

## Major Concerns for 2021-2022

### Major Concern 1:

1. To incorporate new teaching strategies and new technologies into lessons to maintain effective learning with an emphasis on unleashing students' creativity

Targets	Strategies & Tasks	Success Criteria	Method of Evaluation	Results of Evaluation
<p><b><u>1.1</u></b>  <b>To consolidate activities that involve / require interactions between students and teachers through e-learning / online classrooms</b></p>	<p>a. To evaluate and adjust the planning of existing subject-based and class-based curricula to implement more interactive learning activities during both in-school lessons and online ones.</p>	<ul style="list-style-type: none"> <li>▪ At least 2 discussions on related topics are held at panel meetings of each subject department.</li> <li>▪ Relevant interactive learning activities are arranged in subject-based and class-based curricula and implemented in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Panel meeting minutes</li> <li>• Lesson observation</li> <li>• Assignment Inspection</li> <li>• Assessment Record</li> <li>• Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>• According to the minutes of panel meetings, more than 2 discussion sessions on related topics were held at panel meetings of each subject department.</li> <li>• As data shown in teachers' survey, 100% of teachers agreed that after adjusting their curricula, more interactive learning activities such as constant Q&amp;As during lessons, short quizzes (Google Forms for online classes), students' work appreciation and critique sessions and inter-class competitions were implemented during both face-to-face and online lessons within each department. Students' learning attitude was enhanced and they were more willing to take part in classroom activities. As observed,</li> </ul>

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				<p>students' participation was more active during face-to-face lessons, rather than online lessons. Remedial measures, such as more online quizzes and interactive eLearning platforms should be adopted to enhance students' learning motivation and participation during online lessons.</p>
	<p>b. To discuss and share good experience on the usage of e-learning tools / e-teaching kits / strategies among teachers from different subject departments to elevate teaching profession.</p>	<ul style="list-style-type: none"> <li>▪ At least 2 discussions e-teaching media / tools / apps are held at panel meetings of each subject department.</li> <li>▪ At least ONE sharing of e-teaching is held during Staff Development Day.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting minutes</li> <li>• Panel meeting minutes</li> <li>• Teachers' Survey</li> </ul>	<ul style="list-style-type: none"> <li>• According to the minutes of panel meetings, task 1.1b was achieved by all subject departments on holding at least 2 discussions on the matters concerned.</li> <li>• A sharing session on e-teaching was held during the first staff meeting. Views on teaching pedagogies among teachers were exchanged while success and challenges were also shared and discussed during Staff Development Day. Teachers found the sharing fruitful as reflection on teaching strategies could be made during the course.</li> </ul>

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<p><b>1.2</b> <b>To initiate effective teaching and assessment methods that unleash students' creativity</b></p>	<p>a. To develop various learning and teaching methods to revamp curricula that facilitate students in developing their creativity.</p>	<ul style="list-style-type: none"> <li>▪ At least ONE trial lesson / project is conducted by each department within the academic year.</li> <li>▪ The result of the above mentioned trial lesson should be shared and discussed at the subject-panel meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Panel meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Based on subject meeting minutes, at least one trial lesson / project has been conducted within their departments after the revamp of subject-based / class-based curricula according to both the teaching modes (some were online classes) and the need / ability of students.</li> <li>• Students' creative and critical thinking was stimulated after the modification of teaching tools, content of subject as well as teachers' presentation style. Most teachers agreed that students become more innovative as evidenced by their displayed works. Some students showed outstanding progression.</li> <li>• According to the statistics collected from teachers' survey, 85% of teachers conducted at least one related assessment for their students and found some students become more reflective in different aspects and spontaneous in their learning.</li> <li>• According to the minutes of panel meetings, both task 1.2a and 1.2b</li> </ul>
	<p>b. To encourage students to respond to teachers' assessment which helps improve their analysis, judgement and ability to innovate through multi-perspective seeing and thinking.</p>	<ul style="list-style-type: none"> <li>▪ At least ONE attempt on related assessment is conducted by each department within the academic year.</li> <li>▪ The result of the assessment and students' response / results should be shared and discussed at the subject-panel meetings.</li> </ul>		

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				<p>were fulfilled by all subject departments by holding at least two sharing and discussions on the results of both tasks at the subject-panel meetings.</p> <ul style="list-style-type: none"> <li>Teachers also reflected that the result could be more encouraging had it not been suspensions of school due to COVID-19. More real-time lessons could be held to improve student-teacher relationships as well as the effectiveness of learning and teaching.</li> </ul>
<p><b>1.3</b> <b>To enhance the viability of carrying out STEAM education within the Centre</b></p>	<p>a. To plan and facilitate teachers to hold related collaborative teaching activities.</p>	<ul style="list-style-type: none"> <li>At least TWO collaborative STEAM teaching activities/ programmes are organized within the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback</li> <li>Panel meeting minutes</li> <li>Display on Open day</li> <li>End of term student survey</li> </ul>	<ul style="list-style-type: none"> <li>According to minutes of subject panel meetings and teachers' feedback, this task was completely achieved. 2 STEM teaching programmes were held by DT Department, 4 collaborative STEAM teaching activities were organized by DT / VA, TL / VA and VA / Maker Space that enabled students to learn and master generic skills such as problem-solving skill.</li> </ul>
	<p>b. To share experiences among teachers which enrich the implementation</p>	<ul style="list-style-type: none"> <li>At least ONE good experience of related education activities from</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback</li> <li>Staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>As shown from teachers' survey, 65% of teachers agreed that they had participated in at least one</li> </ul>

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	and effectiveness of learning and teaching in STEAM education.	different departments is shared.	minutes <ul style="list-style-type: none"> <li>• Panel meeting minutes</li> </ul>	session of experience sharing on related topics, while 20% answered 'neutral'. This could be a result due to the instability caused by the pandemic as many related activities were held / to be held after the suspension of school during March and April. Therefore, the sharing sessions should have been scheduled at the end term panel meetings.