

HKUGA Primary School School Development Plan 2019-2022



HKUGA Primary School

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1. School Vision

We believe that Education is the most important force in shaping the future development of Hong Kong in the era of Knowledge Economy. Foundation Education is the basis from where the child will continue to flourish and develop, so the vision of the Hong Kong University Graduates Association Education Foundation is to set up a new model of quality school in Hong Kong. The essence of the School is quality-focused and life-enhancing, and it is our goal that the School will become one of the leading primary schools in Hong Kong and China.

2. School Mission

Our School mission is to:

- nurture lively, inquiring, discerning and creative students;
- develop visionary, caring, innovative and professional teachers;
- enable parents to become effective parents;
- contribute to the Education Reforms in Hong Kong.

3. Our Guiding Principles

We firmly believe that the success of our School lies in achieving the following guiding principles as the ***Four Cornerstones of the School***:

- Integration of Passion and Professionalism;
- Integration of the Eastern and Western cultures;
- Integration of the School and the Family;
- Integration of the School and the Community.

4. Core Values

In pursuit of our goals, we hold certain core values towards our stakeholders:

- We value each student as an individual;
- We value our teachers as professionals;
- We value parents as our partners;
- We value our school as a learning organization;
- We value the community as our support;
- We care for the environment;
- We value innovation and knowledge;
- We respect laws and standards.

5. Our Commitments

To Our Students

- We nurture lively, inquiring, discerning and creative students.
- They are happy and positive with self-respect and self-confidence, accepting challenges in growth and development;
- They are passionate about life and know how to take care of themselves, their family, their community, their nation and the world;
- They have team spirit, are accepting, co-operative and have leadership;
- They are healthy, have good habits and enjoy sports activities;
- They have a solid language foundation in English, Putonghua and Cantonese, and develop a good reading habit;
- They love learning and exploring, display intellectual curiosity and have broad general knowledge;
- They know how to learn and are able to think and solve problems independently;
- They are creative and show interest in arts, music, literature, sciences or sports.

To Our Teachers

- We develop visionary, caring, professional and innovative teachers.
- They care for children and love their work;
- They are sincere, communicate effectively and enjoy working together;
- They are well qualified, coming from different cultures and backgrounds and share the vision of the School;
- The School fosters an atmosphere of respect, trust and mutual understanding, through open, two-way communications, positive encouragement and involvement of staff in formulating the School policies;
- The School provides opportunities for learning as well as professional and career development;
- There are recognition and rewards for excellence in individual and team performance.

6. Holistic Review

6.1 Effectiveness of the previous School Development Plan (2016-2019)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>1. To enhance the culture of a professional learning organization</p> <p>1.1 To promote sustainable professional development for teachers in different positions.</p> <p>1.2 To strengthen the effectiveness of Master Teachers (MT).</p> <p>1.3 To promote Parent Education to support students' holistic education</p> <p>1.4 To create space to develop internal and external sharing culture.</p>	<p>1.1 Achieved – Professional development targets on individual and school level were set to promote sustainable development.</p> <p>1.2 Achieved – Master Teachers have performed their roles as expert subject teachers, vice-panel heads and panel heads or promoting new initiatives , such as : Positive Education , Stem Education dutifully.</p> <p>1.3 Partly achieved – Over 90% parents had attended the seminar of Positive Education.</p> <p>1.4 Partly achieved – The extension project is in progress.</p>	<p>1.1 Incorporated as routine work.</p> <p>1.2. With the “All Teachers graduates” policy and the creation of more senior posts (PST) , further development on various school areas should be enhanced.</p> <p>1.3 Parent education for new parents and more practical workshops to actualize positive education would be conducted.</p> <p>1.4 The construction work of new extension is going to be finished by late 2019. Further planning would be needed to develop internal and external sharing culture.</p>	

6.1 Effectiveness of the previous School Development Plan (cont.)

Major Concerns	Extent of targets achieved	Follow-up action
<p>2. To foster students' learning to learn capabilities to achieve life-long learning.</p> <p>2.1 To promote reading across curriculum to optimize daily L&T and value education.</p> <p>2.2 To enrich students' IT literacy to support independent, interactive and individualized learning.</p>	<p>2.1 Achieved – School-based reading curricula in KLA subjects have been reviewed and optimized to promote “Learning to Read; Reading to Learn”. Cross-curricular integration plans have been developed in P3-P4 Curriculum Integration Programs & P6 Graduation Project. “Framework of Reading Development” has been formulated to guide planning and implementation of reading promotion in school. RaC (Reading across Curriculum) has been introduced in non-language subjects, such as Mathematics and General Studies, to enhance effectiveness of daily L&T.</p> <p>2.2 Achieved – e-Learning has been adopted as one of the major strategies for supporting interactive, independent and individualized learning (3 “I”s). School-based e-Learning platforms and a list of “Core Apps” have been established to support implementation of 3 “I”s in daily L&T. The School-based ICT Curriculum</p>	<p>2.1 Maintaining student reading interest and habit would be an essential issue for language subjects and Reading Promotion Committee to continue to work on. Non-language subjects should summarize successful experience in RaC and spread the positive impact to more year-level as well as more KLAs. Home-school cooperation would be a direction for teacher team to enhance reading atmosphere and culture. The new library should play an important role for supporting daily L&T and promoting reading with diversified student- and parent- activities.</p> <p>2.2 Flipped-classroom strategies have been widely adopted in some pioneer KLA subjects in senior year-level, it forms a good foundation for other KLAs to integrate independent learning practices in their subject L&T in the future. Good practices should be documented and shared among teachers . Effectiveness and efficiency of</p>

Major Concerns	Extent of targets achieved	Follow-up action
<p>2.3 To nurture creative problem-solvers through STEM education.</p>	<p>has been reviewed with reference to the newly released central curriculum. Development plan has been established to introduce computation thinking skills in formal curriculum in the future. In response to the newly released central curriculum and changing needs of society in the 21st Century, a series of discussion and teacher professional development have been organized, majority of teachers (87%) share the mission that our School should step forward to revise the current lesson time allocation and the school-based curriculum.</p> <p>2.3 School-based STEM programs have been introduced in English (Coding to write), Mathematics (Differentiated Curriculum for high achievers) and General Studies (Scientific Investigation). STEM Committee has been founded to develop transdisciplinary STEM programs and activities to students, such as ELAs, recess activities and competitions. A school-based problem solving model has been formulated to guide students to learning problem solving in different subjects.</p>	<p>the current LMS (Learning Management System) should be evaluated and optimized to support development of self-regulated learning which is a more holistic approach for nurturing independent learners in a learning community. Home-school collaboration would be an effective way to enhance student IT literacy and relevant value education in future development. The multimedia learning room on 2/F could be transformed into a Smart Classroom with ample IT facilities to enhance and support interactive learning in daily L&T. The lesson time allocation for 2020-2021 and onwards will be confirmed in Jan 2020.</p> <p>2.3 STEM education has been successfully introduced in subject L&T, to stretch potentials of capable students and develop learning interest of students in STEM. Our school-based Module and ELA Curricula should be reviewed and optimized. More visualized resources and tangible facilities could be employed to enrich learning environment in the campus. STEM House could be developed as an important venue for teachers to provide authentic STEM learning experiences and students to inquire STEM knowledge and skills. More teachers would be trained, supported and engaged in promoting STEM education in their subject L&T and other transdisciplinary learning programs.</p>

6.1 Effectiveness of the previous School Development Plan (cont.)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>3. To teach students to flourish and developing students' well-being through Positive Education.</p> <p>3.1 To ensure that teachers and parents embrace the mindset and knowledge of Positive Education.</p> <p>3.2 To integrate Positive Education into the curriculum and students' school life.</p>	<p>3.1 Achieved – Talks and a series of workshops on topics around Positive Education were organized for parents. Over 90% of our parents have attended at least one of the above-mentioned activities. Positive feedback was received.</p> <p>We also invited Geelong Grammar School to provide a 3-day training course on Discovering Positive Education exclusively for our teachers (and teachers in our College). 98.4% of existing teachers have received basic training. Positive feedback was also received</p> <p>3.2 Partially achieved - A variety of student activities were organized to promote Positive Education focusing on Positive Relationship and Positive Health. Students learned and experienced concepts around Positive Education, such as growth mindset, character strengths, etc., resulting in positive impact. For subjects, the school started to integrate elements of Positive Education into the curriculum and will continue to refine the integration.</p>	<p>3.1 To organize workshops of different levels to cater to the different needs of parents and teachers.</p> <p>Incorporated as routine work.</p> <p>3.2 Continue to be a major concern in the next development plan.</p>	

6.2 Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • IMC members are professional with devotion to education; strong support is provided to school for school development • Stakeholders are properly informed of the school work through different channels (forum, monthly circulars, etc.) • To increase transparency and enhance communication of school development : The Principal meet with teachers, parents and students regularly. • The daily running of the school is systematic and flexible in handling ad hoc issues. • The culture of school self-evaluation is established and the SSE mechanism is well-developed; • Collected data from SSE and school based surveys are used to identify development priorities or planning purposes, and formulation of follow-up actions. 	<ul style="list-style-type: none"> • Regarding to the “All teachers graduates “policy, the role and capacity of the middle management teachers as well as teachers would need to be strengthened in response to the various school developments. • Various channels ,such as task groups ,on-line platform should be set up to encourage teachers’ participation in school management and development • Development plan should be develop to promote parent education for supporting students’ holistic and positive education and actualize the concept of learning organization.

6.2 Evaluation of the School's Overall Performance (cont.)

PI Areas	Major Strengths	Areas for Improvement
2. Curriculum and Assessment	<ul style="list-style-type: none"> • A broad and balanced school-based curriculum is developed which forms a solid foundation for the School to provide quality education and nurture lively, inquiring, discerning and creative students. • KLA, Module and ELA Curricula form the three core elements of the school-based curriculum, they are linked coherently under the Concentric Ring Curriculum Model. Facilitated by a flexible timetabling and a team of professional teachers and, students are provided with diversified learning experiences for knowledge building, application and extended learning. • The Module Curriculum is featured with diversified concurrent and sequential module programs in two key stages, which includes languages, integrated arts (visual art, music, drama, dance), sports and community service, in order to develop students' Multiple Intelligences and generic skills. Community Service Module curriculum provides P2-P6 students valuable service learning opportunities and systematic training for service learning. • Extended Learning Activities (ELA) are organized strategically to cater for learners' needs, abilities and interests. It stretches students' potentials and supports holistic development. 	<ul style="list-style-type: none"> • STEM education has been successfully introduced in subject L&T, to stretch potentials of capable students and develop learning interest of students in STEM, our school-based Module and ELA Curricula should be reviewed and optimized. • More visualized resources and tangible facilities could be employed to enrich learning environment in the campus. STEM House could be developed as an important venue for teachers to provide authentic STEM learning experiences and students to inquire STEM knowledge and skills. More teachers would be trained, supported and engaged in promoting STEM education in their subject L&T and other transdisciplinary learning programs.

6.2 Evaluation of the School's Overall Performance (cont.)

PI Areas	Major Strengths	Areas for Improvement
2. Curriculum and Assessment	<ul style="list-style-type: none"> • Our School has developed a 3-tiers Model to guide planning, implementation and evaluation of differentiation strategies in daily L&T. Subject curricular are enriched with differentiated measures to support the diverse learning needs and styles of students. Diversified differentiation strategies, such as streaming, small-class, co-teaching and remedial classes, are deigned to cater for the needs of both fast and weak learners. • Clear Assessment and Homework Policies have been developed. Formative assessments (FA) and summative assessments (SA) have been integrated in the school-based curriculum. Assessment data are analyzed to provide timely feedback to L&T and moderation of differentiation strategies. • Diversified modes and means of assessment and assignments have been designed, such as performance assessment, project report, oral presentation and written tasks. • A school-based mark analysis system has been developed to collect and analyze student performance, so as to make timely feedback to daily learning and teaching. • Metacognitive development is emphasized. Students are provided plenty of opportunities to reflect on their learning journey. P3-P6 students are guided to conduct their student-led conference with parents and teachers. 	<ul style="list-style-type: none"> • Accelerated curriculum has been developed in the school-based Mathematics Curriculum, so as to cater for the needs of fast learners and high achievers in Mathematics development. It provides valuable experience for the school to develop talent education in a wider extend, appropriate strategies should be explored in the future to accommodate other subject disciplines. • Independent learning has been developing for nearly two decades since our School has established, it is time for the School to summarize current practices and teacher professional experiences. Research-based theories like Self-regulated Learning (SRL) are appropriate platform for the School to evaluate the past experiences and step forward.

6.2 Evaluation of the School's Overall Performance (cont.)

PI Areas	Major Strengths	Areas for Improvement
3. Student Learning and Teaching	<ul style="list-style-type: none"> • The School has successfully established a Bi-literate and Tri-lingual environment for student learning. Students are competent and confident to communicate with English and Chinese (Putonghua and Cantonese). • Consistent language policy and print-rich & resourceful reading environment have been developed to support language learning of students in different key stages. Reading corners have been established in each classroom and different open areas of the campus, which make books accessible for all learners to enjoy reading in school. • Diversified life-wide learning activities are designed and integrated in daily L&T, which provide students authentic learning experiences to widen their horizons and cultivate positive values and attitudes. • Overseas study tours are designed in every year-level of KS2 to extend student subject learning purposefully. Students can join at least one overseas study tour in their 6-year study. • Project learning is widely used in daily L&T to support students to inquire subject knowledge and develop generic skills. Cross-disciplinary projects are common for subject curriculum integration, while trans-disciplinary projects will take place in their year-end activities and P6 Graduation Project. 	<ul style="list-style-type: none"> • Reading across Curriculum (RaC) and Learning across Curriculum (LaC) could be further promoted in daily learning and teaching, so as to foster students' Learning to Learn capabilities to achieve life-long learning. • Maintaining student reading interest and habit would be an essential issue for language subjects and Reading Promotion Committee to continue to work on. • Non-language subjects should summarize successful experience in RaC and spread the positive impact to more year-level as well as more KLAs. • Learning facilitates for reading and ICT education, such as the school library and computer room, should be upgraded, in order to meet the needs of our changing world and diversified learning preferences. The new library should play an important role for supporting daily L&T and promoting reading with diversified student- and parent- activities. • Home-school cooperation would be a direction for teacher team to enhance reading atmosphere and culture.

6.2 Evaluation of the School's Overall Performance (cont.)

PI Areas	Major Strengths	Areas for Improvement
3. Student Learning and Teaching	<ul style="list-style-type: none"> • Students are encouraged and willing to learn through hands-on and cooperative learning activities. Teachers are experienced in involving students in the learning process and providing them with opportunities to actively participate, raise questions and express themselves. • The School puts huge emphasis on teacher professional development. Team meetings, sharing and professional exchange/training opportunities with overseas schools have been held regularly in subject panels and school. Professional dialogue and continuous evaluations have formed a solid foundation for sustainable curriculum development. • The School is a learning community. It consists of a strong team of subject specialist who is willing to participate in peer-observation and mentoring schemes for continuous professional development. Education studies are adopted as one of the major tools for evaluating L&T effectiveness. • Regular collaborative planning sessions are timetabled weekly within each subject and level. The school has established a strong sharing culture which is conducive to professional development. • Teachers' attitudes towards children are positive, accepting, warm and caring. We encourage students to trial and learning from mistakes. 	<ul style="list-style-type: none"> • Interactive, independent and individualized learning have been successfully introduced in subject L&T, plenty of school-based learning resources and teaching strategies have been designed. Continuous effort should be put on achieving the 3 "I"s by means of e-Platform and e-Learning tools, so as to cater for learning preferences of diversified learners. • Flipped-classroom strategies have been widely adopted in some pioneer KLA subjects in senior year-level, it forms a good foundation for other KLAs to integrate independent learning practices in their subject L&T in the future. • Good practices should be documented and shared in teacher team. Effectiveness and efficiency of the current LMS (Learning Management System) should be evaluated and optimized to support development of self-regulated learning which is a more holistic approach for nurturing independent learners in a learning community. • Home-school collaboration would be an effective way to enhance student IT literacy and relevant value education in future development. The multimedia learning room on 2/F could be transformed into a Smart Classroom with ample IT facilities to enhance and support interactive learning in daily L&T.

6.2 Evaluation of the School's Overall Performance (cont.)

PI Areas	Major Strengths	Areas for Improvement
4. Student Support	<ul style="list-style-type: none"> • The school made use of information obtained from APASO, Stakeholder Survey and different questionnaires to identify needs for student support. Information and follow-up actions were shared and discussed with all teachers. • The school hosted multiple discussions around supporting students' varied needs in the area of student development. i.e. class meetings, year level meetings, year level committee meetings, discipline and guidance meetings, PSDG meetings, etc. • The school provided various kinds of support services and programs to students. (i.e. developmental groups, gifted programs, educational psychology service, speech therapy etc.) • The school created opportunities and various platforms for students to stretch potential. • Teacher-student relationships were strong and positive. Students are happy to participate in school activities and services. • The school responded to daily life issues or discipline concerns on student development proactively and constructively. 	<ul style="list-style-type: none"> • Further close monitoring and follow-up should be offered to students with learning difficulties. • Regular staff professional development should be conducted to re-visit the school's vision and mission and provide support to staff so that they can duly perform their duties in school activities and affairs.

6.2 Evaluation of the School's Overall Performance (cont.)

PI Areas	Major Strengths	Areas for Improvement
5. Attitude and Behaviors	<ul style="list-style-type: none"> • Students are confident, active, and emotional balanced. Their self-concept and attitude towards the school are positive. • Students are friendly and cooperative. Leadership training were offered to students with specific roles (GBGS, Caring Angels, Student Ambassador, etc 	<ul style="list-style-type: none"> • Students' performance varies among different year levels and classes. In general, learning attitude and self-discipline are to be improved.
6. Participation and Achievement	<ul style="list-style-type: none"> • The school provided a wide range of extended learning activities and various service opportunities for students. 	<ul style="list-style-type: none"> • Resource allocation on different school teams or activities should adopt prioritization to align with the school major concerns for sustainable development.

6.3 SWOT Analysis

Our Strengths

School ethos

- A warm and loving school environment has been cultivated. Teacher-student relationship is close and positive discipline is adopted. Students enjoy going to school;
- Professional collaboration is encouraged among teachers. Teachers are receptive to continuous professional development;
- Teaching and administrative staff are dedicated members: they are loving, professional, possess high qualifications and have a mix of cultures; team work is emphasized within the school;
- We have a culture of sharing our school vision and practices with the community as well as educators in the field;
- Our students are expressive, creative and multi-talented. They are good at languages and in extra-curricular activities;
- Home-school cooperation and communication has been enhanced through different channels.

Curriculum

- Language learning of both Chinese and English is emphasized. Our students are developed to be bi-literate and trilingual. They are able to communicate in Cantonese, English and Putonghua reasonably well.
- Reading has been widely promoted across different aspects of school life.
- An innovative structure (KLA, Module, ELA and life-wide learning programs) has been established for a broad and balanced school-based curriculum.
- e-Learning strategies and materials have been gradually introduced and developed across different subjects and activities.
- There are ample opportunities for students to develop their self-confidence, leadership, well-being and creativity.
- A whole school approach has been adopted in promoting Positive education. All teachers are involved in student development activities, life and moral education and student counseling.
- Homeroom periods and co-class teachers system facilitates class building development which nurtures students' social skills and enhance positive relationship so as to increase sense of belonging.

Resources/ Human Resources

- School has established a comparatively large administrative team, IT team and TA team to provide logistic support so as to create more room for teachers to concentrate on teaching and learning.
- We have a favorable class-teacher ratio (1:2.8) enables school to have split classes (Math in P.4-P.6), co-teaching arrangement (Chi, Eng, GS, Math) and intervention programs (remedial classes and language support classes) to cater a variety of learning diversity.
- Most teachers are specialized in core subjects, thus enhancing the quality of teaching and curriculum development.
- External links and community resources have been well utilized, such as hiring external coaches for sports activities, inviting or collaborating with organizations to provide life education and community services, etc..
- Parents are actively involved in school activities, such lunch helpers, library helpers and extra-curricular activities helpers. Parents are supportive to the School as well as to their children's learning.
- IT facilities such as school-wide wifi environment, Apple TV, iPads, Learning management System, such as Edmodo, apps and online platforms as well as e class management system are installed for the development of eLearning and school administration.
- We have our 'through-train' secondary school –HKUGA College to ensure a 12-year education for our graduates. Resources are shared on a regular basis.

Areas for Improvement

- A more comprehensive and focused plan for parents' education should be developed to actualize the concept of learning organization and whole school approach to develop Positive education.
- School-based curriculum (both academic and non-academic, and moral education) needs to be further refined to ensure vertical continuity and horizontal integration.
- Further effort needs to be put into catering for learner diversity.
- Learning facilities, such as computer room and iPads, need to be renovated and replaced with updated configuration, so as to meet the increasing demand of e-Learning tools for sustainable curriculum development. The school also needs professionals to explore, develop, monitor and maintain the e-Learning facilities to facilitate teaching and learning.
- Improve students' self-discipline, self-management, responsibility and empathy further.

Opportunities

- A more stable team has been established thus providing more room to excel our current practice .
- The establishment of "Master Teacher" (MT) provides opportunities to explore and develop new initiatives for school development.
- Capacity of the management team would to be further strengthened with an expanding team of senior teachers (PST)
- Considerable amount of resources and support can be sought from the HKUGA Education Foundation, HKUGA, HKU, the community, etc, to enhance school development and staff development.
- More channels have been opened for the communication and collaboration with HKUGA College. The interface groups for learning and teaching , development of Chinese learning and culture and Principals & VPs will work closely to enhance collaboration .

Threats

- In addition to management and staff affairs, building team spirit is necessary to maintain a high morale.
- Stepping into an era of digital learning and teaching, there is a strong demand on teachers' ICT competence. More support, resources, time and effort is needed to equip all staff (teaching and non-teaching) with the relevant skills and literacy.
- With the increasing number of new school initiatives, such as Positive Education, Reading across Curriculum, e-Learning, STEM etc., demand on teaching staff is high, a balance has to be sought to allow for healthy and sustainable development.

7. Major Concerns for the School Years 2019-2022

A Quality School with Happy and Responsible Learners

7.1 Implementing a whole school approach to foster wellbeing through Positive Education

- To ensure that new staff members and parents are equipped with the knowledge of Positive Education.
- To enhance teachers' capacity in fostering wellbeing through Positive education.
- To incorporate wellbeing practices into existing curriculum and students' school life.
- To engage parents and community to promote Positive Education

7.2 Promote Self-regulated learning to enhance effective learning and teaching

- Equip teachers with professional knowledge and skills for embedding self-regulated learning in daily L&T.
- Strengthen students' learning motivation and engage them in diversified learning opportunities.
- Enhance students' cognitive development through formulation of structured frameworks for generic learning skills development.
- Review and refine current strategies and tools for metacognitive learning to enhance development of self-regulated learning.

8. School Development Plan for the School Years of 2019-2022

Major Concerns	Targets	Time Scale (✓)			A General Outline of Strategies
		2019-20	2020-21	2021-22	
8.1 Implementing a whole-school approach to foster wellbeing through Positive Education	8.1.1 To ensure that new staff members and parents are equipped with the knowledge of Positive Education.	✓	✓	✓	<ul style="list-style-type: none"> ● To provide introductory training sessions and seminars for new staff members and new parents. ● To conduct thematic staff and parents development workshops and sharing sessions. ● To engage teachers in well-being practices. ● To refine current school-based Positive Education Framework. ● To trial and revise newly-written P.3 and P.5 PSE curriculum. ● To complete the design of the P.6 PSE curriculum. <ul style="list-style-type: none"> - To progressively include more Positive Education elements in Morning Sharing , Assembly and Class Building ● To enrich the campus environment with Positive Education components. ● To organize training for parent volunteers/leaders to promote Positive Education
	8.1.2 To enhance teachers' capacity in fostering wellbeing through Positive education.	✓	✓	✓	
	8.1.3 To incorporate wellbeing practices into existing curriculum and students' school life.	✓	✓	✓	
	8.1.4 To engage parents and community to promote Positive Education	✓	✓	✓	
			✓	✓	

8. School Development Plan for the School Years of 2019-2022

Major Concerns	Targets	Time Scale (✓)			A General Outline of Strategies
		2019-20	2020-21	2021-22	
8.2 Promote self-regulated learning for development of a learning community of responsible learners.	8.2.1 Equip teachers with professional knowledge and skills for embedding self-regulated learning in daily L&T.	✓	✓		<ul style="list-style-type: none"> Organize workshops to empower teachers to trial and integrate elements of SRL in daily L&T. Organize PD activities for teachers to share experience and good practice of SRL. Conduct lesson study or action research to support evaluation and refinement of implementation of SRL in subject L&T.
			✓	✓	
			✓	✓	
	8.2.2 Strengthen students' learning motivation and engage them in diversified learning opportunities.	✓	✓		<ul style="list-style-type: none"> Optimize lesson design to enhance students' intrinsic learning motivation through cultivation of learning interest or needs for the learning targets. Reorganize the school-based Module and ELA curricula to promote student choices and provide diversified, structured and authentic learning experiences. Review the reading promotion strategies and enhance home-school cooperation to uplift the reading atmosphere and culture.
✓		✓	✓		
✓		✓	✓		

Major Concerns	Targets	Time Scale (✓)			A General Outline of Strategies
		2019-20	2020-21	2021-22	
8.2 Promote self-regulated learning for development of a learning community of responsible learners.	8.2.3 Enhance students' cognitive development through formulation of structured frameworks for generic learning skills development.	✓	✓		<ul style="list-style-type: none"> ● Formulate structured framework of selected cross-disciplinary generic skills, such as thinking, problem-solving and reading skills, for provision of scaffolded cognitive learning experiences in subject L&T.
			✓	✓	<ul style="list-style-type: none"> ● Implement the framework of cross-disciplinary generic skills in context of subject L&T.
	8.2.4 Review and refine current strategies and tools for metacognitive learning to enhance development of self-regulated learning.	✓	✓	✓	<ul style="list-style-type: none"> ● Review current practices & tools for supporting metacognitive development, such as goal-setting, learning reflection and e-Learning LMS platforms, to facilitate establishment of self-regulated learning environment.
		✓	✓	✓	<ul style="list-style-type: none"> ● Refine current instruction & teacher-student communication channels to display students concrete learning targets and expected learning outcomes, and facilitate students and teachers to plan and manage the journey of unit learning and teaching.
			✓	✓	<ul style="list-style-type: none"> ● Develop school-based practices for guiding students to monitor and evaluate their learning experiences and outcomes of subject-based learning targets and cross-disciplinary generic skills.