

SKH Lui Ming Choi Secondary School

School Development Planning (2018 – 2021)

Prepared by Mrs. Julie Ma, Principal

School Goal

Building from efforts made by teachers to Engage and Enlighten students of LMC (2015 – 2018) so that they can Excel, we will continue with the work to foster favourable school culture and provide positive classroom conditions to facilitate the emergence of ***The Empowered and Energized LMC Learners*** (2018 – 2021).

Our Belief

What kind of mindset do we need to develop to realize our School Goal? **A “growth mindset”**. **Yes. It is, indeed, the power of believing that we can improve.** It is a concept developed by the world renowned Professor of Psychology, Carol Dweck, Stanford University, in her book “Mindset”, as in contrast to a “fixed mindset”. Abilities can be developed through goal-setting, dedication and hard work. Character, intelligence, talent and given resources are just the starting point. *“Where there is a growth mindset, there is the drive to proactively reflect on effort and progress, and motivation to seek continuous improvement.”* (“Mindset”, Carol Dweck)

A growth mindset is essentially about openness to possibilities and an optimistic attitude. Our students are doing well in general but we do not remain complacent. Instead, we believe in **the power of “yet”**. School development planning is always process-oriented and forward-looking. We believe that the pursuit of **Excellence** involves a journey and an attitude. Students of LMC will be guided to understand their abilities, talents and strengths and they will develop them to their full potential. They will be encouraged and challenged to stretch themselves beyond their comfort zones to achieve their **Personal Best (PB)**. For 2018 – 2021, we will focus to motivate them to **set goals and self-learn**; to facilitate them to learn with **a greater sense of responsibility**; and to encourage and support each other in a **culture of appreciation**.

- ✧ The senior management, middle management and teachers of LMC will work hand in hand with our parents and alumni to create an ***Ethos of Improvement and Appreciation*** in school and beyond. Each one of us in the LMC community will show appreciation of one another’s efforts and achievements. *“The deepest craving of human nature is the need to be appreciated.”* (William James) We may experience fun, fear or failure in the process. When improvement is evident, we will celebrate but will not be boastful. Instead, we are humbled by God’s glory, and are prompted by our own inadequacies as well as recognition by others to learn more and do better. *“A sense of appreciation is the single most sustainable motivator at work. When someone recognizes our work as meaningful and valuable, it’s intrinsically motivating. And that’s the kind of motivation that lasts.”* (Adam Grant)
- ✧ Teachers will work with resources and their expertise to empower and energize students to improve and pursue excellence as they collaborate to achieve the school goal. Teachers are not only the **“Sage on the Stage”** but also the **“Guide on the Side”**. We recognize and celebrate both **efforts** as well as **achievements** of students. We inspire each other as we journey on as **learning companions** to achieve new milestones. This, perhaps, is what life-long learning in the 21st century involves and what education is all about.

Our Major Concerns

1. To motivate students to self-learn and improve academic performance
2. To raise students' sense of responsibility and cultivate appreciation in the school

Our Special Concern

(Added in 2019-2020)

3. To strengthen students' adversity quotient (AQ) (including resilience and positive values); to help students settle their emotions and achieve inner peace

School Development Plan (2018 – 2021)

Major Concerns	Approach and Targets	Outline of Strategies	Time Scale		
			2018/19	2019/20	2020/21
1. To motivate students to self-learn and improve academic performance	<i>Senior Management</i> will work to enable stakeholders to understand, support and contribute to realizing the school goal, and addressing the two major concerns as expressed in the SDP (2018 – 2021).	1. To make clear the major concerns to students, teachers, parents and alumni with reference to the school context and 21 st century local, national and global settings	✓		
		2. To organize professional training, align and deepen teachers' understanding of "growth mindset", terminology, expectations and strategies to address the major concerns	✓	✓	✓
		3. To enhance staff formal and informal communication through the use of School Gmail and eClass digital routing system	✓	✓	✓
		4. To recognize and celebrate teachers' and students' efforts and collaboration in addressing the major concerns	✓	✓	✓
	<i>Middle Management</i> will work to enhance teachers' professional understanding and their use of relevant pedagogies, self-directed learning/other effective learning strategies and work to facilitate students to self-learn and improve academic performance.	1. To coordinate self-directed learning across the curriculum based on metacognitive learning *	✓	✓	✓
		2. To develop coursework materials; to enrich, diversify and make accessible eLearning resources to facilitate students' self-directed learning	✓	✓	✓
		3. To organize professional sharing on good practices that work to motivate students to self-learn [Starts in 2019-20]		✓	✓
		4. To analyze students' performance and interpret their learning needs based on assessment data and awards records	✓	✓	✓
		5. To conduct systematic evaluation of streaming policy and Academic Enhancement Programme (AEP) and make new plans to cater for learner diversity with an aim to improve academic performance in the Junior Secondary levels	✓		
	<i>Teachers</i> will work to energize students so that they become more self-directed; teachers will also empower students to understand, apply and benefit from self-directed learning/ other effective learning strategies to improve academic performance.	1. To strengthen students' habits and abilities in goal-setting, self-monitoring and self-reflection in their learning processes to achieve their Personal Best (PB)	✓	✓	✓
		2. To enhance students' self-directedness through the use of eLearning tools and mobile devices (e.g. explore the use of School Gmail and eClass mail to communicate with students)	✓	✓	✓
		3. To provide more opportunities and activities for students to stretch their capabilities, encourage and support their proactive participation in them	✓	✓	✓
		4. To give students encouragement, recognition and positive feedback on their self-directed efforts, strategies, focus, perseverance and improvement whenever relevant	✓	✓	✓

* List of Metacognitive Strategies will be included for teachers' reference and use. (<http://thelearningcoach.com/learning/metacognition-and-learning>) Self-directed Learning strategies (e.g. 4-step process), mind-mapping, memory skills, higher-order questioning techniques and other relevant pedagogies/strategies will also be summarized and included for teachers' reference and use. Teachers are encouraged to incorporate them into eLearning, pre-lesson and post-lesson activities and other formal or informal learning experiences as appropriate.

Major Concerns	Approach and Targets	Outline of Strategies	Time Scale		
			2018/19	2019/20	2020/21
2. To raise students' sense of responsibility and cultivate appreciation in the school	<i>Senior Management</i> will work to enable stakeholders to understand, support and contribute to realizing the shared goal, and addressing the two major concerns as expressed in the SDP (2018 – 2021)	1. To make clear the major concerns to students, teachers, parents and alumni with reference to the school context and 21 st century local, national and global settings	✓		
		2. To organize professional training, align and deepen teachers' understanding of "growth mindset", terminology, expectations and strategies to address the major concerns	✓	✓	✓
		3. To enhance staff formal and informal communication through the use of School Gmail and eClass digital routing system	✓	✓	✓
		4. To recognize and celebrate teachers' and students' efforts and collaboration in addressing the major concerns	✓	✓	✓
	<i>Middle Management</i> will work to enhance teachers' professional understanding and their use of relevant theories and pedagogies, as well as effective interaction strategies, to raise students' sense of responsibility and cultivate appreciation.	1. To coordinate and guide the whole school to understand each other's role and responsibility; and to cultivate appreciation to make the school an inviting learning venue	✓		
		2. To organize professional sharing on concepts and good practices that work to motivate students to take on responsibility (e.g. school rules and their implementation; misbehavior and consequences; objectives and effects of punishments) and those that work to cultivate appreciation	✓	✓	✓
		3. To design slogans, collect and display quotes, statements and visuals and use videos or eLearning resources to facilitate students' discussion and understanding of responsibility as a learner at school and a teenager at home and in society; and to facilitate the show of appreciation among students, teachers, parents, office staff and janitors in the school	✓	✓	✓
	<i>Teachers</i> will work to empower and energize students to understand their role and responsibility as motivated learners at school and cultivate appreciation in the learning and evaluation processes.	1. To strengthen students' awareness of their role and responsibility to self-learn	✓		
		2. To provide more opportunities for students to share their views on ways to enhance the learning environment in school	✓	✓	✓
		3. To empower students to discuss, give suggestions, make decisions on management routines/rules in the classroom and ensure their implementation	✓	✓	✓
		4. To give students encouragement, recognition and positive feedback on their responsible behavior	✓	✓	✓
		5. To praise students for their efforts and/or direct students to focus on their strengths in class and when discussing students in the presence of their parents	✓	✓	✓

Special Concern (Added in 2019-2020)	Approach and Targets	Outline of Strategies	Time Scale		
			2018/19	2019/20	2020/21
3. To strengthen students' adversity quotient (AQ) (including resilience and positive values); to help students settle their emotions and achieve inner peace	<i>Whole Staff will collaborate to enhance support for students to settle their emotions, guide students to re-focus their energy on school life and encourage students to contribute to school harmony.</i>	1. To create opportunities and platforms to listen to student leaders' and student representatives' sharing; prompt reflection and give encouragement to students.		✓	✓
		2. To make use of Class Assembly and build channels for students to express their feelings and communicate their thoughts, views or queries.		✓	✓
		3. To make use of School Assembly, school programmes and suitable avenues to enable various stakeholders (incl. teachers, students, parents and alumni) to listen and share values, stories or ideas based on the Scripture.		✓	✓
		4. To maintain communication with and provide support for parents; to connect with and invite support from alumni and relevant professionals by means of formal and informal meetings; talks or sharing sessions.		✓	✓