

School Major Concern 2008-2009

Introduction

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-awareness;
- critically analyse and reflect on their situations;
- diagnose their learning needs with specific reference to competencies they are helped to identify;
- formulate personally relevant learning goals;
- locate human and material resources for learning;
- select and implement appropriate learning strategies;
- reflect on and evaluate their learning.

Objectives / Intended Outcomes

- to assist students to set learning goals and to work towards the goals
- to enhance students' self-directed learning ability through pre-lesson preparation
- to enhance teachers' professional growth by applying metacognitive skills in teaching
- to promote students' metacognitive skills through teacher modelling
- to prepare students for the New Senior Secondary (NSS) Curriculum

Strategies

Students are to continue with the training on:

- goal-setting and reflection
- pre-lesson preparation

Teachers are to enhance their skills in:

- teaching pedagogy
- lesson design

Implementation Plan

(1) Assist students to set learning goals and to work towards the goals

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> • Setting up a procedure for students to set their learning goals and reflect on their learning • Including the goal setting and reflection forms in the Student Portfolio (F.1-3) / Reading Journal (F.4-7) • Teaching newly admitted S1 students to set learning goals and make reflection in F.1 Bridging Course • Introducing the procedure to newly appointed teachers • Including goal setting and reflection activities in the morning assemblies 	Through-out the year	<ul style="list-style-type: none"> • at least 85% of class teachers agree that the procedure can be followed smoothly • all students are able to set “SMART” goals • all students are able to reflect once per term on their learning • at least 85% of students are able to identify their strengths and weaknesses in learning 	<ul style="list-style-type: none"> • Class Teachers’ Meetings • Major Concern Task Group • Questionnaire • Students’ involvement in activities in the morning assemblies and sharing session • Students goal setting and reflection forms 	<ul style="list-style-type: none"> • Class teachers • S1 Bridging Programme Committee • Staff Development Committee • Major Concern Task Group 	<ul style="list-style-type: none"> • Student Portfolio (F.1-3) • Reading Journal (F.4-7)
Students working towards their learning goals with the guidance of class teachers and mutual support	Through-out the year	<ul style="list-style-type: none"> • at least 85% of students agree that they have made effort to work towards their goals • at least 75% of class teachers agree that their students are working towards their goals • at least 60% of students find that mutual support can help them work towards their learning goals 	<ul style="list-style-type: none"> • Class Teachers’ Observations • Major Concern Task Group • Questionnaire • Student self-evaluation and peer evaluation 	<ul style="list-style-type: none"> • Class teachers • Students • Major Concern Task Group 	

(2) Enhance students' self-directed learning ability through pre-lesson preparation

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>All subjects being required to</p> <ul style="list-style-type: none"> ● incorporate pre-lesson preparation strategies into the curriculum ● involve students in lesson preparation on a regular basis ● help students use different learning resources in learning ● compile learning resources developed for pre-lesson preparation (e.g. suggestions to students, worksheets) 	<p>Through-out the year</p>	<ul style="list-style-type: none"> ● all subjects include pre-lesson preparation strategies into their teaching scheme and subject handbook / manual ● at least 85% of students agree that pre-lesson preparation can involve them more actively in learning ● at least 85% of students agree that pre-lesson preparation can help them learn more effectively ● at least 80% of students have applied more than one learning resource in pre-lesson preparation ● at least 60% of students agree that they often prepare for their lesson 	<ul style="list-style-type: none"> ● Major Concern Task Group Questionnaire ● e-Class Learning Platform ● Subject panel minutes ● Subject Annual Plans / Reports ● Daily exercises ● Developed teaching resources compiled by subjects 	<ul style="list-style-type: none"> ● Vice Principal (Academic) ● Head of Academic Affairs Committee ● Key Learning Area coordinators ● Subject Heads ● Teachers 	

(3) Enhance teacher’s professional growth by applying metacognitive skills in teaching

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> • Training programme on “Metacognition in Learning and Teaching” organized by the CUHK for members of Facilitating Committee • Members of FC committee to <ul style="list-style-type: none"> - provide guidance and support for Key Learning Area coordinators to assist subject panels to put the teaching of metacognition into practice - demonstrate how to put teaching of metacognition into practice 	2008 - 2009	<ul style="list-style-type: none"> • KLA coordinators and subject panels are able to implement the teaching of metacognition into practice • at least 85% of teachers have a better understanding of how teaching of metacognition can be put into practice 	<ul style="list-style-type: none"> • Reports from subject panels • Post-observation feedback from <ul style="list-style-type: none"> - teachers - instructors from CUHK 	<ul style="list-style-type: none"> • Facilitating Committee on “Metacognition in Learning and Teaching” 	CUHK
Workshops for teachers (Second Phase) on <ul style="list-style-type: none"> • Questioning Techniques • Learning Differences and Problem-based Learning • Metacognitive Teaching and Learning: Curriculum and Evaluation 	29/8/08 24/10/08 3/4/09	<ul style="list-style-type: none"> • at least 80% of teachers understand the concept they learned in the workshop • at least 85% of teachers have more confidence to put teaching of metacognition into practice • teachers are able to apply various questions to guide students to learn 	<ul style="list-style-type: none"> • Questionnaire • Results of peer observations 	<ul style="list-style-type: none"> • Principal • Facilitating Committee on “Metacognition in Learning and Teaching” • Staff development committee • CUHK 	CUHK
Enhancing teachers’ capability in applying metacognitive skills in teaching through <ul style="list-style-type: none"> • collaborative lesson preparation 	2008 - 2009	<ul style="list-style-type: none"> • at least 60% of teachers agree that their capability in applying metacognition in teaching is enhanced 	<ul style="list-style-type: none"> • Major Concern Task Group Questionnaire 	<ul style="list-style-type: none"> • Key Learning Area coordinators • Academic Affairs Committee 	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> peer observation sharing of pedagogy in pre-lesson preparation and teaching of metacognition 		<ul style="list-style-type: none"> at least 60% of teachers are able to put teaching of metacognition into practice at least 60% of teachers are able to use questions to guide students into deeper discussion and analysis in learning 	<ul style="list-style-type: none"> Results of peer observations 	<ul style="list-style-type: none"> Staff Development Committee Subject heads Teachers 	

(4) Promote students' metacognitive skills through teacher modelling

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>All subjects focusing on modelling of</p> <ul style="list-style-type: none"> questioning skills and one of the following skills <ul style="list-style-type: none"> self questioning think aloud method error analysis method think log KWL mind mapping 	2008 - 2009	<ul style="list-style-type: none"> reports from subject panels indicate that teachers can model metacognitive skills in teaching higher order thinking questions (e.g. Application, Analysis, Synthesis, Evaluation, etc) are frequently used in teaching (e.g. observed in the lesson, daily exercises, Uniform Test and Examination papers) at least 75% of teachers agree that the metacognitive 	<ul style="list-style-type: none"> Major Concern Task Group Questionnaire Collaborative lesson preparation and peer observation reports from subject panels Teachers' observation Students' performance 	<ul style="list-style-type: none"> Facilitating Committee on "Metacognition in Learning and Teaching" Key Learning Area coordinators Subject heads Teachers 	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		<ul style="list-style-type: none"> skills of students have improved students' performance in answering higher order thinking questions are improving in daily exercises, uniform test and examination greater interaction between teachers and students during the lesson is observed 	in exercises, uniform test and examination		

(5) Supplementary activities

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Talks / workshops for students in morning assembly <ul style="list-style-type: none"> delineate the major concern talk on mutual buddies workshop on Metacognitive Skills sharing of Self-directed Learning experience by students 	September 2008	<ul style="list-style-type: none"> Students actively participating in the talks At least 75% of students aware the importance of mutual support At least 75% of students having a general understanding of metacognitive skills 	<ul style="list-style-type: none"> Observation by teachers Major Concern Task Group questionnaire 	<ul style="list-style-type: none"> Major Concern Task Group Facilitating Committee on "Metacognition in Learning and Teaching" Students 	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Training Programmes for students <ul style="list-style-type: none"> • F.6 Applied Strategic Thinking • F.4 Effective Study Skill 	September 2008	<ul style="list-style-type: none"> • students are actively participating in the programme • at least 85% of participants find that the program is useful and practical • at least 85% of participants apply the skills learned in the workshops in their study 	<ul style="list-style-type: none"> • Questionnaire prepared by EdVenue Limited 	<ul style="list-style-type: none"> • Academic Affairs Committee • EdVenue Limited 	

- **Members of Facilitating Committee on “Metacognition in Learning and Teaching:** Ms. Kuby Chan Yin Hung, Ms. Chin Wai Ying, Mr. Fan Kam King, Mr. Mok Kwok Wai, Ms. Wong Kam Hung, Mr. Yu Kin Man
- **KLA coordinators:** Ms. Chin Wai Ying, Mr. Ng Kwok Wing, Mr. Wu Fung Leung, Ms. Chan Mei Yee, Ms. Ng Yee Yuk, Mr. Lo Wing Kin, Ms. Au Suet Yee, Mr. Yu Kin Man