

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	✓	✓	✓