

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' learning skills for knowledge management	<u>Subject / Teacher level</u> <ul style="list-style-type: none"> Teachers help students develop a habit of lesson preparation and apply various study skills specific in learning their subjects. 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). 	<ul style="list-style-type: none"> At least 50% of students show ability to apply study skills (such as note-making, summary making, or graphical organisers) in the subjects. 	Feedback from teachers and students	Whole year	Panel heads of DSE subjects	
2. Apply self-management skills in students' learning	<u>Committee level</u> <ul style="list-style-type: none"> LTDC invites students / alumni to share the ideas on self-management in form briefings / form periods. <u>Subject / Teacher level</u> <ul style="list-style-type: none"> Teachers can share their self-management skills with students. 	<ul style="list-style-type: none"> At least 1 sharing session is organised for each class level and recorded in minutes. 50% of teachers share the skills with students at least once per term. 	Evaluation in committee and form meetings	Whole year	Director of LTDC	
3. Enhance students' inter-disciplinary learning	<u>Subject level</u> <ul style="list-style-type: none"> Promote interdisciplinary learning in terms of project learning or life-wide learning. 	<ul style="list-style-type: none"> 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. 	Feedback from panel heads	Whole year	VP (AD)	

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

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

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

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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 service learning and unleash students' love for serving.	<u>School level:</u> <ul style="list-style-type: none"> Explore the possibilities of forming a new service/uniform team. Invite potential teachers to lead and train the new team. 	<ul style="list-style-type: none"> Information of different types of uniform teams are collected. Support, resources and credits are given to the teachers and team members. 	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"> Deliver the importance of having a serving heart to students. Encourage potential students to join the new service/uniform team. 	<ul style="list-style-type: none"> Message of having a servant's heart is emphasized. More opportunities are provided for students to serve, and they respond actively. A new service award scheme is set up. 				

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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"> Reform the Teacher Professional Development Team to strengthen its role and functions Address new pedagogies in staff development programmes to equip teachers to cater for students' learning diversity. Set a basic requirement on professional training and recall self-improvement cycle (PIE). Make use of teacher appraisal to identify the strengths and weakness of teaching. Guide KLA coordinators to map the school-based curriculum with the central curriculum suggested by EDB. Train new panel heads to be curriculum leaders. 	<ul style="list-style-type: none"> Senior teachers head up the team and allocate middle managers from different committees to join the teacher professional development team. School conducts at least one staff development programme related to students' learning needs in the first term. Teachers meet the basic requirements from EDB, such as NSE, mental health, etc. and formulated strategic planning in the first term. Lesson observation is conducted to all teachers in a round of 3 years. All KLA coordinators submit mapped curriculum. VP conducts 'Subject Dialogue' sessions with new panel heads once per year. 50% new panel heads agree that ILCian teaching experience is passed on to the new generation. 	<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 & 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"> Teachers apply the new pedagogies learnt in class Teachers plan for own professional training, implement and evaluate each year. 	<ul style="list-style-type: none"> All teachers complete at least one pedagogy about catering students' learning diversity. Teachers submit reports of self-evaluation on professional training shown in Form A. 	Teachers' Form A		Professional Development Team Teachers
2. Create opportunities for teachers to collaborate in teaching and learn from each other	<u>School level:</u> <ul style="list-style-type: none"> Refine 'Mentoring Program' more professionalism-driven by pairing up panel heads with new teachers. Arrange 'Open Classroom' within and / across subject panels for new teachers. 	<ul style="list-style-type: none"> New teachers teaching for less than two years at ILC are paired up with panel heads. 50% of new teachers agree that effective support is offered by their mentors to strengthen their teaching strategies. Lesson demonstration is arranged for new teachers. 	Professional Development Team meeting, Observation and teachers' feedback	Whole year	Principal & Dean VP (AD)
	<u>Subject level:</u> <ul style="list-style-type: none"> Panel heads facilitate sharing from and / or cooperation with 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. Promote co-planning among members of subject panels. 	<ul style="list-style-type: none"> 50% of panel heads agree that the teaching effectiveness within subject department is synergised. Co-planning among teachers is implemented in all subjects consisting of more than one member of the same form. 	Observation and teachers' feedback in subject departmental meeting Subject Handbook		All subjects with more than one member of the same form VP (AD)