School Major Concern 2007-2008

Introduction

Self-directed Learning (SDL) is our School Major Concern this year.   It is a continuation of the major concerns of the previous three years.   It intends to assist students to make a strong commitment to their learning goals, and to cultivate good self-management skills and perseverance to reach the goals. Students will be further equipped with the various means of knowledge acquisition, e.g. lesson preparation, reading, use of information technology, project learning skills, etc.

Self-directed Learning is a process in which learners:
- take the initiative, with the support and collaboration of teachers, peers and parents, in raising self- and social- awareness;
- critically analyse and reflect on their situations;
- diagnose their learning needs with specific reference to competencies they are helped to identify;
- formulate socially and personally relevant goals;
- locate human and material resources for learning;
- select and implement appropriate learning strategies;
- reflect on and evaluate their learning.

Background

The following points are taken into considerations when planning the Major Concern this year:
- Results of parents and students stakeholders' survey and APASO
  - Students should be better cultivated.
  - Students' learning strategies should be refined.
  - Students' goal setting skills should be strengthened (both short term and long term goals) and progress in working towards these goals should be monitored through reflection.
- Teachers' professional suggestions
- Facilitation of a smooth transition to the New Senior Secondary (NSS) curriculum.

Objective

- to cultivate students' awareness of the need for Self-directed Learning
- to assist students to set goals and to work towards the goals

Strategy

The following whole-school strategies are proposed:
- Goal setting
- Pre-Lesson Preparation
- Reflection

Implementation Plans

(1)   Cultivate Students' Awareness of the Need for Self-directed Learning (SDL)

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required

Morning assembly
● Theme talks on
  - the Major Concern
  - goal setting skills
  - use of library resources for SDL
  - use of information technology resources for SDL
● Sharing of SDL experience by
  - F.5 graduates in HKCEE
  - alumni
  - the most improved students
	09/07 – 02/08	● Students actively participating in the talks
		● At least 75% of students having a general understanding of SDL
		● At least 50% of students being inspired to engage in SDL
			● Observation by teachers
			● MCTG questionnaire
				● MCTG *
				● IT Committee
				● Library Committee	

Training Programme for students ● F.6 Applied Strategic Thinking ● F.4 Effective Study Skill	10/07 – 11/07	● Students actively participating in the programme ● At least 50% of participants finding the program useful and practical	● Questionnaire prepared by EdVenue Limited	● AAC ● EdVenue Limited	Financial subsidy from Student Welfare Fund
Notifying parents of the ● Major Concern through PTA meetings and circulars ● Learning Goals of their children	10/07 – 11/07	● Parents' knowledge of the Major Concern of the school ● Parents' knowledge of the learning goals of their children	● Minutes / Surveys of PTA ● Students Goal Setting Forms	● MCTG ● PTA ● Class teachers	

* Major Concern Task Group (MCTG)
Members: Mr. Fan Kam King, Mr. Yu Kin Man, Ms. Cheung Chee Yin, Ms. Chin Wai Ying, Ms. Ting Man Shuk, Mr. Tsang Chi Wing, Ms. Wong Lai Yin, Ms. Shek Kin Chong

(2) Assist Students to Set Goals and to Work towards these Goals

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Delineation of the framework and rubrics to teachers in ● Staff Meetings ● Class Teachers' Meetings	09/07 – 10/07	● Class teachers finding the rubrics useful in guiding students when setting their goals	Feedback in Class Teachers' Meetings and Staff Meetings	● Class teachers ● MCTG	
Students setting learning goals with the assistance of class teachers	10/07 to 02/08	● All students having used the Goal Setting Forms to set their goals and have reflection ● 75% of students knowing how to set their learning goals	● Goal Setting Forms	● Class teachers	School Home Server
Students working towards their learning goals with the guidance of class teachers	Through-out the year	● at least 50% of students agreeing that they have made effort to work towards their goals	● Class Teachers' Meetings ● MCTG Questionnaire	● Class teachers	
Students' reflections	● mid-term ● end of term	● at least 75% of students having reflected once per term about their learning strategies / goals ● at least 50% of students being able to identify some of their strengths and weaknesses in learning through reflection	● Goal Setting Forms	● Class teachers	

(3)   Cultivate Students' Self-directed Learning Habit through Pre-lesson Preparation

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Each subject is required to ● incorporate pre-lesson preparation strategies into the curriculum ● involve students in lesson preparation on a regular basis ● help students develop independent learning skills ● help students develop higher order thinking skills	Through-out the year	● Each subject adopting strategy once per term per class level ● at least 50% of students agreeing that pre-lesson preparation can involve them more actively in learning ● at least 50% of students having tried more than one strategy in pre-lesson preparation ● at least 75% of teachers agreeing that pre-lesson preparation activities can enhance students' learning	● MCTG Questionnaire ● e-Class Learning Platform ● Subject panel minutes ● Subject Annual Plans / Reports	● VP (academic) ● Head of AAC ● Subject Heads ● Teachers	

(4) **Enhance Teachers' Professional Development**

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Training programme on "Metacognition in Learning and Teaching" organized by the CUHK ● Metacognition and Teaching Strategies ● Metacognition and Self-regulated Learning ● Metacognition and Learning Differences	09/07-10/07	All FC members having completed the programme with 100% attendance	Attendance record	Members of Facilitating Committee on "Metacognition in Learning and Teaching" *	CUHK
Workshops for teachers ● Metacognition and Effective Teaching ● The practice on Metacognitive Skills and Techniques	12/10/07 18/04/08	● Teachers understanding the concept of Metacognition ● Teachers learning how metacognition can be put into practice	● Questionnaire	● MCTG ● Staff development committee ● CUHK	CUHK
Workshops for teachers ● Applied Strategic Thinking and Effective Study Skill	12/10/07	● Over 75% of teachers agreeing that they know more about goal setting skills	● Questionnaire	● AAC ● Staff Development Committee ● EdVenue Limited	EdVenue Limited
Members of FC committee demonstrating how to implement metacognition into practice	04/01/08	● Teachers having a better understanding of how metacognition can be implemented ● Teachers having more confidence to put metacognition into practice	Post-observation feedback from ● teachers ● instructors from CUHK	Members of Facilitating Committee on "Metacognition in Learning and Teaching"	CUHK

* **Members:** Ms. Kuby Chan Yin Hung, Mr. Fan Kam King, Mr. Mok Kwok Wai, Ms. Wong Kam Hung, Mr. Yu Kin Man