

Evangel College School Development Plan

**2021/2022 – 2023/2024
(3 Years)**

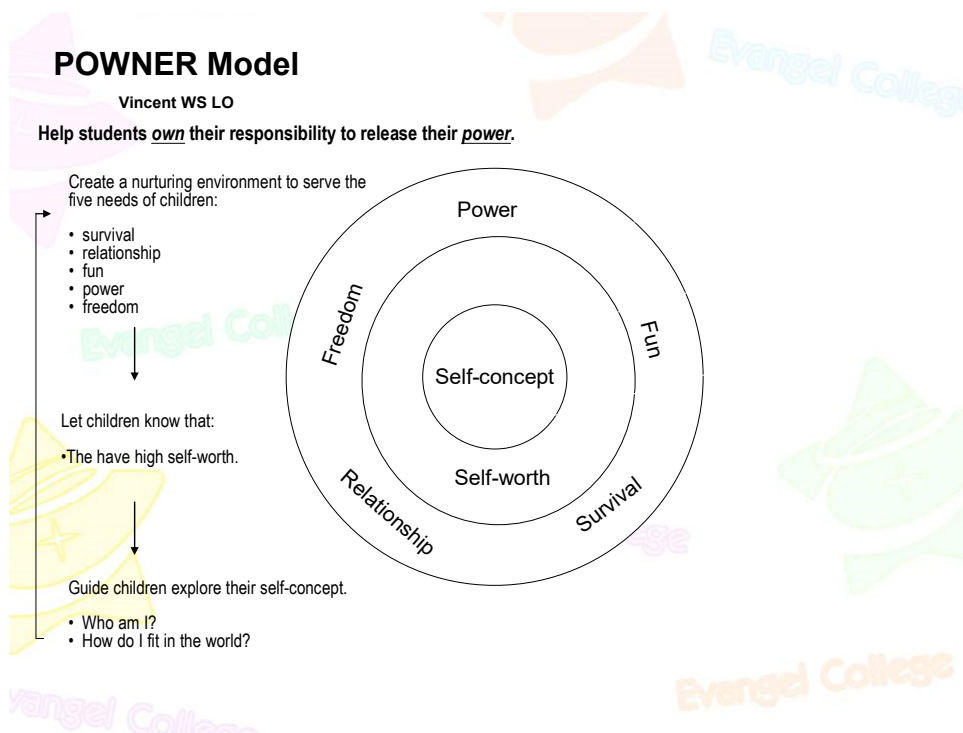
1 School Vision & Mission

1.1 School Mission (put forward by the School Sponsoring Body)

With biblical truth as our cornerstone, we seek to provide quality whole-person education to help the youth cultivate a wholesome attitude, realize their potentials and achieve a well-balanced development, spiritually, morally, intellectually, physically, socially and aesthetically. We strive to guide the young towards a life based on Christian virtues, Chinese culture and a global outlook. In our school, the children will live together in harmony, mutual respects, but are fearless to face their responsibilities. They are driven by a desire to care about the community, serve mankind and not least, their country.

1.2 School Vision (put forward by the school)

To fulfill the school mission, we have to make every effort to build the capacity of teachers to learn, teach and excel in teaching. We seek to develop teachers to build a needs-satisfying school in which the needs of students (relationship, power, fun, freedom and survival) are satisfied, the self-worth of students is built, the self-concept of students is developed and the academic and non-academic potential of students are realized to fullness. (See POWNER Model below) We strive to implement Life Value Education which helps students to explore, acquire and apply values of Chinese culture and of Christian faith in the context of personal, social, societal, national and global domains.



2 School Goals: Achieving ACTS and developing required Professional Capacity

2.1 Academic Attainment:

2.1.1 **Professionalize teaching and learning** in school-based curriculum development, student-centred classroom teaching, practising assessment for learning, coping with learner diversity as well as developing the capacity of students to learn independently.

2.1.2 Pursue the mission of Success for ALL in the HKDSE Examinations and admission to degree programs of local universities.

2.2 Character Building:

2.2.1 Implement **Life Value Education** which nurtures students to acquire life values, develop healthy self – personal, social and spiritual – and contribute to others in the social, societal, national and global arena.

2.3 Talent Development:

2.3.1 Provide diversified platforms for students to explore and **develop their talents**.

2.3.2 Help students develop mindset for releasing their personal potentials.

2.4 Spiritual Maturity:

2.4.1 Preach Gospel to students.

2.4.2 Help students transform their mindsets.

2.5 Professional Capacity:

2.5.1 Develop a critical mass of **teacher leaders** dedicated to developing the school into a learning organization.

3 School Motto

Proclaim the truth. Nurture our youth. (播揚真理 · 道育幼苗)

4 Core Values of Education

4.1 The principle of creation

4.1.1 The biblical truth

4.1.1.1 All people are created by God. They are created in the image of God and

are seen as good by God. God gives people the freedom of choice and assigns them to manage the earth.

4.1.2 Implications for education:

4.1.2.1 Since God values all people, teachers should respect students and educate them to respect themselves and others. People's value is not related to the extrinsic attributes – achievement, attainment, appearance, wealth and power, etc. – but the intrinsic value God gives people.

4.1.2.2 Since people are created in the image of God, teachers should see the potentials of students to grow and learn. Teachers should educate students to see their own potentials, humble themselves (for their potentials are given by God) and make every effort to help students release their potentials.

4.1.2.3 For God gives people the freedom of choices, teachers are not able to replace students to make choices. Instead, teachers should guide students make the best choices by helping them understand the rationales and consequences of choices.

4.1.2.4 For God gives people the mission of ruling the earth, teachers should educate students to prepare themselves for contributing to others and the world. (Learning to contributing to others and the world)

4.2 The principle of fall of man

4.2.1 The biblical truth

4.2.1.1 God reminds Adam and Eve not to sin. They chose to sin – falling short of the expectation of God. Since then, the relationship of people with God is broken. Without God, people go farther and farther away from the truth and become less and less godly but more and more self-centred.

4.2.2 Implications for education

4.2.2.1 Teachers should know that the natural tendency of students to commit wrong deeds. Teachers should warn children against doing wrong deeds and help them know the consequences and their seriousness.

4.2.2.2 As the sinful nature of people originates from spiritual causes, students are sometimes helpless in repeating their wrong deeds. On committing wrong deeds, students need acceptance, guidance and support to bear the

consequence and learn to correct from their mistakes.

4.3 The principle of incarnation

4.3.1 The biblical truth:

4.3.1.1 Jesus became flesh and came to the earth. He connected and lived with people. He told people about God and His plan to save them from death and sin. He taught people the biblical truths with both words and actions.

4.3.2 Implications for education:

4.3.2.1 To educate students, teachers should spend time to connect with students and develop good rapport with them.

4.3.2.2 Teachers should put themselves in students' shoes – learning to see things from their perspectives and understand their limitations.

4.3.2.3 To educate students, teachers should teach students with both words and actions.

4.4 The principle of redemption

4.4.1 The biblical truth

4.4.1.1 Jesus died on the cross for people. Being sinless, he paid price for the sin of people, saved and released them from the chains of death and sin. He opened a new way for them to rebuild relationship with God and have new life.

4.4.2 Implications for education

4.4.2.1 It is extremely demanding to educate students. To change students, teachers need to pay the price for it.

4.4.2.2 Teachers should shift their focus on the mistakes of students but the way out for repenting and making improvement.

4.5 The principle of fulfillment

4.5.1 The biblical truth

4.5.1.1 Jesus Christ resurrected from death and lived with his disciples for forty days. He consolidated the faith of the disciples and assigned them to fulfill the Great Commission before He rose to the heaven. God then sent the Holy Spirit to help Jesus' believers and will come to the earth again one

day.

4.5.2 Implications for education

4.5.2.1 Teachers should educate students to live a life with mission – reaching out, being light and salt in the world, preaching the gospel to others, etc.

4.5.2.2 Teachers should educate students to rebuild the relationship with God and rely on Him in the life on earth.

5 Holistic Review

Effectiveness of the previous School Development Plan (2018/19-2020/21)

| Major Concerns | Extent of targets achieved A: Beyond expectation; B: Meet high expectation C: Meet expectation; D: Below expectation E: Need serious attention | Follow-up action Incorporated as routine work/ Continue to be major concerns in the next SDP/ Others | Remarks |
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| (1) Pursue excellence in academic attainment and learning attitude | <ol style="list-style-type: none"> 1. High in % of students attaining L3 or above in HKDSE. (Meet expectation) <ul style="list-style-type: none"> • The percentages of students attaining L3, L4 or above in HKDSE having been increasing. • The admission rate to the local degree programs was high and increased constantly. 2. Secure good pass in internal exams. (Meet expectation) <ul style="list-style-type: none"> • The school explored the issue of whether students learn effectively at home during school suspension. The school therefore delivered benchmarking tasks (BT) and set tests on them. Teachers reported that students found the BT useful for them to do deep learning. • The passing rate of students were maintained in the secondary section and increased in the primary section. 3. Launch student-centred learning and teaching. <ul style="list-style-type: none"> • Much of the face to face classroom teaching needed to be changed to zoom mode due to the outbreak of Covid-19. 4. Develop the culture of Sharing of Learning. (Below expectation) <ul style="list-style-type: none"> • Due to school suspension, the opportunities for students to share highly decreased. | Continue to be major concerns in the next SDP to create breakthrough in academic performance at the point of high academic attainment. | |

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| <p>(2) Implement value education on the basis of Biblical values and Bible-compatible Chinese cultural values</p> | <ol style="list-style-type: none"> 1. Identify, clarify and justify the life values that students need to learn in campus life. (Meet expectation) <ul style="list-style-type: none"> • Heads of SDSCs spelt out and share, in the monthly SSC meetings, the Chinese cultural quotations they planned to teach in their work area. • The Life Value Education SDSC helped produce plastic files for other SDSCs with their chosen Chinese cultural quotations printed on the files. • Biblical verses and Chinese cultural quotations were identified for each SDSC for clarifying the values to be taught by them. • The principal sent messages daily for forty days to parents during school suspension to explain the values and the Chinese cultural quotations the school taught her students. No parents expressed objection to schools’ plan. 2. <u>Infuse & reinforce the learning of life values in campus life.</u>(Meet expectation) <ul style="list-style-type: none"> • Some SDSCs attempted to teach students the Chinese cultural quotations chosen. • Regular Moral & Civic Education Award Ceremonies were held to present awards to students and arrange students to share the values/attitudes they learnt to their friends and parents. • Videos were shot to interview students to share the values/attitudes they learnt and broadcasted in the morning devotion/ assemblies. • Chinese teachers expressed that students were more familiar with Chinese cultural quotations and used them in their composition. 3. <u>Develop teachers to take charge of the work.</u> (Meet expectation) <ul style="list-style-type: none"> • The Life Value Education SDSC was assigned the mission of promoting value education on Chinese cultural values in addition to the Biblical values. | <p>Continue to be major concerns in the next SDP to help students cope with the loss of confidence of many parents and students to the future of Hong Kong.</p> | |
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| | <ul style="list-style-type: none"> The Student Guidance SDSC of the primary school section implemented the Chinese Culture Program (小兒科舉考試). About 500 primary students attended the programs. They were found to enjoy the program and parents attended the award ceremonies and official hat making workshops highly recognized the program. | | |
| <p>Major Concern 3 Build Middle and Senior Management Team for leading and managing change</p> | <ol style="list-style-type: none"> <u>Review the Organizational Chart and delegate duties to MMT and SMT to look after different SDSCs, subject panels and SSCs. (Meet expectation)</u> <ul style="list-style-type: none"> The School Executive Committee (SEC) was set up. The principal held weekly meetings with 2 VPs, 2 AVPs and 2 SEOs to follow the implementation of school plans and respond to crises and/or irregularities timely. The Supervisor sat in most of the SEC meetings to strengthen the communication between the school and the SMC. The school assigned 2 VPs, 2 AVPs and 2 SEOs to chair the 444 Academic Development SSC, Campus Life SSC and School Administration SSC respectively. <u>Strengthen the communication between SMT and MMT. Develop MMT and SMT to conduct the Model of PIMEF in leading and managing their work. (Meet expectation)</u> <ul style="list-style-type: none"> Monthly SSC Meetings were held for heads of SDSCs, KLAs and/or Panel Heads to meet to discuss and evaluate the progress of the school development. Heads of SDSCs, KLAs and/or Subject Panels were invited to attend the SSC Meetings on request. In SSC Meetings, the school plan was revisited from time to time and heads were invited to conduct evidence-based evaluation of the progress of the school. | <p>Continue to be major concerns in the next SDP with more emphasize on developing capacity of teachers at all level to cope with anticipated uncertainties that might affect intake and turn-over of teachers.</p> | |

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| | <p>3. <u>On reviewing the school’s vision and mission and adopt the Model of Management by Objectives to help MMT and SMT to clarify if their missions and core actions and if their missions and core actions gear to the school development.</u></p> <ul style="list-style-type: none"> • The SMT met all heads of SDSCs, KLAs and Subject Panels to discuss with them to clarify their missions and core actions. • The missions of SDSCs, KLAs and Subject Panel Heads were put down in the handbook of non-teaching duties. (Meet expectation) <p>4. <u>Engage MMT and SMT to develop the school’s principles and models of practices – documenting “corporate wisdom”. Produce the school-based training guides for MMT and SMT. (Meet expectation)</u></p> <ul style="list-style-type: none"> • The school’s principles and models of practices were documented – POWNER Model, Christian School Education Model, 7 Tactics of Teacher-pupil Interaction, 7 Tactics of Learning and Teaching, Team Building and Leadership, Habits of Transformative Mindset, etc. <p>5. <u>Engage MMT and SMT in different professional networks.</u></p> <ul style="list-style-type: none"> • The school built some new professional connections within the 3 Year – (1) Satellite Centre of Hong Kong Academy for Gifted Education, (2) Hong Kong Association for Education Leadership, (3) CityLab, (4) Others: Three IT advisors were connected to give advice on the development of IT infrastructure of the school. • School suspension due to the outbreak of Covid-19 slowed down the building of professional networks. | | |
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Evaluation of the School's Overall Performance

| PI Areas | Major Strengths | Areas for Improvement |
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| <p style="text-align: center;">Area 1: School Management</p> | <ul style="list-style-type: none"> • The school has designed and adopted the use of a broader and flatter organizational structure so as to create more middle and senior management posts responding to the developmental needs of the school. Sufficient teachers were promoted to the middle and senior management posts, forming a critical mass of teacher leaders to lead and manage the school. • The School Executive Committee (SEC) meeting was held weekly to foster communication among the SMT (2 VPs, 2 AVPs and 2 SEOs) with the Chief Principal and the School Supervisor to monitor the progress of the school and respond quickly to crises and irregularities. • The VPs shared the workload of the Chief Principal on Staff Appraisal. VPs and AVPs need to sit in the Promotion Board to support the School Directors to make decision on staff promotion, when needed. The SMT was empowered to lead and manage the staff team. • The 2 VPs, 2 AVPs and 2 SEOs were assigned to head the Strategy Steering Committee (SSC) of 444 Academic Development, SSC of Campus Life and SSC of Administration respectively. KLA/Subject Heads and SDSC Heads needed to attend monthly SSC meetings and found that there were more lateral communication among SDSCs/Subject Panels as well as vertical communication with SMT and heads of different key learning stages. • The school practiced Management by Objective as well as PIMEF, clarifying the mission of each SDSC/Subject Panel as well as raising the awareness of each SDSC/Subject Panel on PIE. • Lot of resources have been put on creating time and space for teachers to focus on their | <p>Develop system and schemes of professional development to socialize new teachers to the school culture as well as nurturing trainers and leaders to sustain the development of the school.</p> |

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| | professional concerns and developing the school. | |
| Area 2: Professional Leadership | <ul style="list-style-type: none"> The mission of holistic development of students, ACTS in short, were clearly spelt out in form of mission statements: (1) Academic Attainment: “高分高能、說學自學”; Character Building: “生命價值、心性意力”; Talent Development: “進念思維、實作有為”; Spiritual Maturity: “認識大道、心意更新”. The school made use of the crisis of Covid-19 to train members of the School Executive Committee – 2 VPs, 2 AVPs, 2 SEOs in the weekly SEC meetings as well as SDSC Heads and KLA/Subject Panel Heads in the monthly SSC meetings. They worked collaboratively and supported the school to coping with challenges arising from professional, societal and health domains. Their professional leadership scored high in the Stakeholder Surveys. | The school should provide formal training on team building, leadership and evidence-based SSE, etc. to strengthen the leadership of the school. |
| Area 3: Curriculum and Assessment | <ul style="list-style-type: none"> The school has made use of the advantage of a through-train school, dividing the 12-year curriculum into three different stages: 1st four years (P.1-P.4), 2nd four years and 3rd four years. Subject leaders from the primary and secondary sections have met each other continuously to identify the learning objectives of the 2nd four years of studies; and they observed the lessons of each other so as to develop compatible teaching approach to help students cope with transition and sustain their development. Collaboration between the subject leaders of the primary and secondary sections has been very smooth. The school proposes to make use of Benchmarking Task from teaching, guided practice, self-practice, tests and exams so as to help students get good pass in internal examinations which in turn help to get good pass in HKDSE. | <p>Focus on the collaboration in the 2nd 4-year stage.</p> <p>Launch the Level Up Mission in the 2nd and 3rd 4-Year stage so as to target at upgrading the attainment of all students to Level 4 or above.</p> |
| Area 4: Student Learning & Teaching | <ul style="list-style-type: none"> The school explored how to maintain the effectiveness of learning when students were distant from school during school suspension. Benchmarking Tasks (BTs) were delivered to students. Teachers expressed that the BTs were useful for motivating students to learn. Tests were set on the BTs and | Launch schemes that help build students’ attitude, positive learner self-concept, habits of deep learning and metacognition. |

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| | <p>students were found to be able to master the BTs.</p> <ul style="list-style-type: none"> • The school attempted to use Attitude Mark as feedback to students. Teachers found the Attitude Marks useful. | |
| <p>Area 5: Student Support</p> | <ul style="list-style-type: none"> • The school suspension and anti-infection measures limited the support to students. • The school remained open to take care of students whom their family failed to support them during school hours. • The school subscribed phone apps to facilitate teachers to call up students and parents. • The school social worker team continued to align zoom meeting for counselling students individually or in group. | <p>The school might pay more effort on training student mentors and mediators so as to develop the capacity of students to do peer support.</p> <p>The school might pay more effort on helping needy parents to improve their parenting so as to create a nurturing family environment.</p> |
| <p>Area 6: Partnership</p> | <ul style="list-style-type: none"> • The school suspension and anti-infection measures limited the school's partnership with outside parties. • The school expanded the no. of parent representative in PTA to 12 – i.e. there was one parent representative for each grade of students. During school suspension, the school switched the meetings with PTA to online mode. The communication was still effective and parent representatives participated actively in the meeting and appreciated the effort of the school. • The school developed connection with the Hong Kong Academic for Gifted Education (HKAGE) and become the first Satellite Centre of HKAGE. • Besides, the school developed with several parties: (1) Hong Kong Association of Educational Leadership – partnership on professional development of teachers, (2) CityLab – partnership on the Program of Transformative Mindset Leadership and (3) three IT advisors – partnership on renewing the IT infrastructure of the school for | <p>Tighten collaboration with the partners after full-day lessons resume.</p> |

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| | fostering new mode of teaching and learning. | |
| Area 7: Attitude and Behaviour | <ul style="list-style-type: none"> The school has been implementing Life Value Education (Value-based Moral & Civic Education). Students are deliberately nurtured into good learners, good neighbor and servant leaders. Values are taught in form of Chinese cultural quotations and Biblical verses, the application of which is infused into every domain of campus life. Students in general behave well and have strong sense of belonging to the school. They are however quite confused due to the social and political situation in Hong Kong. | Put more emphasis on helping students build positive mindset to cope with challenges and difficulties. |
| Area 8: Participation and Achievement | <ul style="list-style-type: none"> All primary students have been allowed to promote to our Secondary One. Yet the HKDSE result have been good and improving. The value-adding scores of the school have been maintaining high. | The emphasis might be shifted more to improve the students' proactivity – attitude and habit – in deep learning so as to create breakthrough. |

6 SWOT Analysis

6.1 Our Strengths

- Leadership & Management
 - The school has a clear sense of direction in school development.
 - The school provides clear strategies for implementing the school plans.
 - The school has developed effective models of practices: POWNER Model, Class Climate Building, Mediation Approach in Handling Cases, Student-centred Learning and Teaching, etc. which helps teachers make sense of how things work and develop good working habits.
 - The school has created time, collegial and one-teacher-one-subject environment for teachers to explore how to teach well.
 - The senior management team and the staff teams, as a whole, are committed to their work.
 - On renewing the organizational structure, making it broader and keeping it flat, more middle management posts have been created. As a result, the responsibility of the Senior Management Team has been shared widely.
 - On adopting the Model of Management by Objectives, middle managers have acquired better understanding about the direction and foci of their work, gearing more closely to the school development.
 - The SMC is highly supportive to the school.
 - The school has deployed resources flexibly to support the school development with respect to development of facilities and provision of learning programs, student support and teacher-class ratio, etc.
 - The school has set up a social worker cum program worker team, an educational psychologist cum SENCO team, strong office team to create a proactive and supportive school environment for students.
 - The team leader of the social worker team is also a registered family therapist and two of the social workers have completed their studies in family therapy. That enables our school to intervene early in family problems for the sake of our students.
 - The working environment is healthy working, physically and culturally.
 - The market share of the school is high. Up to now, 27 candidates compete for 1 place in our P.1.
- Academic Attainment
 - The HKDSE results have been improving throughout the years. The school has been promoting all her P.6 students (if they wish) and the rate of students attaining 33222 and admission to local degree programs is highly promising.
- Character Building
 - The school has created a loving and caring environment for students and the teacher-pupil relationship is very good.
 - The school has adopted the POWNER Model to address the genuine needs of students – love, power, freedom, fun and survival –

through all campus life programs to help them acquire the sense of security, competence, purpose, relatedness, uniqueness. (Refer to the Healthy School Life Policy.)

- The school has successfully launched holistic value education, infusing the acquisition of Chinese cultural and Christian values in every facet of campus life.
- Talent Development
 - The school redefined the concept of gifted education for not just talented students but also students highly motivated in a specialized areas.
 - The school has become a Satellite Centre of Hong Kong Academy for Gifted Education – which helps widen the platform for tier-3 support for gifted students.

6.2 Our Weaknesses

- The school has been developing rapidly. She therefore needs to pay more effort on capturing and documenting the good practices of the school as “corporate wisdom”.
- Although the middle management team has been expanding, more effort should be paid on nurturing them into senior teachers to help the school leads and/or sustain the school development.

6.3 Our Opportunities

- The school has maintained good relationship with the alumni. Different groups have been formed – including MP Group, Music Group, Sports Group, Christian Group, EC Cadet Group, etc. The school shall introduce internship schemes to engage members of the alumni to support the school more specifically.
- The school has developed preliminary connection with schools in China, Taiwan and Macau. She might explore how to develop closer partnership with those schools to widen the learning opportunities of our students and teachers.

6.4 Our Threats

- The school should speed up the succession plan, developing a strong team of VPs and AVPs to lead the school.
- The global economy is not very stable. The financial problems might affect the intake of the school.
- The political environment in Hong Kong has changed drastically. Many parents have sent their children to overseas before their

graduation.

- Since the competition for S.1 students in Hong Kong is intense, the school is competing with traditional elite schools for our P.6 students to study in S.1.
- The birth rate of Hong Kong is very low and so the no. of students eligible for schooling is also low. Therefore, the competition for students is very high.
- After 12 years, new staff members have gradually replaced more experienced one in the school. The school needs to revisit some basic beliefs to develop new teachers to the school to sustain the work culture.

7 Major Concerns for a period of 3 school years

1. Create breakthrough in academic performance at the point of high academic attainment.
2. Reengineer Life Value Education (value-based Moral & Civic Education) for nurturing healthy, mature and competence graduates for them to cope with the anticipated rapidly changing environment.
3. Strengthen capacity of all teachers at all levels for leading, managing and sustaining school development on facing and anticipating drastic changes in coming few years.

| Major Concerns | Targets | Time Scale (Please insert ✓) | | | Outline of Strategies |
|--|---|---------------------------------|--------|--------|--|
| | | Year 1 | Year 2 | Year 3 | |
| (1) Create breakthrough in academic performance at the point of high academic attainment. | 1. Conduct Scheme of Monthly Assessment of Learning Attitude & Providing Feedback to engage students in the virtuous cycle of learning. | ✓ | ✓ | ✓ | 1. Give students attitude marks monthly and provide them with feedback to build their learning attitude and the 6 habits of Transformative Mindset (TM) – 1. growable potential, 2. persistent effort, 3. proper method, 4. mutual support, 5. passion and 6. POWNER – for building positive learner self-concept. 2. Engage students to build subject BT Portfolios and conduct deep learning of BTs to the point of mastery with metacognitive skills. 3. Leverage the effect of developing learning attitude and habits of TM by counting Attitude Marks and BT Marks into the Daily Mark of School Reports. 4. Gear the use of BTs in teaching, homework, self-studies, tutorials, tests and exams. 5. Support SAL to secure good pass in internal examinations; engage SAA to |
| | 2. Conduct Benchmarking Task (BT) & BT Portfolio Scheme to engage students to master and reflect upon the deep learning of BTs, task by task. | ✓ | ✓ | ✓ | |
| | 3. Conduct Daily Mark Scheme: Attitude Marks, BT Marks and Test Marks. | ✓ | ✓ | ✓ | |
| | 4. Fulfil Success for All Mission in Internal Exams - support students achieving low (SAL), and extending the learning of students achieving average (SAA) and students achieving high (SAH). | ✓ | ✓ | ✓ | |

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| | 5. Fulfil Level-up Mission in the 2 nd & 3 rd 4-Year Stage – high percentage of L4 or above in all subjects | ✓ | ✓ | ✓ | achieve high; and extend SAH to attain excellent attainment in exams. |
| | 6. Build ICT infrastructure for facilitating the development of student-centred teaching, independent learning & the fulfilment of new educational initiatives. | ✓ | ✓ | ✓ | 6. Help students continuously improve their attitude, mindset, effort and metacognition, etc. in each of the 2 nd and 3 rd 4-Year Stage for targeting at increasing at least one level in HKDSE Exams. |
| | 7. Explore the possibility of adopting international curriculum (IC) to provide alternative to students to cope with the arising need of the societies. | ✓ | ✓ | ✓ | 7. Improve the ICT infrastructure and develop both teachers and students to renew ways of teaching, learning, assessment and sharing of learning, etc. |
| | 8. Devise schemes to build teachers' capacity to fulfil the above concerns. | ✓ | ✓ | ✓ | 8. Explore the feasibility of adopting international curriculum. 9. Implement schemes to facilitate and manage change from the stage of experimentation, adoption to institutionalization. 10. Develop teacher leaders to internalize, fulfil and manage change. |

| Major Concerns | Targets | Time Scale (Please insert ✓) | | | Outline of Strategies |
|--|--|---------------------------------|-----------|-----------|---|
| | | Year 1 | Year 2 | Year 3 | |
| <p>(2) Reengineer Life Value Education (value-based Moral & Civic Education)</p> <p>for nurturing healthy, mature and competence graduates for them to cope with the anticipated rapidly changing environment.</p> | <p>1. Design and compile the Life Value Modules</p> <ul style="list-style-type: none"> - School-based concerns: (1) 6 Habits of Transformative Mindset, and (2) Roles & responsibilities related to personal, social and spiritual identities. - EDB's MACE: (1) Priority Values/Attitudes and (2) Other MACE concerns | ✓ | | | <p>1. Revisit, spell out and add values for teaching explicitly to respond to the holistic developmental needs as well as prepare students for coping with potential challenges in the future.</p> <p>2. Spell out key developmental goals for each 4-year stage – matching the developmental stage of students as well as guiding stage-based performance assessment of value learning.</p> <p>3. Build clusters of SDSCs to integrate cross-SDSC effort to provide thematic experiential learning opportunities in authentic situations.</p> <p>4. Conduct process approach in value education: instruction, experiential learning, performance assessment (capturing performance, hunting for stories, reflection, sharing, surveys, etc.) and</p> |
| | <p>2. Set up key developmental goals for each 4-year stage: Be self-managing (P1-P4); Be interdependent (P5-S2); Be healthy, mature and competent (S3-S6).</p> | ✓ | | | |
| | <p>3. Build clusters of SDSCs to provide opportunities for learning life values in classrooms, school, and local communities as well as cross boundaries.</p> | ✓ | ✓ | ✓ | |
| | <p>4. Conduct process approach and performance assessment of value education.</p> | ✓ | ✓ | ✓ | |

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| | 5. Present diversified awards and make arrangement for students to share their experience | ✓ | ✓ | ✓ | feedback. 5. Devise schemes to nominate and present diversified value-education awards in regular MACE Award Ceremony and arrange students to share their learning to reinforce the learning of value and attitude. |
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| Major Concerns | Targets | Time Scale (Please insert ✓) | | | Outline of Strategies |
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| | | Year 1 | Year 2 | Year 3 | |
| (3) Strengthen capacity of all teachers at all levels for leading, managing and sustaining school development on facing and anticipating drastic changes in coming few years. | 1. Design and compile the manual of various training modules. | ✓ | ✓ | | 1. Develop and document modular training manual – teacher-pupil interaction, learning and teaching, team building, leadership, etc. – to institutionalize school-based practices. |
| | 2. Provide/align professional development programs/schemes for teachers. | ✓ | ✓ | ✓ | 2. Engage all new teachers in the training program on teacher-pupil interaction and learning and teaching in the first year of entering our school to sustain the culture of the school. |
| | 3. Train the trainers/leaders, | ✓ | ✓ | ✓ | 3. Recruit and engage experienced teachers in the train-the-trainer/ train-the-leader programs to replenish heads, assistant heads, stage coordinators or form coordinators, etc. |
| | 4. Set up schemes to accredit professional development. | ✓ | ✓ | ✓ | 4. Conduct the Accreditation Scheme to benchmark the developmental stage of teachers: Experimentation, Adoption, Institutionalization or Internalization. |
| | 5. Strengthen the role of EC Teacher Academy in planning, providing/aligning staff development program, lesson observation, fostering collaborative lesson preparation, accreditation of professional knowledge and skills and recording the professional development profile. | ✓ | ✓ | ✓ | 5. Implement the Stakeholder Triplet to engage strategists, change agents and |

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| | 8. Implement strategies to strengthen vertical and horizontal communication as well as fostering collaboration in PIE. | ✓ | ✓ | ✓ | 6. Implement the Quarterly Cycle of Supervision for fostering initiation, implementation and improvement of work spirally in 3-month cycles. 7. Foster the practice of PIMEF through MOB and monthly SSC Meetings as well as data/evidence informed PIE. |
| | 9. Implement strategies to strengthen the implementation of plans. | ✓ | ✓ | ✓ | |