

2020-2021 Annual Plan of True Light Middle School of Hong Kong

Major Concern 1 – Reform Practice

I. Aims:

For teaching, by reviewing the present school-based curriculum to align the teaching with learning and assessment in order to build a coherent and systematic learning framework so as to make learning more effectively. Also, to equip teachers to be professional facilitators of learning through collaborative lesson study practices.

For learning, by adopting the redesigned lesson study, help students to develop good learning habits that help them to overcome learning difficulties. Also, to motivate students to deepen and broaden their learning.

II. Analysis of the Current Situation

a) Strengths and Opportunities

1. Built on the experience and achievement of the Development Plan 2015-2018, an obvious alignment among learning, teaching and assessment practices is a key component of the major concern in 2018-2021. As this major concern was born out of negotiation and consensus, teachers have a sense of ownership in it and are ready to give their support to its implementation.
2. The teaching staff are willing to work for improvement or trying out innovative teaching approaches in the interests of students. In the KPM survey, about teachers' views on teaching done in 2018, 93% of the teachers agreed that they often help the students to review their learning so that they have a clear idea about their learning. In the same survey, 95% of the teachers agreed that they often adjust the teaching contents and strategies according to students' learning progress in lessons.
3. About 74% of our teaching staff have over 10 years of teaching experience in the school and over 66% of the teaching staff have obtained master / doctorate degree or above. They have good understanding of the characteristics of the students, the curriculum and the assessment requirements. All these spare our manpower to explore and try out teaching strategies to help students to excel themselves.
4. Students are generally willing to learn and make improvements. In the KPM survey about students' views on learning done in 2018, 47% of them agreed that they often complete the assignments seriously. In the same survey, 42% of them agreed that they can set the learning goals by themselves and review their learning based on their test/exam results and teachers' comments on their performance in assignments and in lessons.

b) Weaknesses and Threats

1. There are still a number of students who only concern the grades or marks they obtained from the assessment. They lack the passion to deepen their understanding of knowledge and broaden their learning. On the other hand, the potential of the students of high and above ability has not been fully developed.
2. This is the second year of the Development Plan 2018-2021 which we focus directly on reviewing subject curriculums and teaching strategies to enhance learning and teaching effectiveness. Space is needed for developing collaborative culture among teachers through collaborative lesson

planning, peer observation and professional exchange activities within and across subject panels.

3. It is difficult for teachers to adopt more engaging learning and teaching strategies due to heavy workload and limited teaching time.

III. Implementation Plan

<i>(I) To identify major learning objectives where effective teaching will be provided across ALL subjects</i>					
Strategies / Tasks	People Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria
Sustaining the practices carried out last year: A. Each subject panel reviews their curriculum in either junior or senior forms. B. Each subject panel identifies major learning objectives (consist of knowledge, skills, values and attitudes) in which effective teaching and follow-up policies will be developed or further improved to close the gap between students' performances and the desired learning outcomes. C. Each subject panel develops and refines a spiral curriculum with specific teaching pedagogies and assessment strategies corresponding to the identified major learning objectives mentioned in B.	Team of Major Concern 1, Panel Heads and all subject teachers	Throughout the year	Curriculum and Assessment Guides provided by CDC HKDSE Exam Statistical Reports provided by HKEAA Annual Academic Reports	<ul style="list-style-type: none"> ● Subject-based vertical curriculum planning ● Lesson observation ● Teachers' evaluation of the quality of their teaching and learning 	<ul style="list-style-type: none"> ● In each subject, major learning objectives with corresponding teaching pedagogies and assessment strategies are identified. ● 90% of the teachers reflect that their awareness of alignment among learning, teaching and assessment is enhanced.
<i>(II) To enhance teachers' competences to provide effective teaching and help students to overcome learning difficulties</i>					
Strategies / Tasks	People Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria
A. To create stronger and better professional practice together through lesson study in subject panels. 2-3 subject teachers in the same / different forms in the Panel are assigned into groups by the Panel Head. Lesson study cycle includes 3 stages: - Stage 1: Planning the lesson – co-planning with group members. (Identify the objectives of learning and critical features; Design the pedagogy focused on the teaching of the particular critical features.) - Stage 2: Teaching the lesson (lesson observation by group members) → revising the lesson → teaching the revised	Team of Major Concern 1, Subject Panels and all subject teachers	Throughout the year	Scheduling of lesson study sessions for teachers	<ul style="list-style-type: none"> ● Lesson observation ● Teachers' evaluation of the quality of their teaching and learning 	<ul style="list-style-type: none"> ● Each group of subject teachers conduct at least one lesson study cycle in the whole academic year. ● At least 60% of teachers agree that lesson study helps them to enhance their teaching competences.

lesson(lesson observation by group members) - Stage 3: Post- lesson meeting to evaluate the effectiveness and possible further improvement					
B. Each group of subject teachers fill in the Lesson Study Form for reflection and keep the teaching materials in Google Shared Drive/Panels Server for sharing and archiving.	Subject Panels and all subject teachers	Throughout the year	Teaching resources from each subject panel	<ul style="list-style-type: none"> ● Feedback from teachers 	<ul style="list-style-type: none"> ● At least one Lesson Study Form / one set of teaching material will be achieved by each group of subject teachers. ● At least 70% of teachers give positive feedback.
C. To elicit more resources and assistance from professionals.	Staff Development Team, all subject teachers.	Throughout the year	Staff Development Team's strategic planning, educational professionals, community resources; Professional courses held by EDB and universities	<ul style="list-style-type: none"> ● Availability of professional support from outside bodies ● Feedback from teachers 	<ul style="list-style-type: none"> ● At least one sharing session about lesson study will be held in subject panel meeting. ● At least 70% of teachers give positive feedback.
(III) To motivate students to deepen and broaden their learning					
Strategies / Tasks	People Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria
A. Invite students, alumnae or speakers who have distinguished performance in different perspectives to share in the assemblies or school major functions.	Team of Major Concern 1	One in the first term and one in the second term	List of appropriate persons who are able to conduct the sharing	<ul style="list-style-type: none"> ● Observation ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● At least one whole-school function will be held. ● At least 50 % of teachers & students give positive feedback.
B. Reading Promotion Team is to create a rich reading atmosphere for deepening and broadening students' views.	Reading Promotion Team	Throughout the year	Reading resources	<ul style="list-style-type: none"> ● No. of books read, shared and recommended ● No. of activities & participants ● No. of Reading across Curriculum activities 	<ul style="list-style-type: none"> ● 10% increase in the books borrowed by students ● 10% increase in the no. of students participate in the activities

IV. Working Team:

Principal Hui Tuen-yung, Ms. Au Po-man, Mr.Wong Ho-ye, Ms. Wong Man-sze, Ms. Yeung Fung-hing, Ms. Yip Yee-kwan

Major Concern 2 – Transform Self

I. Aims:

To cultivate students' consciousness of appreciating other people and the surrounding objects so as to enhance the connection with nature, people, objects and students' self. This plan aims for the development of spiritual and value balance, which serves as the foundation for the cultivation of students' spiritual virtues.

II. Analysis of the Current Situation

a) Strengths and Opportunities

1. Solid understanding and wide recognition of our Major Concern 2

- After the implementation of the first stage of our Major Concern 2 (2015-18) – “Live with a Better Balance”, we have raised students' awareness of their body and mind, strengthened their attention to their state of mind and body, and pushed them to make changes in their life beginning in the direction of balance. Based on the good foundation, the balanced development of students' values, self and others are well recognized by teachers.
- To promote life balance and positive values, Major Concern Team 2 has been formed which will last for 3 years. All team members are passionate, well-trained, connected and experienced in life and value education.

2. Co-operative, experienced and effective teachers

- Form teachers and class teachers are rich in experience and show concern to our students; they can diagnose students' different needs and design programmes which are effective in facilitating self-understanding and self-reflection of students.
- Teachers are willing to share and exchange views in the meetings in the planning stage (Civic and Moral Education Meeting) and the implementation stage (Form Meetings).

3. A variety of measures of life education have been implemented for years. On the basis of past experience, we can develop more feasible approaches to extend and deepen the development of students.

b) Weaknesses and Threats

1. It is more difficult for our students to make altruistic decision in such a consumerism-based and utilitarian society like HK.
2. Teachers and students are always occupied with daily work; the balance of values and the concern for others are always put aside.
3. Due to the COVID-19 pandemic, most of the extra-curricular/after-school activities are cancelled in the 1st term. There is less room to connect students, develop their abilities and teamwork.

III. Implementation Plan

(I) To encourage students to beware and improve the connections between their inner selves and OTHERS – the ENVIRONMENT, NATURE & CREATOR:

- *Appreciate the beauty of nature*
- *Make a right choice and take further action to protect our environment*

Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria
<p>A. LESS PLASTIC By providing an easy-to-action environment, students and teachers will be more willing to reduce the amount of plastic in their daily lives.</p> <ul style="list-style-type: none"> - Promotion of “Shop Naked” (BYOC 減廢，話咁易) 	<p>➤ Team of Major Concern 2: Ms. MW Kwong Ms. YK Chau Mr. WO Yeung Ms. TY Wong</p>	Throughout the year	Budget for activities	<ul style="list-style-type: none"> - Number of participants - Feedback of students and teachers - Questionnaire set by SIT on school's major concerns at the end of the school year 	<ul style="list-style-type: none"> - More than 10 students (average of last year) daily join the BYOC campaign. - At least 50% of students give positive feedback. - Teachers’ feedback is positive in Major Concern Team 2.
<p>B. PLANTING Programs Through the planting and reaping process, students may observe and appreciate more about life and nature, as well as enhancing their endurance and peacefulness.</p> <ul style="list-style-type: none"> - S1 Planting Program Due to the shortened school day in the 1st term, S1 classes will receive potted plants which are offered by LCSD “One Person, One Flower Scheme”. - J Farm For improving the knowledge and skills of planting, a series of workshops and practices will be arranged. 	<p>➤ Team of Major Concern 2: Ms. MW Kwong Mr. WO Yeung</p>	Throughout the year	Student leaders	<ul style="list-style-type: none"> - Questionnaire set by SIT on school's major concerns at the end of the school year - Teachers’ feedback - Number of participants 	<ul style="list-style-type: none"> - At least 50% of students are satisfied with the activity. - Teachers’ feedback is positive in Major Concern Team 2.

(II) To encourage students to beware and improve the connections between their inner selves and OTHERS – PEOPLE

- *Guide students to reflect the influence of their behavior on other people and groups*
- *Motivate students to make a good choice of benefiting others as well as oneself*

Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria
<p>A. Theme of Assembly: All Things are Bright and Beautiful</p>	<p>➤ RS Team ➤ Christian</p>	Throughout the year	Christian teachers and	- Teachers’ observation and students’ feedback	- About 70% of students are engaged in each assembly.

<ul style="list-style-type: none"> - Through introducing the wonders of nature and life, as well as sharing stories of loving our neighbours, students are encouraged to appreciate themselves, others and the environment which are all created by God. 	<p>teachers</p>		<p>students</p>		
<p>B. Evangelical Fortnight</p> <ul style="list-style-type: none"> - The theme of the Evangelical Fortnight is “In His Eyes”, which will focus on looking at ourselves from God’s perspective. 	<ul style="list-style-type: none"> ➤ Fellowship planners 	<p>25/11-7/12/2020</p>	<p>All members of Student Christian Fellowship</p>	<ul style="list-style-type: none"> - Observation and students’ feedback 	<ul style="list-style-type: none"> - About 70% of students are engaged in the Evangelical Assembly.
<p>C. Campus Transformer Program</p> <ul style="list-style-type: none"> - Ten students are invited to join the “Campus Transformer Program” led by U-Fire Networks. Four training sessions will be held off campus and four follow-up on-campus activities will be organized to promote the culture of appreciation and caring for others, especially to S1, S3, S6 and all the staff. 	<ul style="list-style-type: none"> ➤ Fellowship planners 	<p>Throughout the year</p>	<p>All members of Student Christian Fellowship</p>	<ul style="list-style-type: none"> - Staff’s and students’ feedback 	<ul style="list-style-type: none"> - 70% of the staff and students show appreciation.
<p>A. Book Exhibition 虛己善同：照亮心靈</p> <ul style="list-style-type: none"> - Paper books and e-books related to life stories, mindfulness and self-nurturing will be collected and introduced in our School Library. - Book sharing by students and teachers will be held in face-to-face gathering or posted on boards. 	<ul style="list-style-type: none"> ➤ Librarian ➤ Team of Major Concern 2 	<p>25 Jan – 5 Feb</p>	<p>Reading resources from the School Library and reading websites</p>	<ul style="list-style-type: none"> - No. of participants - No. of books borrowed 	<ul style="list-style-type: none"> - Over 200 students attend the exhibition. - 50% of books are borrowed from the exhibition.
<p>B. Programmes for SERVING OTHERS</p> <p>Programmes are organized by forms and departments to encourage students to care, to share and to serve others.</p> <ul style="list-style-type: none"> - S1: Getting to know myself Three homeroom sessions under the theme will guide students to: 	<ul style="list-style-type: none"> ➤ Form teachers ➤ Class teachers ➤ Departments 	<p>Throughout the year</p>	<p>Resource materials from the</p>	<ul style="list-style-type: none"> - Students’ performance in lessons - Students’ comments and 	<ul style="list-style-type: none"> - More than half of the students can actively participate in each of the activities.

<p>Part 1: <u>A Snapshot of My Strengths</u></p> <ul style="list-style-type: none"> ➤ discover one's strengths in the eyes of classmates and learn to appreciate the strengths and merits of their classmates in return <p>Part 2: <u>The Power of Personality</u></p> <ul style="list-style-type: none"> ➤ introducing different types of personality and their effects on one's outlook on life and interpersonal relationships <p>Part 3: <u>The Power of MY Personality</u></p> <ul style="list-style-type: none"> ➤ reflection upon students' own personality & explore ways to limit the negative influence of personality on daily life <p>- S2:</p> <ul style="list-style-type: none"> ➤ Serve our Neighbors An award scheme is designed to motivate students to serve others. Students need to share and evaluate their experiences in their "Voluntary Service and Personal Growth Record Booklet" every two months. ➤ Serve our Nature During the school picnic, students will admire and take pictures of the vegetation and animals. They will reflect on how to protect our nature in their daily lives. <p>- S3:</p> <p>Two activities will be held to raise students' awareness of others and life balance.</p> <p>Part I: Appreciating other people and the surrounding objects Part II: Living a balanced life through reviewing their own schedule and activities</p> <p>- S4: A series of class activities will be</p>			<p>Guidance Team and class teachers' planning</p> <p>Voluntary Service Record Card Worksheets</p> <p>Worksheets designed by class teachers</p> <p>Workshop</p>	<p>reflections of their personality in lesson worksheets</p> <ul style="list-style-type: none"> - Class teachers reflect if the students are actively involved in the tasks. - Students' reviews (booklets) - Students' worksheets - Students' reviews - Students' participation 	<ul style="list-style-type: none"> - More than half of the students are able to identify their own type of personality and display understanding of how personality affects their daily life. - Students' reflections are positive. - Most of the students show changes in themselves and become more sensitive to others' needs. - Students' photos and reviews: Understand the importance of environmental conservation and learn to appreciate and love our nature through the activity. - 50% of students can actively participate and show positive feedback. - Students complete their descriptions and reflections. - Students review their schedule at the beginning of the term and adjust their arrangements to keep a balance between school work & extra-curricular activities. - 60% of students are actively involved
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<p>held to promote “being considerate” Part I : Finding Your Self I & II Part II: Appreciating Others</p> <ul style="list-style-type: none"> - S5: Part I: Self Vs Others Part II: Motives Vs Actions Part III(S5-6): Thinking from others' perspectives(5 love languages) - S4-5: Love Overflows Programme Through planning and implementing a social service project, students address and serve different social groups. 			<p>materials prepared by the Form</p> <p>Teachers Social Workers from Baptist Oi Kwan Social Service</p>	<p>and feedback</p> <ul style="list-style-type: none"> - Teachers’ observation - Reflections of the students - Feedback of the social workers 	<p>in classroom discussions.</p> <ul style="list-style-type: none"> - 60% of students are able to make a deep reflection on the issue. - Students’ reflections are constructive and positive. - Most of the feedback of social workers is positive.
<p>(III) To initiate ECA groups to reconsider their own characteristics and group value(s)</p> <ul style="list-style-type: none"> ● <i>Reaffirm the link between the aim(s) of ECA group and their activities</i> ● <i>Motivate our student leaders to actualize their ECA group’s mission and value(s)</i> 					
Strategies/ Tasks	Teachers Responsible	Time Scale	Resources Required	Evaluation Methods	Success Criteria
<p>Transform Group: Values Actualization 團體轉化：活出真義</p> <p>A. Goal setting and action plan ECA groups need to review their goal(s) and set an action plan accordingly.</p> <p>B. Review and Retune ECA groups are encouraged to review the plan regularly for self- appreciation and improvement. At the end of the year, ECA groups will conclude the feedback and experiences for retuning their action plan.</p>	<ul style="list-style-type: none"> - ECA team - advisers of ECA groups - Committee members of ECA groups 	<p>Throughout the year</p>	<p>Materials prepared by the committee members</p>	<ul style="list-style-type: none"> - Daily observation by ECA advisors - Evaluation done by committee members - Questionnaires done by ECA groups’ committee members - Annual report of ECA groups 	<ul style="list-style-type: none"> - ECA advisors meet the alignment between aims and action plan. (ECA Report) - Most of the committee members are satisfied with the performance they have made. (Evaluation Form) - 70% of committee members are satisfied with the alignment made between aims and action plan. (Questionnaires)

IV. Working Team:

Ms. Kwong Man-wai, Ms. Chiu Sandra-kate, Ms. Hung Yin-hing, Ms. Chau Yim-kai, Mr. Yeung Wang-on, Ms. Wong Tze-yung, Ms. Thong Yan-yee