrating the content of the EDB’s "Information Literacy for Hong Kong Students" Learning Framework (2024), and establishing it as the common language across the school for the use of information technology tools (including AI). 	<p>Through Major Concern 2, our school can nurture students to:</p> <ul style="list-style-type: none"> Become informed and responsible citizens with a sense of national and global identity, an appreciation of proper values and attitudes as well as Chinese culture, and a respect for pluralism in society. Acquire and construct a broad and solid knowledge base, and understand contemporary issues that may impact their daily lives at personal, community, national, and global levels. Become proficient in biliterate and trilingual communication for better study and life.
	2.2 To integrate AI tools, such as chatbots, as personal learning assistants to enhance individual learning experiences.	✓	✓ ✓	✓ ✓ ✓	<ul style="list-style-type: none"> To enable students to identify their learning difficulties and challenges through self-regulation and reflection, and to use AI with the "Co-star Framework" to create personalized and structured prompts systematically. This will allow students to develop their own “AI chatbot” as a personal learning assistant. <p>Professional Development</p> <ul style="list-style-type: none"> In the digital era, rather than hosting seminars or workshops, Staff Development Day should focus more on professional exchange among colleagues. Colleagues are encouraged to create their own AI chatbots based on the major concern to assist in designing learning and teaching strategies aligned with the major concern. 	

	<p>2.3 To promote Design Thinking, enabling students to empathize and observe real-world problems for innovative solutions.</p> <p>2.4 To establish a gifted education talent pool based on the school-based Digital Education Curriculum Framework.</p>	✓	✓✓	✓✓✓	<ul style="list-style-type: none"> • In addition to interdisciplinary project-based learning, students are also encouraged to apply Design Thinking to solve problems through diverse subject-based assessment tasks, such as subject-specific projects or daily assignments. • To implement the Digital Education Curriculum Framework by connecting it with the "Three-Tier Implementation Model" of gifted education, conducting talent search through Project Learning in F1 and F2, and focusing on targeted talent development in F3-F5. 	<ul style="list-style-type: none"> • Develop and apply generic skills in an integrative manner, and become independent and self-directed learners for future study and work. • Use information and information technology ethically, flexibly, and effectively. • Understand their own interests, aptitudes, and abilities, and develop and reflect upon personal goals with aspirations for further studies and future careers.
	<p>2.5 To cultivate "Dual Reading Literacy" by empowering students with both digital and traditional reading competencies through the facilities and services of the 21st-century school library and daily learning activities.</p>	✓	✓✓	✓✓✓	<ul style="list-style-type: none"> • To promote "Dual Reading Literacy," the school library will collaborate with various subjects to organize thematic exhibitions centered on traditional print reading. These exhibitions will introduce students to the importance of print reading in developing comprehension skills, self-management, and avoiding information fragmentation. They will also demonstrate how to integrate digital reading with print reading for tasks such as verification and fact-checking. This approach can be applied across different subjects. 	<ul style="list-style-type: none"> • Lead a healthy lifestyle with active participation in physical and aesthetic activities, and appreciate sports and the arts.

Stage of development: ✓ plan and pilot

✓✓ refine

✓✓✓ further develop