

## School Major Concern 2009 - 2010

### School Major Concern

Smooth Implementation of New Senior Secondary (NSS)

### Objectives / Intended Outcomes

1. Students' application of self-learning habits on
  - goal-setting
  - pre-lesson preparation
  - reflection
2. Teachers'
  - continuous professional development on NSS
  - application of metacognitive skills in classroom teaching
  - collaborative effort on developing common language items across subjects

### Strategies

- Enhance teachers' capability and confidence on
  - a. applying metacognitive skills in teaching
  - b. mastering the NSS curriculum
    - collaborative lesson preparation
    - peer observation
    - sharing
- Further promote students' metacognitive skills through teacher modelling
- Collaborative effort on enriching the English learning environment in campus

## Implementation Plan

- (1) Enhance teachers' capability and confidence on
- a. applying metacognitive skills in teaching
  - b. mastering the NSS curriculum

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>● Subject-based Staff Development Programmes on Staff Development Days               <ul style="list-style-type: none"> <li>- Evaluation on the applying metacognitive skills in teaching</li> <li>- Review on NSS curriculum</li> <li>- Sharing on “Assessment for Learning”</li> </ul> </li> </ul>	11/1/10 31/3/10 2/6/10	<ul style="list-style-type: none"> <li>● Teachers' capability and confidence on applying metacognitive skills in teaching are improved after the activity.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● Staff Development Committee</li> <li>● Subjects</li> </ul>	
<ul style="list-style-type: none"> <li>● Seminars / Workshops on Staff Development Days               <ul style="list-style-type: none"> <li>- Introduction on Assessment for Learning</li> <li>- Talk on “Assessment for Learning”</li> <li>- Workshop on “Assessment for Learning I”</li> <li>- Workshop on “Assessment for Learning II”</li> </ul> </li> </ul>	24/8/09 11/1/10 31/3/10 2/6/10	<ul style="list-style-type: none"> <li>● Teachers have a better understanding of Assessment for Learning.</li> <li>● Teachers have more confidence to apply Assessment for Learning in teaching and School Based Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● Staff Development Committee</li> </ul>	
<ul style="list-style-type: none"> <li>● Enhance teachers' capability and confidence on               <ol style="list-style-type: none"> <li>a. applying metacognitive skills in teaching</li> <li>b. mastering the NSS curriculum through                   <ul style="list-style-type: none"> <li>- collaborative lesson preparation</li> </ul> </li> </ol> </li> </ul>	Whole year	<ul style="list-style-type: none"> <li>● Teachers' capability in applying metacognition in teaching is further enhanced (e.g. modelling metacognitive skills more smoothly and effectively in teaching).</li> <li>● Students are able to apply</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborative lesson preparation and peer observation reports from subject panels</li> <li>● Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>● Key Learning Area Coordinators</li> <li>● Subject Heads</li> <li>● Teachers</li> </ul>	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>- peer observation</li> <li>- sharing</li> </ul>		metacognitive skills in learning. <ul style="list-style-type: none"> <li>• Teachers have confidence in teaching NSS.</li> <li>• Teachers' capability in teaching NSS is enhanced.</li> <li>• Students learn NSS with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Exercises, Quizzes related to metacognitive skills</li> </ul>		

(2) Further promote students' metacognitive skills through teacher modelling

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>• Application of metacognitive skills as specified by the subjects concerned</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Teachers can apply metacognitive skills in teaching more smoothly and effectively.</li> <li>• Students are able to apply metacognitive skills in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative lesson preparation and peer observation reports from subject panels</li> <li>• Teachers' observation</li> <li>• Students' feedback</li> <li>• Exercises, Quizzes related to metacognitive skills</li> </ul>	<ul style="list-style-type: none"> <li>• All subjects</li> </ul>	

(3) Collaborative effort on enriching the English learning environment in campus

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>Providing a language-rich environment in F.1 Bridge Program</li> </ul>	July-Sept	<ul style="list-style-type: none"> <li>F.1 students are able to use appropriate English effectively in classroom routines.</li> </ul>	<ul style="list-style-type: none"> <li>Observation by F.1 teachers</li> </ul>	<ul style="list-style-type: none"> <li>LAC</li> </ul>	
<ul style="list-style-type: none"> <li>Developing reading across the curriculum in Form 1</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Students are able to develop their reading skills e.g. highlighting key words.</li> <li>Students are able to produce mind maps from a passage.</li> </ul>	<ul style="list-style-type: none"> <li>Mind maps</li> </ul>	<ul style="list-style-type: none"> <li>LAC</li> </ul>	
<ul style="list-style-type: none"> <li>Developing writing across the curriculum in Form 2</li> </ul>	Nov-May	<ul style="list-style-type: none"> <li>Students are able to write a well-presented report after the fieldwork.</li> <li>Students are able to write a written assignment after a visit.</li> </ul>	<ul style="list-style-type: none"> <li>Written report</li> <li>Written assignment</li> </ul>	<ul style="list-style-type: none"> <li>LAC</li> </ul>	<ul style="list-style-type: none"> <li>Parent-helpers</li> </ul>
<ul style="list-style-type: none"> <li>Developing speaking across the curriculum in F.3</li> </ul>	2 <sup>nd</sup> term	<ul style="list-style-type: none"> <li>Students are able to report news related to the curriculum by using the appropriate technical terms.</li> </ul>	<ul style="list-style-type: none"> <li>News reporting video</li> </ul>	<ul style="list-style-type: none"> <li>LAC</li> </ul>	<ul style="list-style-type: none"> <li>Campus TV</li> </ul>
<ul style="list-style-type: none"> <li>Incorporating language plans or objectives into teaching schemes</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Most EMI subject teachers are able to incorporate language skills into the subject contents.</li> </ul>	<ul style="list-style-type: none"> <li>Sharings by teachers</li> <li>Teaching schemes</li> </ul>	<ul style="list-style-type: none"> <li>All EMI subject heads</li> </ul>	
<ul style="list-style-type: none"> <li>Cross-subject collaboration between English and Liberal Studies Department</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Students are able to use English in Liberal Studies.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Students'</li> </ul>	<ul style="list-style-type: none"> <li>Liberal Studies</li> <li>English</li> </ul>	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>Strategies / tasks / activities suggested by subjects, committees and LAC (e.g. English debate, English Week, English drama ...)</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Students have greater exposure to the use of English in campus.</li> <li>Students are able to use English to communicate effectively in the activities.</li> </ul>	performance <ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Students' performance</li> </ul>	<ul style="list-style-type: none"> <li>Subjects</li> <li>Committees</li> <li>LAC</li> <li>English</li> </ul>	