

Tsung Tsin Christian Academy

School Development Plan

2022/23 – 2024/25

Major Concerns for a period of 3 school years

1. Fostering Pre-lesson culture for learning and teaching effectiveness

School Development Plan (2022-2025)

| Major Concerns | Targets | Outline of Strategies | Time Scale | | |
|---|--|--|-------------------|--------------|--------------|
| | | | 22-23 | 23-24 | 24-25 |
| 1. Fostering pre-lesson culture for learning and teaching effectiveness | 1.1 Enhancing pre-lesson materials and designs | 1.1.1 Pre-lesson materials should cover at least one of the following elements: stimulating discussions, improving problem-solving skills, targeting more challenging items and consolidating generic skills | ✓ | ✓ | ✓ |
| | | 1.1.2 Designing pre-lesson materials of different levels to cater for students with diverse abilities | ✓ | ✓ | ✓ |
| | | 1.1.3 Increasing the diversity of pre-lesson materials, such as small-scale field trips, interviews, group presentations and video productions, etc. | | ✓ | ✓ |
| | 1.2 Providing sufficient time for in-depth discussions among teachers | 1.2.1 Increasing manpower and freeing up space to facilitate professional development | ✓ | | |
| | | 1.2.2 Better utilising CLP to strengthen discussions centring on pre-lesson learning strategies and review the effectiveness of pre-lesson materials | ✓ | ✓ | ✓ |
| | | 1.2.3 Arranging a CLP per cycle for each subject and collecting suggestions for improving CLP implementation | ✓ | ✓ | |
| | 1.3 Increasing professional training and exchange | 1.3.1 Broadening horizons and exposure to pre-lesson designs through subject and cross-subject sharing | ✓ | ✓ | ✓ |
| | | 1.3.2 Inviting teachers to share their implementation of pre-lesson learning in class during staff meetings | ✓ | ✓ | ✓ |
| | | 1.3.3 Holding open lessons for peer observation and professional exchange | ✓ | ✓ | ✓ |
| | | 1.3.4 Making a collection of excellently designed pre-lesson tasks for sharing and professional exchange | | ✓ | ✓ |
| | 1.4 Establishing an earnest and diligent attitude towards lesson preparation | 1.4.1 Implementing a reward scheme for students who complete pre-lesson tasks diligently | ✓ | ✓ | ✓ |
| | | 1.4.2 Inviting students to share their outcomes and reflections on completing pre-lesson tasks so as to emphasize the importance of pre-lesson learning to parents and students | | ✓ | ✓ |

2. Empowering Students, Nurturing Leaders

| Major Concerns | Targets | Outline of Strategies | Time Scale | | |
|---|---|---|------------|-------|-------|
| | | | 22-23 | 23-24 | 24-25 |
| 2. Empowering Students, Nurturing Leaders | 2.1 Support the leadership training with administrative means | 2.1.1 Establish Leadership Training Unit to coordinate the whole school leadership training programme. | ✓ | ✓ | ✓ |
| | | 2.1.2 Review the Leadership Recruitment policy to provide more opportunities for students to serve in the school. | ✓ | ✓ | |
| | | 2.1.3 Setup Talent Bank for leadership development. | ✓ | ✓ | ✓ |
| | | 2.1.4 Setup award system related to leadership | ✓ | ✓ | |
| | 2.2 Provide more opportunities for students to show their leadership skills | 2.2.1 Review the roles of existing student leader units and suggest ways to further empowering their roles. | ✓ | ✓ | ✓ |
| | | 2.2.2 Promote Class-based activities organized by students under PIEP model. | ✓ | ✓ | ✓ |
| | | 2.2.3 Arrange more opportunities for student leaders to share among peers. | ✓ | ✓ | ✓ |
| | 2.3 Provide leadership training programme focus on character building and leadership skills | 2.3.1 S1 Leadership Training Camp | ✓ | ✓ | ✓ |
| | | 2.3.2 S2-S3 Junior Leadership Training Programme | ✓ | ✓ | ✓ |
| | | 2.3.3 S4-S5 Humble Servant Leadership Training Programme | ✓ | ✓ | ✓ |
| | | 2.3.4 Overseas Training Programme for Senior form leaders | | ✓ | ✓ |
| | | 2.3.5 Training within the students unit | ✓ | ✓ | ✓ |

3. Strengthening professional development, including junior teachers and middle-level teachers and ensuring teachers' wellbeing

| Major Concerns | Targets | Outline of Strategies | | | Time Scale | | |
|---|--|---|--------------|--------------|-------------------|--|--|
| | | 22-23 | 23-24 | 24-25 | | | |
| 3. Strengthening professional development, including junior teachers and middle-level teachers and ensuring teachers' wellbeing | 3.1 Strengthening the mentoring programme for new teachers | 3.1.1 A two-year mentoring programme for new teachers who have less than 5 years teaching experience | ✓ | ✓ | | | |
| | | 3.1.2 Mentors open their lessons for their mentees | ✓ | ✓ | ✓ | | |
| | | 3.1.3 Record outstanding teachers' good practices for documentation and further professional development opportunities. | ✓ | ✓ | ✓ | | |
| | | 3.1.4 More pedagogical sharing sessions should be included at subject meetings | ✓ | ✓ | ✓ | | |
| | 3.2 More support for the middle management (L&T) | 3.2.1 Local university partnerships and subject coordinator training provided by QSIP | ✓ | ✓ | | | |
| | 3.3 Wellbeing of teaching staff | 3.3.1 Clear advancement and promotion path | ✓ | ✓ | | | |
| | | 3.3.2 Strengthen the effectiveness of staff fellowship and staff retreat through cooperation with REVC | ✓ | ✓ | ✓ | | |