

Theme: **Creating the future beyond boundaries** 「創建未來無邊界」**Self-management** 管理自己**Adaptability** 應對變幻**Ethical values** 堅守價值**Contribution** 貢獻力量**Major Concern 1: Develop students to be adaptive and self-managed learners**

Strategies	Tasks for 2223	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1. Enhance students' <b>learning skills</b> for knowledge management	<u>Subject / Teacher level</u> <ul style="list-style-type: none"> <li>Teachers help students develop a habit of lesson preparation and apply various study skills specific in learning their subjects.</li> <li>Teachers can share the learning skills on the subjects which are new with students (e.g. S.1 subjects, S.3 Int Tech, S.4 Econ).</li> </ul>	<ul style="list-style-type: none"> <li>At least 50% of students show ability to apply study skills (such as note-making, summary making, or graphical organisers) in the subjects.</li> </ul>	Feedback from teachers and students	Whole year	Panel heads of DSE subjects	
2. Apply <b>self-management skills</b> in students' learning	<u>Committee level</u> <ul style="list-style-type: none"> <li>LTDC invites students / alumni to share the ideas on self-management in form briefings / form periods.</li> </ul> <u>Subject / Teacher level</u> <ul style="list-style-type: none"> <li>Teachers can share their self-management skills with students.</li> </ul>	<ul style="list-style-type: none"> <li>At least 1 sharing session is organised for each class level and recorded in minutes.</li> <li>50% of teachers share the skills with students at least once per term.</li> </ul>	Evaluation in committee and form meetings	Whole year	Director of LTDC	
3. Enhance students' <b>inter-disciplinary learning</b>	<u>Subject level</u> <ul style="list-style-type: none"> <li>Promote interdisciplinary learning in terms of project learning or life-wide learning.</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of junior subjects can coordinate with other subjects to have project learning or life-wide learning under certain themes, such as environmental education and STEM education.</li> </ul>	Feedback from panel heads	Whole year	VP (AD)	

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4. Deepen effective use of <b>information technology</b> in education	<u>Committee level</u> <ul style="list-style-type: none"> <li>ITC explores the various IT apps and provides corresponding trainings for teachers.</li> <li>ITC ensures the implementation of the BYOD programme across S.1 curriculum.</li> </ul> <u>Subject / Teacher level</u> <ul style="list-style-type: none"> <li>Teachers make effective use of the S.1 &amp; S.2 BYOD programmes to enhance students' lesson engagement, feedback learning and self-learning.</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of teachers use electronic devices in students' learning during lessons.</li> <li>Students develop stronger interest and acquire subject knowledge through e-learning tools or e-platforms</li> </ul>	Evaluation in committee and subject meetings	Whole year	Director of ITC	
5. Promote <b>elite enhancement</b>	<u>Committee level</u> <ul style="list-style-type: none"> <li>LTDC coordinates the students in external elite programmes.</li> </ul> <u>Subject level</u> <ul style="list-style-type: none"> <li>Core subject panels &amp; DSE elective subject panels (this year): develop a DSE data bank / good performance collection for students; (next year): develop the elite enhancement programme.</li> <li>Subject departments encourage students to participate in external competitions or learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>At least 6 students successfully complete external elite enhancement programmes.</li> <li>Subject departments upload their own data bank / good performance collection to SharePoint.</li> <li>At least 10% of students are encouraged to participate in external competitions or learning activities.</li> </ul>	Evaluation in committee and subject meetings	Whole year	Director of LTDC  Panel heads of DSE subjects  All subject panel heads	

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**Major Concern 2: Cultivate students to be ethical thinkers and healthy contributors**

Strategies	Tasks for 2223	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1. Enhance the coordination among various cross-curricular domains in <b>values education</b> to nourish students' positive values, attitudes and behaviours	<u>School level:</u>	<ul style="list-style-type: none"> <li>A core team for values education is set up.</li> <li>Whole-school curriculum planning of values education is reviewed and conducted.</li> </ul>	Evaluation by committee and subjects, students' survey	Whole year	VP (SD), all directors of committees and panel heads of related subjects	
	<u>Committee and subject level:</u>	<ul style="list-style-type: none"> <li>The outline and format of committee handbooks are designed in the second term.</li> <li>All committee heads update the relevant documents for preparation for drafting the committee profiles.</li> <li>Plans and learning activities are implemented, and the outcomes are monitored and used to revise the plans and activities.</li> <li>Over 70% of students reflect that learning activities can achieve the targeted learning objectives.</li> </ul>				

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	<u>Subject / teacher level:</u> <ul style="list-style-type: none"> <li>• Help students to understand various complexities and issues in lessons or activities.</li> <li>• Adopt authentic topics and learning materials, and use real-life illustrations in lessons or activities.</li> <li>• Provide chances for students to communicate with classmates and make rational judgements and ethical decision based on the embedded values.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' ethical awareness and reasoning are enhanced.</li> <li>• Students understand the best ways to make decisions and resolve issues at personal, group and societal levels.</li> <li>• Over 70% of students agreed that they are given chances to apply knowledge and values they learnt and involved in making ethical decisions.</li> </ul>			
2. Foster a safe, inclusive, and harmonious campus environment that contributes to students' <b>health and wellbeing</b>	<u>School level:</u> <ul style="list-style-type: none"> <li>• Strengthen class-based and form-based management to achieve cohesion and sense of satisfaction.</li> <li>• Restructure the existing 'class and supporting teachers partnership system' and develop a new 'dual class teachers' model.</li> <li>• Build up the capacity of teachers to promote and protect mental health.</li> </ul>	<ul style="list-style-type: none"> <li>• The possibility of arranging form-based or class-based activity is explored and planned in the first form meetings.</li> <li>• The roles and duties of the 'dual class teachers' are drafted.</li> <li>• Sharing platform or development programmes are arranged for teachers.</li> </ul>	Feedback from teachers and students	Whole year	Directors of committees (DGC, RAC, EAC, LCEC), SENCO and panel heads of related subjects.
(2022-2023): positive health & emotion	<u>Committee and Teacher level:</u> <ul style="list-style-type: none"> <li>• Promote care and mutual respect between teachers and students in daily interaction.</li> <li>• Different committees arrange inter-class activities and competitions to strengthen class bonding.</li> <li>• Arrange activities to promote inclusive education and enhance students' understanding of positive values and attitudes through</li> </ul>	<ul style="list-style-type: none"> <li>• Positive approaches are adopted to manage student's attitudes and behaviors.</li> <li>• At least 1 committee-arranged inter-class activity.</li> <li>• 70% of students agree that the activities support their understanding of the values and</li> </ul>			

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	discussion, sharing and reflection inside or outside the classrooms.	attitudes that enhance their own and others' health and wellbeing.			
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3. Promote <b>service learning</b> and unleash students' love for serving.	<u>School level:</u> <ul style="list-style-type: none"> <li>Explore the possibilities of forming a new service/uniform team.</li> <li>Invite potential teachers to lead and train the new team.</li> </ul>	<ul style="list-style-type: none"> <li>Information of different types of uniform teams are collected.</li> <li>Support, resources and credits are given to the teachers and team members.</li> </ul>	Feedback from teachers and students	Whole year	VP (SD), directors of LCEC and EAC	
	<u>Committee and Teacher level:</u> <ul style="list-style-type: none"> <li>Deliver the importance of having a serving heart to students.</li> <li>Encourage potential students to join the new service/uniform team.</li> </ul>	<ul style="list-style-type: none"> <li>Message of having a servant's heart is emphasized.</li> <li>More opportunities are provided for students to serve, and they respond actively.</li> <li>A new service award scheme is set up.</li> </ul>				

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**Major Concern 3: Establish a teaching team with high professionalism and a strong culture of collaboration**

Strategies	Tasks for 2223	Success Criteria	Evaluation Methods	Time Scale	People Responsible	Resources
1. Empower teachers' competency through professional development	<p><u>School level:</u></p> <ul style="list-style-type: none"> <li>Reform the <b>Teacher Professional Development Team</b> to strengthen its role and functions</li> <li>Address new pedagogies in <b>staff development programmes</b> to equip teachers to cater for students' learning diversity.</li> <li>Set a <b>basic requirement on professional training</b> and recall self-improvement cycle (PIE).</li> <li>Make use of <b>teacher appraisal</b> to identify the strengths and weakness of teaching.</li> <li>Guide <b>KLA coordinators</b> to map the school-based curriculum with the central curriculum suggested by EDB.</li> <li>Train <b>new panel heads</b> to be curriculum leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Senior teachers head up the team and allocate middle managers from different committees to join the teacher professional development team.</li> <li>School conducts at least one staff development programme related to students' learning needs in the first term.</li> <li>Teachers meet the basic requirements from EDB, such as NSE, mental health, etc. and formulated strategic planning in the first term.</li> <li>Lesson observation is conducted to all teachers in a round of 3 years.</li> <li>All KLA coordinators submit mapped curriculum.</li> <li>VP conducts 'Subject Dialogue' sessions with new panel heads once per year.</li> <li>50% new panel heads agree that ILCian teaching experience is passed on to the new generation.</li> </ul>	<p>Professional Development Team meeting</p> <p>Observation and teachers' feedback</p> <p>CPD records</p> <p>Lesson observation records</p> <p>Subject Dialogue schedule</p>	Whole year	<p>Professional Development Team</p> <p>Principal &amp; Dean</p> <p>KLA coordinators</p> <p>VP (AD)</p>	External education bodies

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	<u>Teacher level:</u> <ul style="list-style-type: none"> <li>Teachers apply the new pedagogies learnt in class</li> <li>Teachers plan for own professional training, implement and evaluate each year.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers complete at least one pedagogy about catering students' learning diversity.</li> <li>Teachers submit reports of self-evaluation on professional training shown in Form A.</li> </ul>	Teachers' Form A		Professional Development Team	Teachers
2. Create opportunities for teachers to <b>collaborate</b> in teaching and learn from each other	<u>School level:</u> <ul style="list-style-type: none"> <li>Refine '<b>Mentoring Program</b>' more <b>professionalism-driven</b> by pairing up panel heads with new teachers.</li> <li>Arrange '<b>Open Classroom</b>' within and / across subject panels for new teachers.</li> </ul>	<ul style="list-style-type: none"> <li>New teachers teaching for less than two years at ILC are paired up with panel heads.</li> <li>50% of new teachers agree that effective support is offered by their mentors to strengthen their teaching strategies.</li> <li>Lesson demonstration is arranged for new teachers.</li> </ul>	Professional Development Team meeting, Observation and teachers' feedback	Whole year	Principal & Dean	VP (AD)
	<u>Subject level:</u> <ul style="list-style-type: none"> <li>Panel heads <b>facilitate sharing from and / or cooperation with</b> new teachers who have new teaching ideas and teachers coming from other schools with various teaching experiences and methods to enhance teaching skills of the subject panels.</li> <li>Promote <b>co-planning</b> among members of subject panels.</li> </ul>	<ul style="list-style-type: none"> <li>50% of panel heads agree that the teaching effectiveness within subject department is synergised.</li> <li>Co-planning among teachers is implemented in all subjects consisting of more than one member of the same form.</li> </ul>	Observation and teachers' feedback in subject departmental meeting  Subject Handbook		All subjects with more than one member of the same form	VP (AD)

