

ECF Saint Too Canaan College
Learning & Teaching Department
2007-2008 Annual Plan

1 Aims

- 1.1 This department aspires to plan and implement updated but suitable curricula, reliable assessment system, appropriate language policy and assignment policy and procedures.
- 1.2 Hence, learning experiences are deliberately provided for students to construct knowledge, to acquire thinking methods and self-learning habits, to develop the potential, to enjoy intellectual growth, and to pursue excellence. The students will then contribute to society with vision and passion.
- 1.3 In order to achieve the above aims, this department must from time to time be aware of the change in social and educational environment, enhance the teachers' professional experience and teaching effectiveness, grasp the learning conditions of students and coordinate physical facilities and informational resources.

2 Objectives

- 2.1 Students enhance their language proficiency and can actively utilize the opportunities in the intra-lesson time or extra-lesson time to speak English.
- 2.2 Teachers can actively use various channels to enhance the teaching effectiveness.
- 2.3 Strengthen the learning atmosphere and learning attitude of the students.
- 2.4 Prepare for the NSS.

3 SWOT Analysis

3.1 Strength

- 3.1.1 Budget is set to hire a total of 4 Native English Teachers to enhance students' exposure to English.
- 3.1.2 We have attracted relatively experienced teachers to fill the vacancies.
- 3.1.3 School has clearly set the target for learning and teaching results.

3.2 Weakness

- 3.2.1 Teachers are not fluent and confident enough to speak in English in the classroom and the public area and they are permissive to let students speak in Chinese.
- 3.2.2 Teachers are not resourceful enough to provide a variety of learning and teaching strategies.
- 3.2.3 Teachers are weak in systemic view. They start from their department and personal concern, but not ready to view from other angles.

3.2.4 Teachers are heavy in workload and they will consider more factors before committing to a task.

3.2.5 Teachers feel that the incentive is not strong enough.

3.3 Opportunity

3.3.1 Our “EMI” label has progressively set clear image of this school in the community, and the S.1 students this year have relatively stronger academic base.

3.3.2 Simulated external quality assurance exercise will help teachers be aware of pursuing quality in learning and teaching.

3.4 Threat

3.4.1 Competition atmosphere today may side-track the attention and energy of teachers from traditional and orthodox education activities.

3.4.2 Weak results in public examination may lower the image of this school.

3.4.3 Big turnover of teachers may make people suspicious of our effectiveness.

4 Strategies, Implementation, Success Criteria and Evaluation

(Refer to P.3-4)

5 Team Members

5.1 The Head of L&T Department: LMT

5.2 KLAs

English Language Education Coordinators :	LYP, KSH
Chinese Language Education Coordinators :	WYL, SSS
Mathematics Education Coordinators :	KLY, ERI
Science Education Coordinators :	CW, LPT
PSH Education Coordinators :	TCM, LKM
Technology Education Coordinators :	LYY, KYP
Liberal Studies Education Coordinator :	WCY
Arts and Physical Education Coordinator :	CCT

5.3 Groups

Campus TV and AV Coordinator :	KPY
Library Services Coordinator :	YWY
IT in Education Coordinator :	EC
Teaching Strategies and Effectiveness Coordinator :	LKM
Learning Strategy and Effectiveness Coordinator :	CW
Curriculum, Assessment and Resources Coordinator :	KLY
Examination Coordinator :	KYP
Central Administration Coordinator :	LLY

4 Strategies, Implementation, Success Criteria and Evaluation

Objectives	Strategies	Responsible Units	Timeline	Success Criteria	Evaluation Methods	Resources
1. Students can actively speak English.	<p>1.1 Clear MOI schedule to guide subjects, classes and teachers by the EMI targets this year. This schedule should be followed up in connection with lesson observation.</p> <p>1.2 Implement the scheme of 4 NETs.</p> <p>1.3 Enforce the English Speaking Day. Support from more teachers.</p> <p>1.4 More slogans in English displayed in campus.</p>	<p>LMT, KLA heads, Teachers</p> <p>Principal, LMT, Eng KLA</p> <p>LMT, Eng KLA</p>	<p>Whole year</p> <p>Whole year</p> <p>Whole year</p>	<p>a. MOI schedule issued & understood.</p> <p>b. This schedule is concerned in lesson observation and supervision.</p> <p>c. Students are used to NET lessons.</p>	<p>Minutes</p> <p>Questionnaire</p> <p>Observation and impression</p>	
2. Teachers can actively use various channels to enhance the teaching effectiveness.	<p>2.1 Teaching Strategy & Effectiveness group to set out basic steps for KLAs to follow, and then monitor the progress for peer lesson observation.</p> <p>2.2 Adjust the duty roster system of weekly assembly and reading lesson to create space for peer lesson preparation.</p> <p>2.3 Pre-assign some Friday after-school sessions for peer lesson preparation.</p> <p>2.4 Use suitable Friday after-school sessions for speakers to share teaching strategies.</p>	<p>LTT committee</p> <p>LMT</p> <p>LMT</p> <p>LTT</p>	<p>Whole year</p> <p>Before Lunar New Year</p> <p>Whole year</p>	<p>a. LTT's criteria on this point.</p> <p>b. Steps devised and followed by all KLAs.</p> <p>c. Invite speakers to share the respective experience for 2 to 3 times.</p>	<p>LTT's report</p> <p>Statistics</p>	

Objectives	Strategies	Responsible Units	Timeline	Success Criteria	Evaluation Methods	Resources
3. Strengthen the learning atmosphere and learning attitude of the students.	3.1 Establish the “academic days” to structure the learning life of students and for KLAs to implement activities.	LTC	July & August 2007	a. Teachers and students utilize the days for learning. b. Criteria are set and students can follow. c. Students’ learning life is more self-regulated.	Discussion in meeting Observation Response of students to the new policies Questionnaires	
	3.2 Set criteria about scope and quota of services and activities for students.	L&T & SD	-ditto-			
	3.3 Mid-term presentation of academic results as motivation for learning.	LTA	Jan 2008			
	3.4 Early announcement of graduation, promotion and repeat criteria.	LTL & LTC	Sep 2007			
	3.5 Enhance facilities for S.5 and S.7 students’ self-study.	LMT	Sep 2007			
	3.6 Increase the number of teaching periods for S.5 and S.7 subjects.	LTC	July & August 2007			
	3.7 Centrally coordinate the supplementary lessons for S.5.	LTA	Sep 2007			
	3.8 Elite program for S.5.	LTL	Sep 2007			
	3.9 Inter-schools activities to enhance learning experience.	KLAs	1 st Term			
4. Prepare for the NSS.	4.1 Set the time frame at the school level.	LTC	Whole year	a. Time frame announced. b. Every teacher has taken the respective seminars. c. Implement the continuity in subjects.	LTC’s report Statistics of seminars taken by teachers. KLAs’ reports.	
	4.2 KLAs proceed to utilize the respective funding and to set their operation plans.	KLAs				
	4.3 Teachers plan to acquire necessary knowledge about curriculum, assessment and teaching strategies.	KLAs				
	4.4 KLAs uphold the continuity between the senior forms and the junior forms in the aspects of curriculum, learning habit and assessment.	KLAs				

ECF Saint Too Canaan College
Student Development Department
2007-2008 Annual Plan

1. Aims

- 1.1 Create a positive school culture which is based on the school mission statement and Canaan Covenant.
- 1.2 Nurture students' character and focus on whole-person development.
- 1.3 Develop students' potential for preparing future life.

2. Objectives

Enhance the school ethos and strengthen the students' sense of belonging and positive attitude.

3. SWOT Analysis

3.1 Strength

- 3.1.1 One year of experience in running the Character Nurturing Committee can help us to be more proactive in future planning.
- 3.1.2 The functions of different committees will be clearly defined so they can function more effectively.
- 3.1.3 Most of our students start their studying in S.1. They get used to our culture and regulations. The number of cases of behavioral problems will be reduced and the models in higher form can help us to shape the positive culture.
- 3.1.4 All members are still young and energetic. They are capable and flexible in adapting changes. Most of them are willing to learn how to do their job well.
- 3.1.5 More student leaders will be trained under the formation of Form Houses. They can share teachers' workload in organizing activities.

3.2 Weakness

- 3.2.1 Inexperienced new members of SD may need time to adjust their roles and it may affect the implementation of policies.

3.3 Opportunities

- 3.3.1 Our school is an EMI school. We can choose the suitable students to study in our school. They may have less behavioral problems and more potential leaders can be developed.

3.4 Threat

- 3.4.1 There are still many new students in this coming year. Their influence and adjustment should be highly concerned.
- 3.4.2 More than 15 new teachers will join our school team. It needs more time to build up the relationship with them. It may affect the harmonious atmosphere in school.

4. Strategies and Implementation

Objectives	Strategies and Implementation	Responsible Groups	Success Criteria
1	1.1 The functions of Character Nurturing Committee will more focus on: <ul style="list-style-type: none"> a. Character Nurturing:2R b. The guidance and counseling role on students' growth c. More developing program will be explored. 	CNC	Refer to CNC Evaluation SD: Questionnaire
	1.2 The major concerns of MCEC: <ul style="list-style-type: none"> a. Establish the positive culture through mass programs and build up the good models in school. b. National education will be implemented on special days. 	MCEC	Refer to MCEC evaluation SD: Questionnaire
	1.3 Central recruitment of student organizations and societies: <ul style="list-style-type: none"> a. Election of 07-08 Student Union: <ul style="list-style-type: none"> i. All students can have the right to vote. ii. They can have more experiences in organizing activities. iii. Sense of belonging will be promoted through organizing activities. b. Formation of Form Houses: <ul style="list-style-type: none"> i. It can strengthen students' sense of belonging if they can have their Form Houses. c. Society and committee recruitment: <ul style="list-style-type: none"> i. Sense of belonging will be promoted through organizing activities. ii. *New policy on students' 	SD PDC	<ul style="list-style-type: none"> a. At least two parties join the Election. b. 90% of students vote. c. SU internal & external questionnaire d. SD & PDC Questionnaire e. Sufficient students can be nominated into different Form Houses. f. PDC evaluation g. 95% of S.1-3 students have one post of service in class level. h. 80% of S.4-7 students have one post of service in class level.

Objectives	Strategies and Implementation	Responsible Groups	Success Criteria
	<p>participation in services and activities (i.e. 1 service + 2 activities 2 services + 1 activity) --More students can have chances to develop their potential.</p>		<p>i. About 90% of students can comply with the rules of *new policy j. SD: Questionnaire</p>
	<p>1.4 STCC Award Scheme: --Six year award scheme</p> <p>a. Students can achieve different goals if they join the award scheme.</p> <p>b. The award scheme will focus on whole-person development.</p> <p>c. It helps to develop a positive culture and a sense of belonging among the students.</p> <p>d. More students strive for excellent performance and more outstanding models will appear.</p> <p>e. Through joining the scheme, students can meet the requirement of OLE in NSS.</p>	All Committees	<p>a. 80% S.1 students will join the scheme and hand in their book for record at least one time.</p> <p>b. 50% S.2-3 students will join the scheme.</p> <p>c. 30% of junior students can achieve the first level of the scheme.</p> <p>d. 20% of senior students can achieve the first level of the scheme.</p> <p>e. 10% of junior students can achieve the second level of the scheme.</p> <p>f. 5% of the senior students can achieve the second level of the scheme.</p>
	<p>1.5 Leadership training:</p> <p>a. More students are elected to form houses in different forms.</p> <p>b. More leaders will be trained in organizing activities. It will enhance their sense of belonging to school.</p>	SD PDC	<p>a. 80% leaders complete the program.</p> <p>b. 60% leaders have good performance during training.</p> <p>c. Questionnaire</p>

Objectives	Strategies and Implementation	Responsible Groups	Success Criteria
	1.6 Spiritual Nurturing: a. Promote Christian value on school culture. b. Focus on spiritual leader training. --More students will be encouraged to have services in assembly. Students can have more chances to lead programs.	SNC	Refer to SNC evaluation
	1.7 Health Education: a. Put more stress on physical and mental health education. b. Promote positive value on health and positive thinking on mental health.	HEC	Refer to HEC evaluation
	1.8 Career guidance: a. Provide different channels for students to know their personal development. b. Explore more paths for their career development.	CGC	Refer to CGC evaluation

Abbreviation Notes:

CNC – Character Nurturing Committee

SNC – Spiritual Nurturing Committee

CGC – Career Guidance Committee

HEC – Health Education Committee

PDC – Potential Development Committee

MCEC – Moral and Civic Education Committee

5. Year Plan

Event	Timeline												Responsible Teachers
	Sept 06	Oct 06	Nov 06	Dec 06	Jan 07	Feb 07	Mar 07	Apr 07	May 07	Jun 07	July 07	Aug 07	
Central Recruitment	1 st Term				2 nd Term								WYW, LCY, KWY, YKT
Election of Student Union, Form Houses	Enrolment & Election		School activities organized by 06-07 Student Union & Form Houses								Orientation programs		WYW, PDC, KWY, YKT
STCC Award Scheme	*			**			***			#	☆		WYW, KWY, All SD Committees
Leadership Training	Recruitment		Leadership training sections (Camp – OCT)								In-service training		WYW, PDC
Post-Exam Activities	Formation of the committee			Preparation – responsible teachers, Student Union and Form House leaders									WYW, KWY, Responsible Teachers

Remarks: * Promotion ** 1st award presentation ***2nd award presentation
 # Final award presentation ☆ Term-end ceremony - Award presentation

6. Evaluation

Teachers, social workers of leadership training and students will involve in evaluation.
 (Refer to P.6-8)

7. Team Members

The Head of SD Department: WYW

Members: SMK, WOY, YKW, WSY, LCP, LCM, LHF, LCY