

Tsung Tsin Christian Academy
Plan To Implement The Schools' Major Concern 2008-2009

1. To prepare for the New Senior Secondary Curriculum

| Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | Responsible Department / Person |
|---|------------|---|--|--|
| 1. To ensure a smooth and coherent transition to NSS system <ul style="list-style-type: none"> - To survey teachers' views and preference on the NSS subjects to teach - To deploy and re-structure human resources on teaching staff | Nov-May | <ul style="list-style-type: none"> - At least a staff development day is organized to address the concerns - Master plan of human and teaching resources in preparation for 2009-2010 | <ul style="list-style-type: none"> - Opinion survey from teachers - Teacher consultation and feedback | <ul style="list-style-type: none"> - Principal - Assistant Principal |
| 2. To work out a school-based NSS curriculum <ul style="list-style-type: none"> - To refine the draft of the NSS curriculum - To consult the opinion of the S2 & 3 parents - To plan for the Other Learning Experience (OLE) in the NSS curriculum - To devise the development of Student Learning Profile (SLP) - To incorporate generic skills in L & T - To formulate teaching strategies and prepare teaching materials for the NSS subjects especially Liberal Studies - To prepare timetables (both senior and junior forms) | Ongoing | <ul style="list-style-type: none"> - Demands of NSS curriculum met with present curriculum and human resources - At least a parents meeting is organized to address the concerns - Develop the record system of OLE - Develop the SLP framework | <ul style="list-style-type: none"> - Teachers feedback - Parents feedback - Record system on OLE tried out and finalized - Record on SLP tried out and finalized | <ul style="list-style-type: none"> - Assistant Principal - Academic Affairs Committee - TFC |

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|---|----------------|--|--|--|
| <p>3. To promote and regulate staff development and training</p> <ul style="list-style-type: none"> - To facilitate teachers to attend workshops and seminars concerning NSS curriculum - To strengthen the professional dialogue and organize appropriate staff development programmes | <p>Ongoing</p> | <ul style="list-style-type: none"> - All panel chairperson complete training for NSS curriculum | <ul style="list-style-type: none"> - Teachers CPD record - Teachers survey | <ul style="list-style-type: none"> - Principal - Assistant Principal |
|---|----------------|--|--|--|

2. To further enhance the quality of EMI teaching and learning

| Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | Responsible Department / Person |
|--|------------|---|--|--|
| <p>1. To provide an authentic and nurturing environment to build students' confidence in the use of English</p> <ul style="list-style-type: none"> - To ensure EMI teachers be aware of their students' language need to acquaint them with current pedagogies in respect of EMI teaching and learning - To initiate and develop cross-curriculum joint projects between the English Department and other subject departments - To encourage more EMI subjects / committees to conduct activities in English - To organize more language arts activities to enhance appreciation of English culture | Sept-July | <ul style="list-style-type: none"> - Programmes to support the implementation of EMI policy - Communication of subject teachers | - Teachers Feedback | <ul style="list-style-type: none"> - Assistant Principal - Academic Affairs Committee - Panel Heads of EMI subjects |
| <p>2. To increase students' exposure to the English environment and culture</p> <ul style="list-style-type: none"> - To ensure English is 'visible' all over the school building - To employ English in all signs, posters and notices. Others include classroom bulletin boards, blackboard messages, school homepage, memos from teachers and office to student etc. - To conduct daily routines in English e.g. Morning devotions and announcements. - To use English as the official language in most of the school event - To develop listening and speaking skills through practices with NET | Sept-July | <ul style="list-style-type: none"> - A better English environment attained as compared with last year - Incorporation of Drama in S1 English curriculum | <ul style="list-style-type: none"> - Opinion from teachers & students - Students and teachers communicate in English inside and outside the classroom - Students' impression of their own performance | <ul style="list-style-type: none"> - Assistant Principal - TFC - English Panel Head - Teachers concerned |

3. To enable parents, being the primary educators of their children in partnership with the school for students' holistic development

| Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | Responsible Department / Person |
|--|-----------------------------------|---|--|---|
| <p>1. To uplift parents' awareness of their roles as primary educators</p> <ul style="list-style-type: none"> - To strengthen parents' basic understanding of the virtues their children need to cultivate - To foster parents' ability to share positively in parent forums - To encourage parents to participate in parenting courses | <p>Throughout the school year</p> | <ul style="list-style-type: none"> - Parents acting as role models for their children - Parents' ability to share positively in parent forums - At least 2 parents talks relating to their ways of educating children on proper values and attitudes are held. | <ul style="list-style-type: none"> - Attendance of parents in various parenting events - Questionnaire | <ul style="list-style-type: none"> - Principal - Senior Director of Student Affairs |
| <p>2. To strengthen parent-school communication and cooperation</p> <ul style="list-style-type: none"> - To hold regular meetings to promote effective communication channels between parents and school - To form the planning committee of Parent-Teacher Association (PTA) | <p>Oct-June</p> | <ul style="list-style-type: none"> - At least a parents meeting (for each form) is organized to address the concerns | <ul style="list-style-type: none"> - Feedback from parents - Formations of the planning committee of PTA | <ul style="list-style-type: none"> - Senior Director of Student Affairs - TFC |

4. To enhance school effectiveness through self-evaluation

| Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | Responsible Department / Person |
|--|----------------------------|---|---|--|
| 1. To develop a reflective atmosphere and self-evaluation culture for school improvement <ul style="list-style-type: none"> - To conduct SSE activities about learning and teaching - To join SSE network for collaborate learning and sharing - To encourage teacher to prepare their reflective journal of personal and professional development | Oct-May | <ul style="list-style-type: none"> - Undertake a SSE incorporation stakeholder survey - Teacher portfolio | <ul style="list-style-type: none"> - Analysis of results of stakeholder survey - Teachers Feedback | <ul style="list-style-type: none"> - Principal - Assistant Principal |
| 2. To develop school-based self-evaluation program <ul style="list-style-type: none"> - To strengthen professional leadership at different management levels to work out a clear direction of school-based development - To establish a supplementary middle management level (TFC) to facilitate systematic monitoring and conduct through PIE cycle of self evaluation | Throughout the school year | <ul style="list-style-type: none"> - Lesson observation for all teacher - Appraisal for all TFC | <ul style="list-style-type: none"> - Lesson observation record for teachers - Appraisal records for TFC | <ul style="list-style-type: none"> - Assistant Principal - Senior Director of Student Affairs - TFC |