C.C.C. Mong Man Wai College

School Five Year Plan 2011-2016
1 Background and Vision

The discussion of the present five-year plan can be traced back to April, 2010 when we formally received the report of External School Review from the EDB. We then received a consultancy school report from the CUHK and the study took place between April, 2009 and July, 2010. By the end of July, 2010, both the Executive Committee (EXCO) and the Academic Committee (AC) basically arrived at the conclusion that learning and teaching should be our major area of concern in the coming years because we have achieved much in other areas such as support for students while we still have room for improvement in this particular area.

1.1 Discussion of Five-year Plan at EXCO Level

After reviewing and evaluating the 2008-2011 Three-year Plan, the EXCO moved forward to discuss the future 3- or 5-year Plan at the end of March, 2010 and the major considerations can be summarized as follows:

1.1.1 There is no magical solution to motivate students to perform better in the academic area. However, students with self-initiative will certainly do better than those without. Students are likely to be motivated when they have confidence in learning, a right attitude, learning objectives and interest in the area they pursue.

1.1.2 The sense of belonging of our students to MMWC has increased over the past few years. The change to EMI and the outstanding achievements in some territory-wide inter-school competitions are some of the factors. A strong sense of belonging inspires students to do better and make progress. This is also a “weapon” to “change their hearts”.

1.1.3 The concept of “Building on Strengths”- the school should provide more opportunities for students to develop their strengths and potential. This will help to build up their confidence and self-esteem that in turn may motivate them to try harder in learning.

1.1.4 Students need space and freedom to grow and change. Teachers cannot only “force” students to do better. Teachers should have a ‘let go’ attitude and allow students to “plan” for themselves so that they are aware of their responsibility in learning.

1.1.5 The teaching mode and assignment should be “shaped” to motivate students to set goals and learn by themselves.

1.1.6 The definition of “good” students is not only based on the “marks” they score in tests
and examinations. Students’ achievements in different areas should be recognized and praised as well.

1.1.7 With regular guidance and interaction with class teachers or other teachers, each student should ideally have an ‘Individual Study Plan (ISP)” to follow. The ISP will become his/her personal learning goal. This is in line with the concept of “Career Mapping” under the NAS.

After a thorough discussion, the following conclusions were drawn in the meeting:

1.1.8 Our future focus should be on learning and teaching, particularly on fostering students’ independent learning attitude.

1.1.9 We can only achieve this objective by different strategies but not by any one single means.

1.2 Discussion of Five-year Plan at Staff Meeting Level

Based on the considerations and conclusions of the 31/3 EXCO meeting mentioned above, a staff development program was held on 7/5 and all teaching staff discussed and expressed their views in response to:

- Any other major concerns to be raised for the whole school other than that proposed by the EXCO;
- Considerations and conclusions arrived at by the EXCO for the future 3/5-Year Plan.

The EXCO held two more meetings before an ad hoc staff meeting of 16/6 to formulate the framework of the future 3/5-Year Plan. Finally, the first version of the Five-year Plan, 2011-16, was adopted in mid August, 2011 and then a revised version at the beginning of Sept., 2011 in the EXCO meetings held. All the updates were presented to all teaching staff during this period of time.

1.3 Our Vision

After discussing among ourselves within the school and consulting the opinions of both parents of PTA and student leaders of the Student Association, we believe that to improve learning and to actualize potential (優化學習，盡展所能) is our vision in the coming five years because of the following rationales:

1.3.1 Students have good potential academically as they are Band 1 students. All of them should and can actualize the potential in learning.

1.3.2 Students generally are eager to attain better academic results but what they need is to learn more about study strategies.

1.3.3 Students’ learning attitude can be improved so as to learn more proactively and effectively.

1.3.4 Different groups (high, medium and low achievers) of students should be
targeted and they should learn better in the coming five years.

1.3.5 Students’ performance in learning, both academic and non-academic, should be better after the implementation of this Five-year Plan.

2 Approaches and Objectives

In the course of formulating the new five-year plan, we have been discussing quite a lot in both the approaches and objectives, particularly at the EXCO level.

2.1 Approaches

Two approaches have been adopted and they are complementary with each other.

2.1.1 To influence students by our hearts and examples

We firmly believe that teachers are our best resources. If all staff in the school can set an exemplary example for students, students’ learning behavior will be influenced and changed. It is hoped that when teachers teach, they can always try their best in conducting a lesson, in setting assessment papers or in giving feedback to students. It is also hoped that students are given high expectations while teachers are always eager to offer help and guidance to them in the lessons. Therefore, we firmly believe that enhancing teaching effectiveness is one of the best strategies to improve students’ learning effectiveness, and the point of intervention we choose is ‘catering for learner diversity’ because this problem has become more prominent to us in recent years.

2.1.2 To implement various measures for the objectives by a whole-school approach

In formulating the new five-year plan, we have one strong belief – to work in a team. In other words, we must adopt a whole-school approach in implementing all the planned measures so as to meet the objectives. Actually, we did discuss and list a number of possible measures (Appendix 1) in late May, 2011 for consultation purposes in the ad hoc staff meeting on 16/6/2011. However, we finally decided not to adopt the measures hastily in the coming year. Instead, we have set the first year, 2011-12, as a preparation year to sort out those measures that fit our situation most for the coming four years in the five-year period.

2.2 Objectives

There are altogether 3 objectives for the vision of “To Improve Learning, to Actualize Potential”. These 3 objectives are basically the suggestions made by the Academic Committee in the last academic year.

2.2.1 To enable students to learn effectively

Learning effectively is very important to our students as quite a number of them lack a proper method or strategy of studying and learning. The APASO results in recent years have been showing us that deep learning strategies need to be further developed among students while many of them have acquired the
superficial learning strategies such as rote learning. To enhance students’ learning effectiveness in classrooms, we have planned to focus on the area of ‘catering for learner diversity’ as a point of intervention for teachers to help students of different aptitudes to learn effectively and this will be the major concern of our school from 2012-2014.

2.2.2 To cultivate a good learning attitude
Both the ESR report (April, 2010) and the CUHK consultancy report (July, 2010) point out that as Band 1 students, our students should have greater confidence and should be able to perform better. That means some of them possess quite negative self-image on themselves, and therefore, do not behave as expected in their learning attitude. By improving their learning attitude, we believe that students can learn confidently and can learn much better. On one hand, we will give them more guidance and encouragement, and on the other hand, we will adopt various measures to cultivate a good learning attitude among them.

2.2.3 To enable students to learn proactively
To learn proactively means to learn actively and to take initiative in learning. In the past, many of our students adopted a learning attitude of passiveness, just waiting to be spoon-fed. Some teachers might, for one reason or another, tend to feed them too. In the coming years, we hope our students can be trained and empowered to learn proactively. Actually, this objective will be our school’s major concern from 2014-16, the second phase of our five-year period.

3 Strategies
We have discussed and concluded to adopt the following strategies in order to achieve the objectives of Section 2 and to realize the vision of Section 1. Accordingly, subject panels and committees in the school will then figure out their annual plans in line with these strategies.

<table>
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<tr>
<th>Strategies</th>
<th>Objectives Related</th>
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<tbody>
<tr>
<td>3.1 To enhance the teaching effectiveness of teachers and improve our existing practice of lesson observations by focusing on the area of catering for learner diversity (照顧學生學習差異) as a point of intervention</td>
<td>2.2.1-2.2.3</td>
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<td>3.2 To train teachers through systematic school-wide staff development programs especially in the area of catering for learner diversity</td>
<td>2.2.1-2.2.3</td>
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<td>3.3 To promote professional sharing at subject / committee levels</td>
<td>2.2.1-2.2.3</td>
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3.4 To collaborate with tertiary education professionals to bring in authentic, professional input for our sustainable improvement in teaching

3.5 To refine the lesson observation form and other related parts of the teachers’ appraisal form to reflect the need of catering for learner diversity

3.6 To modify and make use of the existing teaching questionnaires done by students twice a year as feedback for improvement

3.7 To set high expectations on students’ learning attitude, particularly in their learning behavior in classroom, in doing assignments and in preparing for tests and examinations in the first year

3.8 To plan, implement, monitor and evaluate related appropriate activities or measures holistically at all levels and by different parties

3.9 To adopt different authentic measures for targeted students according to their varied abilities and backgrounds, including the SENs

### 4 Timeline & Major Concerns

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<th>2011/12</th>
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<th>Major Concern</th>
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<td><strong>Preparation Year</strong></td>
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<td><strong>Catering for Learner Diversity</strong></td>
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<td><strong>Training students to learn proactively</strong></td>
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<td><strong>Implementing school-based support scheme for students’ all-round development</strong></td>
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We have decided to use 2011-12 as a year of preparation for our 2011-2016 Five-year Plan ‘To improve learning; to actualize potential’. In 2011-12, we need to discuss in details the contents of the strategies mentioned in Section 3 so as to formulate a concrete future implementation plan for 2012-2016. Besides having ‘Catering for Learner Diversity’ as a major concern, formulating and implementing 'School-based Support Scheme for Students’ All round
“Development” will be another major concern. (The inclusion of this support scheme is to raise students’ self-concepts in various academic and non-academic domains, and in return, equip with them a sense of competence, a sense of future and a sense of direction. It is believed that, with these qualities and competences, students can set goals spontaneously, learn better and excel themselves.) Actually, as early as in 2009 and before the ESR, we had been discussing this and we plan to finish drafting the scheme in 2011-12. We hope by 2014-16, we can go further to have another major concern- ‘Training Students to Learn Proactively’ and it aims at high academic expectations on both our teachers and students.

5 Conclusion

By realizing our vision of ‘To improve learning; To actualize potential’ by the end of the Five-year Plan, we hope that our students can learn more effectively, can have a better learning attitude and can learn more proactively. We also hope that our teachers can teach better in terms of ‘catering for learner diversity’ and in ‘training students to learn proactively’. In the coming years, through continuous professional sharing and training, we hope that an atmosphere of professionalism can be gradually intensified in our team of teaching professionals so that we can really be a learning organization of quality, serving as a living example to our students.