

學校發展獎(大獎)亮點分享

Kau Yan College 救恩書院

反思範圍	學校於 2024/25 學年發展情況	來年 (2025/26) 的優化及 創新策略 (如適用)
目標與專業發展 及實踐對齊	<p>The school development plan aims to cultivate students into proactive and confident learners. One of the goals is to establish students' learning routines and develop their skills and habits for self-directed learning.</p> <p>In terms of teaching, our school utilizes the IDEALS platform to design self-directed learning activities more effectively. It allows students to be engaged by preparing before classes. It allows students to have discussions during the class to achieve learning objectives.</p> <p>Additionally, the school uses the LDS platform for curriculum design, which effectively enhances student motivation. For example, by setting up learning scenarios with the learning role "environmentalists", students can meaningfully apply their acquired knowledge and integrate concepts. It can highly improve the learning effectiveness of students while it can allow teachers to focus on values education, helping them become proactive learners.</p> <p>The subject departments hold regular collaborative meetings to update teaching strategies for the curriculum. All of these efforts increase student motivation and extend learning beyond the classroom, aligning with the school's annual development plan objectives.</p> <p>Regarding the STEAM-based curriculum, SDL has been integrated into curriculum development for several years and has made significant progress</p>	<p>Our school will continue to participate in the IDEALS Project, and there will be more subjects involved and more interdisciplinary collaboration.</p> <p>In terms of the theory and practice of curriculum design, our school hopes to further optimize this year's collaborative curriculum with the IDEALS team, focusing more on practical implementation and subsequent reflection. For example, after using the LDS, we aim to select the most useful iLAP tools for formative assessment tasks, particularly for assessments related to competencies beyond subject knowledge (such as self-directed learning abilities). We will explore how to meaningfully extract relevant data for analysis, providing feedback for curriculum design and teaching practices.</p> <p>In the long term (not necessarily in the 25/26 academic year, but within a few years), our school hopes that this type of design and practice will not be limited to several topics within one subject, but will instead be consciously planned across subject groups throughout the year. For instance, how the science department can assess students' goal-setting abilities at the beginning of the</p>



		<p>semester, followed by a series of classroom activities aimed at training self-directed learning skills, and then regularly evaluate students' self-directed learning qualities at different stages. This comprehensive planning will help us better understand the development of self-directed learning, aligning with our school's direction for educational innovation.</p>
跨層級參與和領導支持	<p>Undoubtedly, teachers in the pedagogical innovation team learn. Through their participation in professional development programs, conducting open lessons, and completion of annual professional development training like workshops and receiving school-based support by IDEALS, the following are achieved:</p> <ul style="list-style-type: none">• More understanding of the needs of other subjects, and the misconceptions of junior students at different STEM disciplines• Involvement of all team members in the HKU IDEALS project leads to better familiarization on pedagogical innovation and professional dialogue and exchange.• More in-depth discussions on the knowledge contents, curricula in the STEM related subjects via formal co-planning meetings and informal communications <p>For middle managers, through their participation in curriculum planning & cooperation with other subjects, more cohesive mapping of the curriculum across subjects could be accomplished. Furthermore, they also understand teachers' needs more accurately and therefore more administrative support (e.g. IT in education) could be provided.</p> <p>Leaders at school also play an important role in this meaningful</p>	<p>Firstly, further refinement in the design and organization of Wednesday's staff development would be conducted, strategies include more systematic annual planning of themes; enhancing efficiency so that more teachers could share their contributions / learning with others; holding more co-plan-like discussions with other teachers so teachers have more "hands-on" experience of conducting effective collaborative lesson planning.</p> <p>Secondly, it is hoped that the architecture for learning would be further strengthened through enhancing the sharing of resources among different stakeholders.</p> <p>While there are adequate opportunities for teachers to exchange ideas, the pedagogical innovation team aims at exploring ways to share resources more systematically, which include but not limited to curriculum planning materials (LDS outcomes), assessment tools and tools for analyzing students' performance, and teaching and learning materials which train / assess students' SDL capabilities.</p>

	<p>journey of pedagogical innovation. They support mainly through organizing the Teacher's Development Period every Wednesday, and developing policies based on their observation and professional judgement. This significantly encourages teacher's autonomy and pedagogical innovation.</p>	<p>Also, we aim at sharing resources related to the "soft-skills" of teacher training, like methods of using LDS and iLAP, so as to promote pedagogical innovation more efficiently, and to give more direct support to teachers of different expertise.</p>
<p>創新團隊的反思 實踐空間</p>	<p>Members joining IDEALS come from two subject departments and involve teachers, middle managers and school leaders.</p> <p>To us, it is equally important to design effective interaction mechanisms for the team to play their important role in implementing pedagogical innovation.</p> <p>We employ a wide range of interaction mechanism for communication and pedagogical innovation, examples are listed below:</p> <ol style="list-style-type: none"> 1. Subject meetings / informal discussions (both physical and digital platforms e.g. WhatsApp) 2. Co-planning meetings with other subject teachers 3. External support from HKU (IDEALS Team) 4. Every Wednesday: Staff professional development 5. Lesson observations & Open classrooms <p>Under this planning, we focus on details to make sure these interactions are effectively enhanced. Strategies are listed below:</p> <ol style="list-style-type: none"> 1. Keeping frequent communications with and getting support from the Principal / Vice-principals 2. Rearranging committee structure for better monitoring and implementation 3. The vice-principal (academic) as ex-officio member in STEAM team to supervise the development 4. Participating in sharing and professional exchange activities 	<p>Refinement Strategies are listed below:</p> <ol style="list-style-type: none"> 1. Setting up systematic flow of meetings and co-plans, based on various theoretical frameworks e.g. initiating a co-plan by discussing intended learning outcomes of that curriculum. 2. Collaborating innovatively and practically not only limited to subjects but also involve committees, e.g. Service-Learning Team, Parent-teacher Association 3. Enhancing flexibility of resource allocation e.g. streamlining administrative process of applying for resources



	5. Adopting the new Wednesday timetable to create space for professional development, e.g. school-based workshops, seminars, partnership activities	
分享和獲取肯定的機會	<p>KYC exerts efforts in ensuring teachers' work is recognized. Approaches are listed below:</p> <ol style="list-style-type: none">1. Open classes to showcase how certain pedagogical approaches could be implemented2. Externally, the school welcomes teachers to acquire experiences in sharing the practices with other schools during workshops / seminars / visits. This supports teachers to obtain support from the professional community3. During the staff development session every Wednesday, there is a specific theme for each time for teachers of different departments / teams to showcase their professional development. Teachers of the whole school could recognize what each other has done, and be motivated to continue their exploration in betterment of teaching and learning. Sharing formats include presentations, demonstrations, mini "hands-on / minds-on" working / discussion sessions.	<p>We, as KYC teachers, are thankful to have more than enough opportunities for us to be recognized. Alternatively, we believe that designing effective feedback tools might further enhance and visualize the recognition of teachers' work. Inviting specific teachers to give constructive feedback to the "sharing" teachers and compiling an anthology / collection of teachers' production and experiences might be good ways to further refine methods of mutual recognition and while promoting and developing a professional learning community among the teachers.</p>