

Methodist College – Annual School Plan (2010-11)
Major Concern 1: Enhancing Teaching and Learning (Stage 1)

Objective 1: To develop students’ independence in learning (Learn to learn)

Strategies / Tasks		Time frame	Success Criteria	Methods of Evaluation	People / Com. responsible	Resources required
1.	<p>Strengthening students’ study skills and self-management skills to consolidate their learning ability and to nurture self-directed learning attitude</p> <p>(a) Training workshops about learning strategies (such as thinking aloud) organized for junior form students</p> <p>(b) To heighten students’ awareness of the importance of self-regulation through regular review on learning progress</p> <p>(c) To further develop students’ generic skills in subjects, such as collaboration, presentation and critical thinking skills</p> <p>(d) To organize professional development programmes</p>	<p>2010-2011</p> <p>2010-2013</p> <p>2011-2013</p> <p>2010-2013</p>	<p>(a) Junior form students manage and master the use of graphic organizers.</p> <p>(b) Form periods and/or talks in assembly focusing on self-regulation / study skills</p> <p>(c) Improvement in students’ views on their initiative to learn and application of learning strategies</p> <p>(d) Students’ satisfactory performance in the skills of collaboration / communication / critical thinking acquired through these activities.</p> <p>(e) 80% of teachers have adequate understanding of teaching students to use graphic organizers and study skills.</p>	<p>- Subject panel evaluation meetings</p> <p>- Questionnaires</p> <p>- APASO</p>	<p>ADC</p> <p>Ed. Psy.</p> <p>Subject departments</p> <p>Class teachers</p>	<p>Guest speakers (talks / workshops)</p> <p>Staff development budget (books & workshops)</p>
2.	<p>To integrate thinking and language skills in learning</p> <p>Evaluate and consolidate the LAC framework in junior forms</p>	2010-2013	<p>(a) A revised scheme is submitted.</p> <p>(b) Specific lessons are conducted with positive feedback (80% of students).</p>	<p>- Teaching materials</p> <p>- Questionnaires</p> <p>- Eval. meeting</p>	<p>ADC,</p> <p>Panel heads of EMI subjects (junior forms)</p>	<p>Staff development budget (books)</p>

Objective 2: To enhance teaching effectiveness

Strategies / Tasks		Time frame	Success Criteria	Methods of Evaluation	People / Com. responsible	Resources required
3.	<p>Teachers adopt a broad range of teaching strategies to maximize students' participation and let students assume more responsibility for their learning.</p> <p>(a) To improve teachers' questioning techniques in classroom teaching to provoke higher order thinking and critical thinking among students</p> <p>(b) To foster a better understanding and develop appropriate strategies to address learners' diversity</p> <p>(c) To provide opportunities to share good examples / experience of different teaching pedagogies</p>	<p>2011-2013</p> <p>2012-2013</p> <p>2010-2013</p>	<p>(a) 30% of teachers share their experience / pilot studies on different teaching pedagogies in the sharing workshops over 3 years.</p> <p>(b) Seminars are attended by teachers for further inspirations on teaching pedagogies, questioning techniques and/or catering for students' diversity.</p> <p>(c) A clear guideline on catering for learners' diversity (e.g. lesson preparation, assignment) is devised.</p>	<p>- Subject panel evaluation meetings</p> <p>- Sharing workshops (Staff Development Day)</p>	<p>ADC</p> <p>Subject departments</p>	<p>Staff development budget (books)</p>
4.	<p>To conduct lesson study / collaborative lesson planning to improve the quality of lesson delivery (focus on developing the study skills of students and classroom interaction)</p>	2010-2013	<p>The lessons being observed focus on developing the study skills of students and/or classroom interaction</p>	<p>- Subject panel evaluation meetings</p> <p>- Reports on peer observation</p>	<p>ADC</p> <p>Subject departments</p>	
5.	<p>To develop assessment for learning (AfL) in L&T</p> <p>(a) To organize professional development programmes</p> <p>(b) To develop different modes of assessment</p> <p>(c) Subject departments prepare its assessment practices (as an integral part of the curriculum, L&T and feedback cycle) that put more emphasis on AfL.</p>	<p>2010-2013</p> <p>2011-2013</p> <p>2012-2013</p>	<p>(a) 80% of teachers have adequate understanding of AfL.</p> <p>(b) Assessments designed to assess learning targets, content and learning processes that lead there.</p> <p>(c) Different modes of assessment used for comprehensive understanding of student learning in various aspects.</p> <p>(d) Teachers provide quality feedback to students on how to improve their work.</p>	<p>- Subject panel evaluation meetings</p> <p>- Questionnaires</p>	<p>ADC</p> <p>Panel heads of all subjects</p>	<p>Staff development budget (guest speakers, books)</p>

Plan on developing students' study skills and thinking skills (2010-2013)

Intended Outcome / Target: To develop students' independence in learning (Learn to learn)

Skills Developed	Time frame	Implementation	People / Com. responsible
Study skills (1) Effective memorization - visualizing relationship / building mental images for memory - using graphic organizers Thinking aloud	2010-13	- Talks / Training workshops (Assembly / LWL periods / Class Teachers' periods) - Book exhibition (including books on study skills) - ADC board display - Lesson observation (lesson study) - Language across curriculum	<u>ADC</u> Overall coordination <u>Ed Psy / External organization(s)</u> Talk / Training workshops
Self reflection on learning		- Board display (students sharing their study tips) - Regular review of learning progress (e.g. goal setting at the beginning of the term, self-reflection before and after exams) - Self and/or peer assessment used in different subjects - Teaching materials (e.g. asking students to draw conclusions) - Teachers provide quality feedback and assist students in taking more responsibility in their learning (AfL)	<u>Subject departments</u> - Skill-building in teaching - Asking students more to reflect on their learning - Subject-peer observation focusing on related teaching of study skills / providing quality feedback (lesson study)
Study skills (2) - error analysis - self questioning Presentation skills	2011-12	- Talks / Training workshops (Assembly / LWL periods / Class Teachers' periods) - Lesson observation (lesson study)	
Thinking skills (Marzano)* Collaboration skills	2011-13	- Talk / Training workshops (Assembly / LWL periods / Class Teachers' periods) - Lesson observation (lesson study)	<u>Class teachers</u> Students' regular review on their learning progress

***Thinking skills (Marzano: 8 categories, 21 items, 1988)**

Functions of skills	Skill items	
Focusing	1. defining problems	2. setting goals
Information gathering	3. observing	4. formulating questions
Remembering	5. encoding	6. recalling
Organizing	7. comparing 9. ordering	8. classifying 10. representing
Analyzing	11. identifying attributes and components 13. identifying main ideas	12. identifying relationships and patterns 14. identifying errors
Generating	15. inferring 17. elaborating	16. predicting
Integrating	18. summarizing	19. restructuring
Evaluating	20. establishing criteria	21. verifying

Methodist College – Annual School Plan (2010-11)
Major Concern 2: Consolidating Life Education (Stage 1)

Part 1: Life Education Curriculum and Programmes

Area concerned	Strategies/Tasks	Time Scale	Success Criteria Students should be able to...	Method of evaluation	People responsible	Resources required
Form based Life Education Curriculum	<u>Form One</u> Theme: Self-discovery - School-based materials for class teacher periods will be used. - An adventure camp will be held after the first exam. - Big Brothers Big Sisters Scheme for helping new students. - Small interest groups for providing more chances of experiential learning.	Sept.10 – Jun. 11	- establish a better self-understanding - establish a more positive value system - have a healthier self-esteem - be more capable of coping with adversity	- feedback from teachers - feedback from social workers - feedback from students - questionnaires	F1 life education coordinator, (CT and ACT)	- Funding from church, - NGOs
	<u>Form Two</u> Theme: National Education(我是中國民) - Military training camp in Mainland China will be held. - Visits to museums and China-related organizations - Talks on Recent Development in China - Activities about Chinese Customs and Festivals	Nov.10 – Jun. 11	- establish a clear national identity - have a better understanding of their own country - establish a sense of belonging on their own country.	- feedback from teachers - feedback from students - questionnaires	F2 life education coordinator, (CT and ACT),	- NGOs - Seconded Teacher from the mainland

	<p><u>Form Three</u> Theme: Careers Education (Be A Dreamer!)</p> <ul style="list-style-type: none"> - Careers Talks on Life planning, NSS and Parents Nights will be held. - Visits to different job places. - Careers Education Curriculum : “Finding your Colours of Life” will be used in class teacher periods - Careers Exhibition 	Nov.10 – Jun. 11	<ul style="list-style-type: none"> - recognize their strengths and weakness. - start to construct their career path. - start making their life planning. 	<ul style="list-style-type: none"> - feedback from teachers - feedback from students - questionnaires 	F3 life education coordinator, (CT and ACT), (Careers Team members)	<ul style="list-style-type: none"> - Alumni - NGOs
	<p><u>Form Four</u> Theme: Social Service and Civic Education (Be a servant leader)</p> <ul style="list-style-type: none"> - Social Service workshop (including training, visit, service and debriefing) will be held. - Talks on social issues 	Nov.10 – Jun. 11	<ul style="list-style-type: none"> - love and care more about society and others. - know and understand the meaning of good citizenship. 	<ul style="list-style-type: none"> - feedback from teachers - feedback from social workers - feedback from students - questionnaires 	F4 life education coordinator, (CT and ACT)	<ul style="list-style-type: none"> - NGOs
	<p><u>Form Five</u> Theme: Environmental Education (Sustainable Development)</p> <ul style="list-style-type: none"> - Talks on “Sustainable Development in HK”, “Air Pollution”...etc - Field trips to Mai Po, Wan Chai, Organic Farm...etc. - Paper recycling campaign 	Nov.10 – Jun. 11	<ul style="list-style-type: none"> - appreciate the beauty of the environment. - understand the meaning of sustainable development. - experience and practice a more environmental friendly life style. 	<ul style="list-style-type: none"> - feedback from teachers - feedback from students - questionnaires 	F5 life education coordinator, (CT and ACT)	<ul style="list-style-type: none"> - NGOs

	<p><u>Form Six</u> Theme: Harmonious Society</p> <ul style="list-style-type: none"> - Talks and workshops on “Cultural Diversity in Hong Kong”. - Interview people of different races 	Nov.10 – Jun. 11	<ul style="list-style-type: none"> - have more exposure to different cultures - appreciate and tolerate different lifestyles and cultures 	<ul style="list-style-type: none"> - feedback from teachers - feedback from social workers - feedback from students - questionnaires 	F6 life education coordinator, (CT and ACT)	<ul style="list-style-type: none"> - NGOs - Exchange students from overseas
	<p><u>Form Seven</u> Theme: Health Education and Stress Management</p> <ul style="list-style-type: none"> - Talks on personal health and stress management. - Workshop on stress management - Form based activities 	Nov.10 – Jan. 11	<ul style="list-style-type: none"> - develop more healthy/ good living habits - practice some strategies to cope with stress 	<ul style="list-style-type: none"> - feedback from teachers - feedback from social workers - feedback from students - questionnaires 	F7 life education coordinator, (CT and ACT)	
Cross-level Life Education Curriculum	<p><u>Sex Education</u></p> <ul style="list-style-type: none"> - Sex education talks according to specific needs of each form - Value education through class teacher periods - Sex peer-counselors programme 	Nov.10 – Jun. 11	<ul style="list-style-type: none"> - have more knowledge related to sex - develop a positive value towards sex - understand and practice some counseling techniques 	<ul style="list-style-type: none"> - feedback from teachers - feedback from social workers - feedback from students - questionnaires 	All committee members	<ul style="list-style-type: none"> - NGOs
	<p><u>Drugs Education</u></p> <ul style="list-style-type: none"> - Talks by PS33 	Nov.10 – Jun. 11	<ul style="list-style-type: none"> - Have more knowledge about drugs - Understand the consequences of drugs addiction 	<ul style="list-style-type: none"> - feedback from teachers - feedback from social workers - feedback from students - questionnaires 	All committee members	<ul style="list-style-type: none"> - PS33

	<p><u>Internet Addiction</u></p> <ul style="list-style-type: none"> - Talks on internet addiction and internet dating 	Nov.10 – Jun. 11	<ul style="list-style-type: none"> - Develop a healthier and better lifestyle in terms of internet surfing. - Understand the dangers of internet dating 	<ul style="list-style-type: none"> - feedback from teachers - feedback from social workers - feedback from students - questionnaires - 	All committee members	- NGOs
	<p><u>Life Education Ambassadors</u></p> <ul style="list-style-type: none"> - whole school activity e.g. Hunger banquet - MCTV programmes 	Nov.10 – Jan. 11	<ul style="list-style-type: none"> - Care more about others - Develop a more positive value system - Have more chance of self-reflection 	<ul style="list-style-type: none"> - feedback from teachers - feedback from students - questionnaires 	All committee members	

Part 2: Improving Students' Discipline and Attitudes

Strategies	Success criteria	Methods of evaluation	Time scale	People responsible	Resources required
Strict enforcement of rules and regulations in all levels	<ul style="list-style-type: none"> - More positive behaviour is observed - Decrease in number of misconduct 	- Statistics	All year round	All teachers	
Class goals and rules are set	<ul style="list-style-type: none"> - More positive behaviour is observed - Decrease in numbers of misconduct 	- Observations of students' behaviour, statistical data	Sept 2010	CTs/ ACTs	Class teacher time/ periods

Arrange talks given by the police on topics of crime prevention	- Positive feedback from teachers and students	- Feedback from CTs/ ACTs	Sept 2010	Guidance Committee	Class teacher periods
Post words of wisdoms related to self discipline in classrooms and corridors	- More positive behaviour is observed	- Observations of students' behaviour	Sept 2010	General office	Janitors/ Office staff
Implement Peer Prefects Programme for F.1 students to establish positive role models	- More positive behaviour is observed	- Feedback collected from prefect mentors and guidance teachers	Nov 2010 to May 2011	Guidance Committee, social worker	Programme fee, meetings, workshops, follow-up coaching sessions
Implement leadership training programme for school prefects	- Improvement in prefects' leadership capacity	- Observation on daily performance - Appraisal on prefects	Oct 2010 to May 2011	Guidance Committee, social worker	Programme fee, meetings, workshops/ camps
Implement guidance programmes for F.1 students to promote holistic development in self discipline and inter-personal skills	- Improvement in students' interpersonal relationship and school ethos	- Stakeholders survey - Questionnaire - Evaluation meeting	Jan 2011 to May 2011	Guidance Committee, CTs/ ACTs, social worker	Funding from Church, meetings, workshops/ camps, follow-up coaching sessions
Implement remedial guidance programmes for students in needs	- Decrease in numbers of misconduct	- Stakeholders survey - Questionnaire	All year round	Guidance Committee,	Programme fee, meetings,

	- Improvement in students' interpersonal relationship and school ethos	- Evaluation meeting		CTs/ ACTs, social worker, educational psychologist	workshops, camps, follow-up coaching sessions
Spot check on students' attire	- Improvement on students' attire	- Observations of students' attire - Statistics	All year round	Guidance teachers and subject teachers	Data management by office staff, follow-up actions by CTs and guidance teachers
Regular feedback on student discipline and attire in morning assembly and general assembly	- Decrease in numbers of misconduct - Improvement in school ethos	- Stakeholders survey - Statistical data	All year round	Guidance Committee	Assembly time

Areas Outside Major Concerns:

1) Language Policy:

- English is the medium of instruction for all subjects except Chinese Language, Chinese History, Putonghua, Liberal Studies and Religious Education.
- In F.1 and F.2, Putonghua is the teaching medium to deliver 50% of the Chinese Language lessons in one class in each form.
- All school functions are basically conducted in English, while teachers and students are encouraged to use English in informal communications but not compulsory.

2) Use of Grants:

- The Capacity Enhancement Grant and the Senior Secondary Curriculum Migration Grant will be used mainly to employ additional teachers or teaching assistants to relieve the workload of all teachers.
- The Diversity Learning Grant will be used to provide gifted education programmes to NSS students.
- Application for the English Enhancement Grant will be made. The grant will mainly be used on developing and revising the Language Across Curriculum (LAC) package.

Methodist College
Three-year Plan – Provision of Gifted Education Programmes
For the Second Cohort of Senior Secondary Students (from 2010/11 to 2012/13 School Year)

The following programmes are adopted with support of EDB's Diversity Learning Grant (DLG):

DLG Funded Programme	Strategies & benefits anticipated	Name of Programme	Duration	Target Students	Est. No. of Students Involved			Evaluation of Learning/ Success	Teacher-in-charge
					10/11	11/12	12/13		
Other Programmes - Gifted Education Programmes	Tier 1: To raise students' power of expression & critical thinking	Conflict Management Day Camp	1 day	All students in F.5		150		Increased exposure of students & enhanced confidence	Eng. Dept. & Li Po Chun United World College
	Tier 1: To enhance students' study skills & thinking skills	Talk by Edvenue Ltd.	5 sessions	All students in F.4	150				ADC
	Tier 2: To provide additional training and coaching to elite students on various aspects	Various aspects of giftedness, e.g. English & Chinese debating, speech, Maths etc.	3 years	Students with potentials and talents on the chosen aspects	40	40	40	Courses organized and results in competitions	Various subject heads and school team advisors
	Tier 2: To further enhance elite students' thinking and study skills	Workshops by Edvenue Ltd. & EDBIT Ltd.	6 sessions	Elite students with higher academic calibre		40		Students have better thinking skills & study strategies	LS Dept. & ADC

	Tier 3: To subsidize students to attend relevant courses outside the school		3 years	Elite students with particular talents	10	10	10	Oral reports from the students	Teachers of relevant disciplines
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