Emphases: Helping students develop interests and be engaged in meaningful learning

Theme: Active engagement in our school life – Proactive learning for a new future

Major Concern	Major Strategies	Major Tasks	Major Persons / Dept in-charge	Evaluation		
				Method	Target	Overall
Students' engagement in learning	1. Maintaining an inviting atmosphere	➢ Launching positive education programmes and activities ➢ Strengthening class bonding through class initiatives and inter-class competitions ➢ Recognition of students' achievements and goal-attainment in class level and school level	PSA, CMD, Class Teachers	Stakeholders Survey Evaluation Questionnaire (1)	≥70% students agree to good school atmosphere and good T-S / S-S relationship	≥ 60% students express better engagement in learning after this academic year (via school-based questions in Stakeholders Survey)
	2. Inspiring students to have aspirations for learning	➢ Helping students set goals and plans for achieving their goals in this academic year ➢ Inspiring students to have aspirations through sharing and modelling	ACA, EPGE	Study-Target Scheme, School-based questions in Stakeholders Survey	≥70% students achieve their study targets ≥60% students attain their own goals this year	
	3. Helping students continually involved in meaningful and challenging learning activities	➢ Adopting authentic topics and learning materials, using real-life illustrations ➢ By means of e-learning pedagogical strategies: ✧ involving students in higher-order pre-lesson learning assignments ✧ involving students in exploratory/investigatory post-lesson assignments ✧ allowing all students to participate in learning activities in/out lessons to address learners' diversity, and building their sense of competence in learning ➢ Designing hands-on learning experiences / problem-solving experiences in lessons ➢ Designing exercises and homework which is: ✧ related to real-life situations or problems ✧ flexible in form so as to stimulate students' exploration, and ✧ extending students' exploration beyond the lesson boundary in terms of content or subject domain	Subject Departments	Lesson observations Book inspections Evaluation Questionnaire (2) - L&T Questionnaire Survey	≥70% lessons observed have compliance with expected pedagogical strategies ≥70% Students agree to better engagement in learning with teachers' practicing the expected pedagogical strategies	

4. Engaging students in specific investigation, problem-solving activities	➢ Running the S.1-3 PBL activities, especially the S.3 STEAM-related PBL exercise ➢ Organizing or joining exploratory and problem-solving related extra-curricular activities or competitions	ECA, STEAM Unit, EPGE Unit	Evaluation Questionnaire (1)	≥70% Students participating in specific activities agree to better engagement in learning after joining activities

5. Professional development of teachers on e-learning pedagogical strategies to facilitate proactive and extended learning of students	➢ Facilitating teachers' practice of e-learning by providing iPads and Apple Pencils for lesson preparation and for teaching.
	➢ Departmental planning on using e-Learning for learning and teaching
	➢ Professional training programmes on:
	  ✧ the understanding and mastery of basic e-learning platforms and tools
	  ✧ e-learning pedagogy and lesson design
	  ✧ design of assignments which involve meaningful e-learning activities
	  ✧ design of assignments which facilitate students' extended exploration beyond the lesson boundary in terms of content or subject domain
	➢ Professional sharing on good practices:
	  ✧ peer or extended sharing on good practices
	  ✧ sharing by teachers from other schools (e.g. CoE)
	  ✧ peer or extended sharing on the use of e-learning to facilitate self-regulatory learning or to cater for learners' diversity
	  ✧ design of assignments which facilitate students' extended exploration beyond the lesson boundary
		SE, ITE, Subject Departments	Evaluation Questionnaires (1) & (3)	≥70% teachers agree to better mastery of ideas and methods in building students' engagement in learning

Note 1: 3 key dimensions of engagement: emotional engagement, cognitive engagement, behavioral engagement (Ref. Fredricks JA et al, 2004)

Note 2: Some commonly agreed strategies for building engagement: inviting schools, learning by doing, higher-order thinking, real-world connection, students' autonomy, continuous improvement, etc.

重點: 協助學生發展對學習的興趣及提升他們對學習的投入

主題：互勉互勵，探創新知

	主要策略	主要工作	主要負責人/負責部門	檢討		
				檢討方法	目標	整體檢討
學生對學習的投入	1. 保持良好的校園氣氛，促進學習	➢ 在校園環境和學習生活中加入「正向教育」活動 ➢ 透過班內活動和班際比賽去加強班級的凝聚力 ➢ 肯定每位學生的能力及欣賞各班的良好表現，以不同的方式讚揚學生的成就和學習成果。	PSA，CMD,班主任	持份者問卷 評估/檢討問卷	≥70%的學生認同學校有良好的校園氣氛以及良好的師生和生生關係，	≥60%的學生表示經過這個學年，他們對學習的投入有所提高 （持份者問卷特別加設問題）
	2. 激發學生在學習上追求高遠的目標	➢ 協助學生定立週年計劃和達成目標 ➢ 透過分享學習經驗和良好的學習榜樣，激發學生在學習上追求高遠的目標	ACA，EPGE	學業指標計劃 持份者問卷特別加設問題	≥70%的學生達到學業指標 ≥60%的學生達到自己週年計劃的目標	
	3. 為學生提供連貫、有意義、和具解難挑戰的學習活動，推動他們投入學習過程	➢ 老師運用貼近現實生活的題目和教材進行教學 ➢ 老師運用電子教學策略： 　◇ 幫助學生進行高階的課前預備 　◇ 安排學生參與探究性、發現性的課後學習活動/家課 　◇ 讓所有學生可以參與課堂上或課堂外有意義的學習活動，照顧學習差異和建立他們對學習的信心和能力感 ➢ 設計積極動手的或解難性的學習經驗讓學生參與 ➢ 按下列向度加入特別設計的練習和家課： 　◇ 貼近現實生活情境或生活難題的練習和家課 　◇ 形式有彈性的練習和家課,啟發學生積極發掘和探索 　◇ 練習和家課的內容和範疇要求有助學生擴展他們的學習	各科組	觀課、查簿、評估/檢討問卷（學與教問卷調查）	≥70%觀課的課節中,老師有運用相應學校週年計劃中列出的教學方法 ≥70%的學生同意老師運用相應學校週年計劃中列出的教學方法能夠協助提升他們對學習的投入	

	主要策略	主要工作	主要負責人/負責部門	檢討		整體檢討
				檢討方法	目標	
	4. 讓學生參與特別的探索或解難活動	➢ 推行中一至中三級的專題研習系統,尤其是中三級與創科教育相關的專題研習 ➢ 舉辦或參加探索性、解難性的課外活動或比賽	STEAM Unit、EPGE Unit、ECA	評估/檢討問卷	≥70%的參與特別的探索或解難活動的學生同意他們參加有關活動提升他們對學習的投入	
	5. 提升老師在電子學習策略方面的專業發展和培訓,擴展學生的學習經驗和成果	➢ 為老師提供平板電腦及配合使用的電子書寫設備,方便老師備課和教授 ➢ 科組議定來年在運用電子教學策略方面的計劃 ➢ 安排專業發展和培訓活動: 　◇ 提高老師對電子學習平台和主要工具程式的基本認識 　◇ 提高老師對電子學習和教學策略以及課堂設計的掌握 　◇ 提高老師對設計電子學習課業的知識和能力 　◇ 啟導老師設計練習和家課的內容和要求,協助學生擴展他們的學習 ➢ 安排專業交流,分享高效能的教學經驗和課業設計: 　◇ 同儕交流分享 　◇ 邀請外校老師或資源中心借調老師分享 　◇ 分享交流運用電子學習策略來推動自主學習和照顧學習差異的經驗 　◇ 分享設計練習和家課的心得,以協助學生擴展他們的學習	SE、ITE	評估/檢討問卷	≥70%的老師同意他們對運用電子學習策略和工具的培訓和認識,提升他們幫助學生投入學習的效能	

註 1: 投入分為三個主要層面: 情緒投入、認知投入和行為投入。 (Ref. Fredricks JA et al, 2004)
註 2: 良好的學校氣氛、多讓學生動手做和在實踐中學習、進行高階學習及訓練高階思維、讓學習扣連現實生活、訓練學生自主學習、鼓勵學生不斷進步等,都是一般令學生投入學習的重要元素。