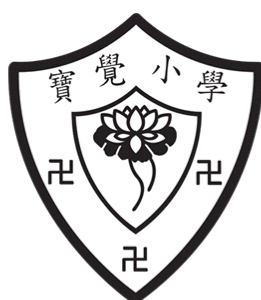


# Po Kok Primary School



## School Development Plan

2021/22 - 2023/24

## 1. School Vision & Mission

The vision of the School is as follows:-

- to adopt the motto of the Buddha's spirit of "benevolence and fraternity" and to nurture students' good characters;
- to provide a caring, supportive and stimulating environment which nurtures an all-round education and development of our students;
- to develop the full potential of our students that will enable them to become confident and independent in all aspects of school life;
- to prepare our students for their responsibilities as good citizens and develop their awareness of their role in the community.

The mission of the School is as follows:-

- to allow students to have a better understanding of Buddhism through Buddhist studies and related extra-curricular activities, which help students further explore the Buddha's spirit of "benevolence and fraternity", and facilitate their mental and intellectual developments;
- to help students acquire the ability of self-discipline and enhance their sense of belonging to the School;
- to encourage students to take part in more extra-curricular activities and create a language rich environment so that they can enhance their proficiency in Chinese and English and develop their multiple intelligence;
- to keep close touch with parents through activities organized by the Parent Teacher Association and constant contact between teachers and parents, thus facilitating the School's development and enhancing learning efficacy;
- to help students acquire knowledge of information technology and develop the ability to apply information technology so that they are able to meet the needs of society in the twenty-first century.

## 2. School Goals

- Uphold moral and spiritual values based on Buddhism principles, help students further explore the Buddha's spirit of "benevolence and fraternity";
- Provide a holistic education that nurtures the whole person and helps students acquire the ability of self-discipline and enhance their sense of belonging to the School;
- Promote multiple- intelligence development to allow students to develop their own

individual talents and a bilingual program that emphasizes both English and Chinese languages and cultures and leads to fluency in these two languages;

- Nurture in each student an open outlook in life, respect for cultural diversity and the beliefs and values of all people, and a sense of commitment and social responsibility;
- Helps students to become flexible thinkers who are able to question existing thinking, adapt and creatively meet the demands of the future;
- Integrate liberal arts, science and technology to allow students to adjust well in a competitive global society.

### 3. School Motto

“Benevolence and Fraternity”

### 4. Core Values of Education

Po Kok Primary School is committed to the achievement of academic excellence. It is characterized and enriched by its diverse, multicultural environment of NCS students. The core value of Po Kok Primary School is to inspire students to a lifelong love of learning.

The school promotes a holistic development based on Buddhism principles and sound moral values. It encourages creativity, which will maximize students’ potential and promote the growth of the whole person. The school prepares its students to be ethical, compassionate and responsible citizens who contribute to the local and global communities, be respectful of others views, beliefs and cultures, and make a difference in the world.

## Holistic Review

### Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p><b>I. Create a ‘Happy to Learn, Ready to Learn’ environment</b></p>	<p>1. Teachers can use ‘Better Teaching and Learning Scheme 2.0’ in lessons.</p> <p><b><u>Partly achieved:</u></b></p> <p>Most teachers could make use of the Better Teaching and Learning Scheme 2.0 to construct the flow of lessons. For ‘TIPS’, most teachers did well in providing interactive elements and students could make use of the lesson preview to enhance their learning efficiency. These were evidenced through the records of lesson observations and the results of the teachers’ questionnaire. However, according to the ESR Report, it has suggested to give attention to the design of the learning activities (T) in lessons, such as the teaching pace and the level of difficulty of the learning task. More training on teaching pedagogies (T) should be arranged to further enhance the overall learning and teaching effectiveness. In addition, according to the results of the stakeholder survey, ‘I take the initiative to learn.’ scored 4.0, the lowest scored item of students’ view on student learning. Therefore, the teaching pedagogies (T) and the self-evaluation/ self-learning part (S) could be further strengthened in the next school development plan.</p> <p>2. Students develop self-learning skills in stages.</p> <ul style="list-style-type: none"> <li>• Students participate actively and happily in lessons.</li> </ul> <p><b><u>Fully Achieved:</u></b></p> <p>Here are the statements from the ESR report:  ‘Sustained effort is made to foster students’ learning</p>	<ul style="list-style-type: none"> <li>• Continue to be the major concerns in the next SDP. ‘Better Teaching and Learning Scheme 2.0’ will be refined and TIPS will be incorporated as routine work. Attention will be given to ‘Teaching Strategies’ (T) and ‘Self-evaluation/ Self-learning part’ (S) respectively.</li> <li>• Provide support to relatively new teachers to help them grasp the skills of different teaching pedagogies.</li> <li>• E-learning and preview activities will be incorporated as routine work to enhance the motivation of students.</li> </ul>	

**I. Create a 'Happy to Learn, Ready to Learn' environment**

motivation and equip them with necessary self-learning skills to become self-directed learners', 'Good effort has also been made to promote classroom interaction by means of e-learning' and 'In general, e-learning strategies are properly deployed to enhance students' learning interest and foster classroom interaction.'

According to the lesson observations and school based students' questionnaire, over 95% of the students agreed or strongly agreed that they have participated actively and happily in lessons. 'Po Kok SuperSTAR' award scheme was set up for those who have participated actively in class and have taken the initiative to learn. Over 70% of the students have achieved the title of 'Active Learner' in the scheme in the previous year (with school suspension). Therefore, we could conclude that this target is fully achieved.

- Major subjects develop subject-based self-learning materials to overcome learning difficulties.

**Partly Achieved:**

According to lesson observations and the results of the stakeholder survey, this aim is partly achieved. Teachers have designed subject-based self-learning materials to help students overcome learning difficulties. Self-learning resource banks in major subjects have been developed. However, according to the results of the stakeholder survey, 'I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.' scored 4.2, the second lowest scored item of students' view on student learning. Teachers also agreed that there is a need to enhance differential learning activities. All these showed that there is room for further strengthening students' self-study skills.

- Continue to be the major concerns in the next SDP. Self-learning materials will be refined and incorporated as routine work.

<p><b>II. Cultivate students' positive life values</b></p>	<p>1. Students recognize the importance of healthy eating and regular exercising.</p> <p><b><u>Fully Achieved:</u></b>  The school has organized a 'Quality Life Program' for students and held seminars about eating and exercising habits for parents to promote the importance of healthy life. The school has also joined the EatSmart School Accreditation Scheme in these three consecutive years. According to the school-based students' questionnaires and parents' questionnaires, over 95% of the stakeholders agreed that the students have developed healthy living habits and had regular healthy lunch and snacks. Students have also developed a positive attitude towards healthy life.</p> <p>2. Students are aware of the significance of commitment and leadership through serving at school and in the community.</p> <p><b><u>Partly Achieved:</u></b>  Our school has successfully implemented the 'Service Learning Program' to raise students' awareness of commitment and develop skills of leadership. As stated in the ESR Report, our student leaders are responsible and most of them are committed in performing their duties. However, due to the epidemic situation, nearly all kinds of group activities and volunteer work have been suspended. Students had very limited chances to serve at school and in the community.</p>	<ul style="list-style-type: none"> <li>● 'Quality Life Program' will be incorporated as routine work. The school will continue to join the EatSmart School Accreditation Scheme in order to promote healthy eating. Recess activities and sports ECA will be incorporated as routine work to promote regular exercising.</li> <li>● Continue to be major concerns in the next SDP so as to provide more chances for our students to serve the community.</li> </ul>	
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<p><b>III. Support new teachers and foster a culture of mutual understanding and cooperation</b></p>	<p>1. New teachers recognize the shared vision and school culture and is able to adopt the appropriate pedagogies and strategies in response to the major concerns. (Definition of new teacher: 0-5 years of working experience in our school)</p> <p><b><u>Partly Achieved:</u></b> The school has built up a comprehensive school based induction program for new teachers, including a mentoring system, different administrative arrangements and formal and informal sharing support programs. According to the result of the teachers' questionnaire, 100% new teachers agreed that they have learnt about the shared vision and school culture and are able to adopt the appropriate pedagogies and strategies in response to the major concerns. However, according to the ESR Report, in order to further enhance the overall learning and teaching effectiveness, more training on teaching pedagogies could be arranged.</p> <p>2. A culture of mutual understanding and cooperation among teachers and between teachers and students is established at the school.</p> <p><b><u>Fully Achieved:</u></b> In the past four years, we have used teachers' development days, inter-house competitions and Secret Angel Program to enhance team spirit. According to the result of the teachers' questionnaire, 100% new teachers agreed that the program has fostered a culture of mutual understanding and cooperation by boosting teachers' morale and team spirit.</p>	<ul style="list-style-type: none"> <li>● More training on teaching pedagogies will be arranged in the next SDP. The school based induction program for new teachers will be refined and incorporated as routine work.</li> <li>● All the related inter-house activities will be incorporated as routine work to continue boosting teachers' morale and team spirit.</li> </ul>	
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## Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>● The school management has vision and aspirations. It always takes into consideration the views of different stakeholders in formulating measures that address students' needs.</li> <li>● The school has made good use of the self-evaluation cycle to facilitate its continuous development.</li> <li>● The middle managers have a clear understanding of their roles and they have developed common vision for school development.</li> </ul>	<ul style="list-style-type: none"> <li>● As most of the teachers are relatively new with less experience, there is a need to support new teachers on teaching pedagogies.</li> <li>● Continue to refine the appraisal system to keep abreast of the latest trends in educational development.</li> <li>● Some of the middle managers are relatively new and need to gain more experience.</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>● The senior management team oversees school work and deploys resources effectively.</li> <li>● The vice principals and the middle managers facilitate communication between teachers and the management effectively.</li> <li>● A comprehensive professional training programme is duly arranged to groom the teaching force.</li> <li>● The school has established a systematic framework of professional development.</li> <li>● A harmonious working atmosphere is created to boost teachers' morale and team spirit.</li> <li>● Panel heads and teachers have an amicable working relationship with sufficient communication.</li> <li>● Geese Program helps teachers to path their professional development and address their individual training needs.</li> <li>● The school management makes effective utilization of internal and external resources to strategically strengthen learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>● Refine the support system and induction program to render more support to new teachers to fulfill their professional needs, especially on teaching pedagogies.</li> <li>● Teachers could be more receptive to the latest trends in educational development and more professional sharing amongst them can be conducted in this respect.</li> </ul>



PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>● The curriculum is broad with diversified life-wide learning experiences to promote students' whole person development.</li> <li>● Panels have developed their school-based curriculum to support the learning of the students.</li> <li>● Sustained effort is made to foster students' learning motivation and equip them with necessary self-learning skills to become self-directed learners.</li> <li>● Formative assessments allow students to engage in their own learning and track their progress. Different types of assessments help to identify students' strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>● To help students face the challenges of the 21<sup>st</sup> Century, e-learning will further apply to all subjects to catch up with recent trends in education development.</li> <li>● Formative assessments will be further integrated into the assessment system.</li> <li>● In line with the new educational trend, Moral Education will set up a better organized development framework in the coming years.</li> </ul>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>● Teachers can apply the "Better Teaching and Learning Scheme 2.0" in the lessons and the proper implementation of the scheme is evidenced through major subjects' minutes and lesson observations.</li> <li>● Students demonstrate high motivation in learning and good efforts have been made to promote classroom interactions by means of e-learning.</li> <li>● Teachers adopt a broad range of teaching strategies to maximize students' participation and let students assume more responsibility for their learning.</li> <li>● The school is proactively strengthening IT in education and STEM Education to stimulate and sustain students' interest in learning. Teachers also make good use of various IT tools to supplement teaching in classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>● The school can continue to focus and deepen the development of the inquiry-based learning skills and STEM Education.</li> <li>● More higher-order thinking questions and challenging tasks could be assigned to engage students in deeper learning and unleash their potential.</li> <li>● More Inquiry-Based Learning (IBL) activities and ideas should be provided to students that enable them to use different self-learning strategies.</li> </ul>

<b>PI Areas</b>	<b>Major Strengths</b>	<b>Areas for Improvement</b>
5. Student Support	<ul style="list-style-type: none"> <li>● The school has strategically fostered a caring and supportive campus using Invitational Education and Class Based Management.</li> <li>● School has successfully created a harmonious environment, which promotes racial harmony.</li> <li>● A Whole School Approach to Integrated Education was adapted and successful.</li> <li>● Effective utilization of external resources to help all students.</li> <li>● Diversified opportunities are provided for students to develop their interests and unleash their talents.</li> <li>● Various subsidy schemes are in place to ensure no students are disadvantaged by their family financial circumstances.</li> <li>● Talks and exhibitions are held regularly to cultivate in students a positive attitude towards life.</li> </ul>	<ul style="list-style-type: none"> <li>● More in-depth evaluation of the supportive measures should be made to facilitate further improvement in the support for SEN and the less able students. A more organized training framework should be developed.</li> <li>● Teachers' proficiency with using new technologies diversified teaching strategies and differentiated teaching and learning materials should be further enhanced to cater for learning diversity.</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>● The school regards parents as significant partners.</li> <li>● The PTA is well established. It helps to strengthen home-school collaboration. The relationship between school and PTA is harmonious.</li> <li>● The school has close relationship with the community and external organizations.</li> <li>● Alumni Association was set up successfully.</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage parents to volunteer to strengthen the bonding between parents and school.</li> <li>● The school is actively seeking opportunities of partnership with universities, both local and overseas, and the private/commercial sector of society.</li> <li>● The school continues to establish the link with the alumni.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behavior	<ul style="list-style-type: none"> <li>● Discipline and Counseling Team’s theme ‘Po Kok Family, Racial Harmony’ and the use of invitational education helped students to create a caring and harmonious school environment.</li> <li>● Students like the school and agreed that teachers cared about them (This item got the rating of 4.7 in the stakeholder survey.)</li> <li>● ‘Po Kok Super Star’ reward scheme is successfully implemented to encourage a positive learning attitude and to motivate students to achieve all-round development.</li> <li>● According to the ESR Report, students are polite, lively and respectful.</li> </ul>	<ul style="list-style-type: none"> <li>● Support Non-Chinese Students with focused values education, such as ‘Courtesy’, ‘Appreciation’ and ‘Respect’.</li> <li>● Due to the epidemic situation, nearly all kinds of volunteer work have been suspended. The school will need to continue to provide programmes and initiatives to help students serve the community and become good citizens.</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>● Students participate actively in various competitions, performances and ECAs.</li> <li>● The school provides numerous opportunities for students to showcase their talents, enabling students to develop their talents, sense of confidence and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>● Due to the epidemic situation, nearly all kinds of competitions, performances and volunteer work have been suspended. The school will need to continue providing opportunities to students to participate actively in various competitions, performances and ECAs.</li> <li>● The school should encourage students to participate and contribute in giving service or taking up responsibility to enhance their confidence and potential.</li> </ul>

## **SWOT Analysis**

### **Our Strengths**

- The school has loyal, professional and dedicated administrators, teachers & staff. We are blessed with many experienced staff members who are committed to their work and also younger members of staff who have added much of their enthusiasm and vitality to the school.
- The school has a clear mission and development direction, all subjects and committees in school have appropriate plans and measures to harmony with the whole school development.
- The school atmosphere is caring and harmonious. Students are polite and lively and they participate in school activities actively.
- 15 years solid experience in catering for Non-Chinese Students. A well-built and structured school based curriculum is employed.
- Generous support from the sponsoring body to help students enhancing their learning abilities.
- The curriculum is broad with diversified life-wide learning experiences to promote students' whole person development. The school based curriculum is well developed.

### **Our Weaknesses**

- Some students' learning attitude is not satisfactory and they are lack of the ability for self-learning. There is still room to enhance their learning capacities.
- The difficulties of catering for learner diversity increase as there is a huge difference in student abilities.
- We have yet to be able to develop a vibrant reading culture among our students to counteract the more powerful influence of video games.
- As the teachers at school are relatively new, there is a need to support them to adapt to the new environment and to enhance their understanding of different teaching pedagogies used at school.
- Some of the middle managers are relatively new and need to gain more experience.

### **Our Opportunities**

- A lot of voluntary organizations support Non-Chinese Students.
- Strong connections with ethnic minorities communities
- Adequate attention and resources support from the Education Bureau.

### **Our Threats**

- Keen competition in our district with more schools taking in Non-Chinese Students
- Our school is located at a location that is not convenient for the students. Space in school is limited to install new facilities.
- The birth rate will drop significantly in the next few years.

**Major Concerns for 2020/21- 2022/23 (in order of priority)**

**I. Inspire Thinking, Deepen Learning**

**II. Foster PoKokese Virtues: Love Po Kok, Love Hong Kong**

**III. Aim high, Dare to try: Promoting teachers' professional growth**

## School Development Plan (2021/22-2023/24)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2021-22	2022-23	2023-24	
<p><b>I. Inspire Thinking, Deepen Learning</b></p> <p>(More thought-provoking tasks and questions could be provided to stimulate students' thinking and deepen their learning. Besides, more attention needs to be given to catering for learner diversity.</p> <p>For target 1: According to the feedback from 2018-19 ESR and teachers' discussion, better teaching strategies and questioning techniques should be adopted to stimulate students' thinking and cater for learner diversity.</p> <p>For target 2: Based on the results of the Stakeholder Survey, our students need to develop better thinking skills and self-learning capabilities to overcome learning difficulties.)</p>	<p>1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity.</p>	✓	✓	✓	<p>1. Enhance teaching and learning strategies via implementing the 'Better Teaching and Learning Scheme 3.0' to cater for learner diversity:</p> <p>a. Refine the elements of 'T (teaching strategies)' and 'S (self-learning)' in 'TIPS': utilise the 'C<sup>3</sup>' questioning strategy and 'MINDS' differentiated learning activity design strategy</p> <p>b. Enhance teaching effectiveness through conducting various activities including teachers' professional training, Micro Lessons Study and collaboration meetings</p> <p>2. Modify lesson activities in stages to facilitate students' thinking and develop their self-learning skills, in order to help them overcome learning difficulties.</p> <p>a. Develop the gradual plan to inspire students' thinking and deepen their learning:</p> <ul style="list-style-type: none"> <li>• 21/22 (Questioning): Teachers utilise different modes of thinking and learning strategies, as well as design questions of different levels (C<sup>3</sup>) to promote students' thinking.</li> <li>• 22/23 (Differentiated learning activities): Teachers design meaningful differentiated learning activities (MINDS) for students to provoke thinking and guide students to overcome their learning difficulties.</li> <li>• 23/24 (Modification): Teachers modify the design of differentiated learning activities and adopt the 'C3' questioning techniques in teaching. These strategies aim at stimulating students' thinking and strengthening their self-learning skills.</li> </ul> <p>b. Develop a resource bank for differentiated learning activity designs in major subjects.</p> <p>c. Refine the collaboration records and lesson plans.</p> <p>d. Continue to modify the e-learning resources and self-learning strategies such as graded preview worksheets, self-learning materials and self-checklists, so as to guide students to think and learn steadily.</p> <p>e. With the refined 'Inquisitive Learner' Award Scheme and revised awarding standards, enhance students' thinking and help them achieve in-depth learning.</p>
	<p>2. Students develop thinking skills and self-learning capabilities in stages.</p> <ul style="list-style-type: none"> <li>• Students answer questions of different levels which promote thinking.</li> <li>• Students actively participate in differentiated learning activities and utilise self-learning strategies to overcome learning difficulties.</li> </ul>	✓ (Different modes of questioning)	✓ (Design of differentiated learning activities)	✓ (Modification)	

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2021-22	2022-23	2023-24	
<p><b>II. Foster PoKokese Virtues: Love Po Kok, Love Hong Kong</b></p> <p>(The school wants to foster PoKokese virtues in two major aspects, namely Love Po Kok, Love Hong Kong.</p> <p>For target 1: According to the results of the Stakeholder Survey and APASO, our students have to learn courtesy in order to get along well with others and create a harmonious school ambience. Moreover, because of the epidemic situation in these two years, the school wants to promote the value of appreciating what we have.</p> <p>For target 2: Our school vision is to prepare our students for their responsibilities as good citizens and develop their awareness of their role in the community. Therefore, respecting our country is our aim. Besides, carried forward from the last development plan and following the feedback of ESR, students' volunteer work can be further strengthened. Therefore, serving the community will be our focus in this SDP.)</p>	<p>1. Love Po Kok</p> <ul style="list-style-type: none"> <li>● Virtues: Courtesy and Appreciation</li> <li>● Courtesy: To be polite and have good manners so as to get along well with others (follow up on stakeholder survey)</li> <li>● Appreciation: To foster an atmosphere of appreciation and gratitude on campus</li> </ul> <p>(Educational Trend)</p>	<p>✓ (Trial)</p>	<p>✓ (Implementation)</p>	<p>✓ (Refine and Extend)</p>	<p>1. Launch the 'Yes, I CARE' Program which aims at promoting the four main virtues at school.</p> <p>a. <b>C</b>ourtesy: Courtesy Competition, 'Golden Rules' in class, interdisciplinary activities related to good manners, Parent seminar and student seminar.</p> <p>b. <b>A</b>ppreciation: Practice Gratitude, Appreciation week, interdisciplinary activities related to appreciation on others.</p> <p>c. <b>R</b>espect: Learn more Hong Kong and China so as to increase their knowledge about our country by refining the ME curriculum. Promote respect to different countries and learn to be a law abiding citizen.</p> <p>d. <b>E</b>agerness to serve: Carry out service learning serving the needy in Hong Kong, CYC and JPC activities, Good deeds and reflection</p> <p>2. Implement the 'Yes, I CARE' positive reinforcement program to raise students' awareness of CARE at school. Refine 'Po Kok Superstar' reward scheme into a E-reward scheme to motivate students to achieve all-round development which includes the following areas:</p> <p>a. Polite communicators b. Active Readers c. Inquisitive Learners d. Reputed Volunteers e. Smart Pokokese</p> <p>3. Various types of positive reinforcement will be given to students as a recognition of their achieved targets and progress.</p> <p>4. Monitoring system: Regular meetings, questionnaires, students' record booklets, small group interviews and student participation's statistics.</p>
	<p>2. Love Hong Kong</p> <ul style="list-style-type: none"> <li>● Virtues: Respect and Eagerness to serve</li> <li>● Respect: To show respect for Hong Kong and to be a good citizen. (Follow up on APASO/Stakeholder survey, school vision)</li> <li>● Eagerness to Serve: Giving your best efforts and love towards others in the society(Carry forward from last SDP/ESR)</li> </ul>	<p>✓ (Trial)</p>	<p>✓ (Implementation)</p>	<p>✓ (Refine and Extend)</p>	

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2021-22	2022-23	2023-24	
<p><b>III. Aim high, Dare to try: Promoting teachers' professional growth</b></p> <p>(The school should further enhance the teaching effectiveness of new teachers and promote the professional growth of teachers.</p> <p>For target 1: According to the ESR Report, the teachers at school are relatively new. In order to further enhance the overall learning and teaching effectiveness, more training on teaching pedagogies could be arranged.</p> <p>For target 2: According to the result of the SWOT analysis done by all teachers, teachers could be more receptive to the latest trends in educational development and more professional sharing amongst them can be conducted in this respect.)</p>	<p>1. Implement the Micro Lesson Study Scheme to improve the teaching effectiveness of new teachers. (Definition of a new teacher: working experience in the school for 0-5 years)</p> <p>*Since new teachers are mostly deployed in KS1, the scheme will be started at in KS1 first.</p>	<p>✓ (Trial)</p>	<p>✓ (Implementation)</p>	<p>✓ (Refine and Extend)</p>	<p>1. In line with the focus of the Major Concern 1, implement the Micro Lesson Study Scheme year by year.</p> <ul style="list-style-type: none"> <li>● 21/22 (Trial): Trial at 1 selected junior level. Major subjects' teachers review the teaching difficulties and come up with teaching strategies together. They join the lesson observation and revise the teaching strategies in turn.</li> <li>● 22/23 (Implementation): Extend the micro lesson study model of the previous year to another level and revise the teaching strategies for the major subjects.</li> <li>● 23/24 (Refine and Extend): Optimize the micro lesson study mode and summarize the teaching strategies. <ul style="list-style-type: none"> <li>a. Set up Micro Lesson Study Policy</li> <li>b. Major subjects build up Micro Lesson Study Portfolio.</li> <li>c. Optimize the evaluation form for lesson observation.</li> </ul> </li> </ul> <p>2. Use GROWTH as the core development elements of Geese Program 4.0 to promote the professional growth of teachers.</p> <p>3. Monitoring system: Teachers' questionnaires, Teachers' interview, Stakeholder survey, Collaboration forms and Lesson observations, Geese Program 4.0, Teachers' observation, Records of Lesson Study Scheme, Record the no of hours of training, Appraisal forms.</p>
	<p>2. Optimize Geese Program 4.0 to promote the professional growth of teachers.</p>	<p>✓ (Trial)</p>	<p>✓ (Implementation)</p>	<p>✓ (Refine and Extend)</p>	