

**ST. LOUIS SCHOOL ANNUAL PLAN 2018-2019****SUBJECT / TEAM****LIBERAL STUDIES****(I) Aims**

To help students deepen their awareness of contemporary issues, broaden their knowledge base and perspectives, develop their global outlook and strengthen their independent and analytical skills.

(II) Situational Analysis**(a) Strengths**

1. The subject explores issues of the human world in the personal, local, national, and global contexts. It is holistic.
2. The issue-enquiry approach enables students to develop multiple perspectives on controversial issues. It is practical.
3. The panel has teachers from different disciplines. It enables us to have a comprehensive understanding of the broad curriculum of the subject as teachers with different expertise can share with other teachers.
4. The panel is young, energetic and working as a team. Most, if not all, team members are enthusiastic, adaptive to changes, willing to learn and to contribute.

(b) Weaknesses

1. The curriculum and assessment of the subject is ambitious and demanding. The curriculum requires a wide coverage of topics and issues which need frequent updating. The assessment imposes high demand on students' critical thinking and writing ability.
2. Some teachers involved are not highly experienced in teaching Liberal Studies. Teachers encounter considerable difficulties in identifying teaching strategies which are effective and efficient.
3. The school has a long tradition on emphasizing in science subjects. However, the science-minded students face more difficulties in understanding an issue from different perspectives and elaborating their arguments in details.
4. The panel has 11 teachers. The coordination and communication task is difficult.

(c) Opportunities

1. The subject is emphasizing on issue-based and student-centered approach. It requires teachers to be the facilitators and to provide meaningful learning experience to students. Students will feel a greater sense of ownership to things they learnt and become more active in the learning process.
2. With more experiences, teachers are able to adopt more efficient and effective teaching strategies after learning the difficulties encountered by the students.
3. The school-based modification of medium of instruction (MOI) in 2012/13 enables the students to choose whether to learn the subject in Chinese or English. It is expected that the students are able to learn in a better way with the language chosen by themselves.
4. The Quality Education Fund Thematic Networks (QTN) Scheme (Christian & Missionary Alliance Sun Kei Secondary School) helps the teachers plan a better issue-based and skill-based curriculum as well as develop more effective learning and teaching strategies. It also helps the teachers better cater for learner diversity through learning and teaching, and assessment strategies. On the other hand, teachers are able to master new technologies and effective ways to help students acquire essential knowledge and skills

(d) Threats

1. Since 17/18, the lesson time decreases after the school changes from 7-day cycle to 8-day cycle which would surely affect the coverage of issues during lessons.
2. In 17/18, the number of groups will decrease from 6 to 5, including one English Group. Increasing the number of students in a group probably would adversely affect the use of more interactive teaching strategies and the ability to cater learners' diversity.
3. Since 17/18, there would be no requirement for students choosing English group. This would considerably increase the learners' diversity in the English group due to their differences in proficiency in English.
4. IES is a heavy burden for both teachers and students. Students need to spend much time on selecting relevant information, writing up the proposals, collecting data and writing up the reports. Teachers have to spend much time on giving feedbacks to each student in each stage.
5. The school-based modification of medium of instruction (MOI) in 2012/13 enables the students to choose whether to learn the subject in Chinese or English. Preparing materials and assessments for both streams significantly increase the workload of the teachers.
6. A lot of vocabularies (for English Stream) and technical terms are involved in answering questions. Extra effort must be devoted to enhance their writing skills.

(III) Highlight

- (a) The development of an energetic panel with good teamwork - most, if not all, team members are enthusiastic, adaptive to changes, willing to learn and to contribute. Moreover, collective decision making process is adopted.
- (b) Tailored-made notes are prepared for students. And we make continuous improvements and updates every year.

(IV) Short Term Direction

- (a) To develop better teaching strategies by exploring further in self-directed learning, questioning skills and cooperative learning,
- (b) To develop better learning strategies by designing and incorporating more activities into the curriculum in order to facilitate better interactive learning and student-centered learning

(V) Areas of Concern

Major Concern 1: To nurture students as visionary leaders possessing enhanced thinking skills, especially creativity and problem solving

Program title (1): Independent Enquiry Study (IES)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<i>Students have solid and extensive knowledge base.</i>	<ol style="list-style-type: none"> 1. Students have to start working on IES in S5. 2. By means of exploring real-life social or humanistic issues, students are given flexibility and self-directed interests to work on the enquiry study. 3. Subject teachers would advise on and guide students to design, adjust and implement the individual learning project so as to build up and enhance students' potentials and skills of problem solving through the enquiry approach. 4. The whole process will be made up of three stages: proposal, draft, final product. The first stage will commence on October. The final projects are expected to be collected at the end of school term. 5. The deadlines of submitting assignment in each stage are set and informed students before the first stage commence. 	<ol style="list-style-type: none"> 1. 70% of the students submit the IES product on time. 2. 50% of the IES scores over 60. 	<p>Record of submission time</p> <p>Marks of students' work</p>	S5 (Sep 2019-Jun 2020)	KYF	<p>Teaching materials (e.g. research methods)</p> <p>Wise news account \$ 10860</p>

	<p>6. Peer learning and evaluation will be adopted in the first two stages. Good and average works from students will be taken as examples and teaching materials before students amending their own works.</p> <p>7. Students are encouraged to do written IES rather than non-written ones.</p>					
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Program title (2): Critical thinking enhancement class

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p><i>Students have solid and extensive knowledge base.</i></p>	<p><u>S4, 5</u></p> <p>1. The top 30 students will be invited to join the program which includes around 4 lessons of enrichment course.</p> <p>2. By discussing and articulating some contemporary issues and news, students will learn how to think critically and comprehensively when handling some real-life controversies and enquiries.</p> <p><u>S6 (Master-apprentice format)</u></p> <p>1. About 30students ranked middle-</p>	<p><u>S4-6</u></p> <p>-Students' attendance: 80% or above;</p> <p>-A post-programme survey: 70% of participants are satisfied with the programme</p>	<p>-Students attendance</p> <p>- A post-programme survey</p> <p>-Students' LS exam result</p>	<p>S4,5: Mar-Apr 2020</p> <p>S6: Nov 2019-Mar 2020</p>	<p>CHW</p>	<p>Teaching resources (teaching notes, assignment, etc.)</p> <p><u>S4, 5</u> DLG = \$20,000</p> <p><u>Photocopying fee (for S6)</u> \$300</p>

	<p>quartile will be assigned in small groups (5-6 students each) and at least 5 hours intensive trainings will be given.</p> <p>2. Students will be given more in-depth information of some hot issues; Skills training will be provided; Practice will be given.</p>					
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Program title (3): Participation into the Quality Education Fund Thematic Networks (QTN) Scheme (Coordinated by the EDB)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p><i>Teachers are able to master new technologies and effective ways to help students acquire essential knowledge and skills</i></p>	<p>1. Structured and regular training and sharing sessions will be organized among the partner schools.</p> <p>2. In the training sessions, innovative and new teaching pedagogy and updated strategies will be introduced and discussed. This serves as the platform of sharing of skills and insights among teachers from different background.</p> <p>3. Visits to schools with good practice in the teaching field will be organized. Younger teachers can learn and adjust their teaching pedagogies by modelling</p>	<p>1. Over 70% of Liberal Studies attending the inter-school training and sharing sessions attending at least once a year.</p> <p>2. At least one set of teaching kit produced applying what will be learnt from the scheme.</p> <p>3. Over 70% of Liberal Studies attending the school visit at least once a year.</p>	<p>-Students attendance</p> <p>- A post-programme survey</p> <p>-Students' LS exam result</p>	<p>S4,5: Mar-Apr 2020 S6: Nov 2019-Mar 2020</p>	<p>CHW</p>	<p>Teaching resources (teaching notes, assignment, etc.)</p> <p><u>S4, 5</u> DLG = \$20,000</p> <p><u>Photocopying fee (for S6)</u> \$300</p>

	on successful and experienced teachers,					
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Major Concern 2: To nurture students as visionary leaders with necessary positive values including self-discipline and respect inculcated

Program title (4): Value Education about self-discipline for S4 students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<i>Students could articulate what they want themselves to be and work out effective plan to follow their vocation</i>	1. There will be two lessons conducted in S4 in the term 3 concerning “manifesting integrity”. 2. Subject teachers will conduct the 2 lessons with the context of Hong Kong nowadays to let students know the importance of “self-discipline” in their lives and in Hong Kong. 3. Students will complete a set of worksheet concerning “self-discipline” at the end of the 2 lessons.	1. A set of worksheet on the topic 2. Able to grasp the spirit of “integrity” with some related concepts	1. Questioning and Answering in the 2 lessons 2. Complete the set of worksheet fruitfully and reflectively	Term 3 Mid- May 2019	CHW, LTH	Teaching materials (eg. Worksheet, videos)

Program title (5): Cooperation with other school teams to work on nurturing positive values

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<i>Students could behave in proper manners on all occasions</i>	<ol style="list-style-type: none"> 1. Talks are organized with other school teams such as the Moral and Civic Education team and Health Education Team, to convey the messages of different universal values in lessons. 2. Workshops are organized with other school teams and NGOs, to provide other learning opportunities in Value Education besides lectures. 3. The Liberal Studies Panel and Guidance Team will jointly organize a campaign named “Drugs and Public Health (毒品與公共衛生)” which targets to promote the importance of drug-free campus. The program is offered by the The Community Drug Advisory Council of Hong Kong. 	<ol style="list-style-type: none"> 1. Related knowledge can be acquired in the talks and workshops. 2. Acquired knowledge can be applied in LS lessons. 	<ol style="list-style-type: none"> 1. Teachers’ observation in LS lessons 2. Performance in LS assessments 	Oct 2019 - May 2020	CHW, WMC	\$500 printing fee

(VI) Other panel-based / team-based concerns:**Program title (6): Consolidation class**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<i>Consolidation measures to help less able students regain their confidence in learning.</i>	<p>Consolidation class</p> <p>Students will be given more training on basic writing skills.</p> <p><u>S4, 5 (Master-apprentice format):</u></p> <ol style="list-style-type: none"> 25 students from bottom 50 will be selected to participate in the programme. There will be 6 lessons 	<ol style="list-style-type: none"> Student's attendance: 80% or above; A post-programme survey: 70% of participants are satisfied with the programme; 60% of the participants improves in the term test or final exam 	<ol style="list-style-type: none"> Marks of the assignments Students' attendance Students' LS exam result 	<p>S6: Nov 2019-Jan 2020</p> <p>S4,5: after mid-year exam</p>	CHW, LSC	<p>Teaching resources (teaching notes, assignment, etc.)</p> <p><u>Photocopying fee</u> \$300 x 4 classes =\$1,200</p>

Program title (7): Legal Quiz Competition

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<i>Students have a tendency to hold the positive values in everyday life (fairness and justice).</i>	<ol style="list-style-type: none"> All S4 students are invited to take part in the competition. Instructors from SRACP are the hosts of the competition. Questions related to legal knowledge will be asked in the competition. students know the importance of "justice" and "fairness" 	<ol style="list-style-type: none"> Related knowledge can be acquired in the competition. Acquired knowledge can be applied in LS lessons. 	<ol style="list-style-type: none"> Teachers' observation in LS lessons Performance in LS assessments 	Oct 2019	WMC	\$500 application fee

Program title (8): E-learning / mobile learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<i>Students are equipped with related knowledge, suitable skills and appropriate attitude, which build them into self-directed learners stage by stage. Students are allowed to learn in a more flexible and informal way at their own pace</i>	<ul style="list-style-type: none"> Provide learning materials with questions to students through the Internet. Different types of materials such as worksheets, videos, and summary of consultation documents are included. Students who finish online learning tasks will receive bonus daily marks. The whole school year will be divided into several 	<ul style="list-style-type: none"> 50% of students from group 4 & 5 finish at least two tasks with good quality by the end of the year. 50% of students from other groups finish at least one task with good 	<p>Number of task sheets teachers received.</p> <p>Teachers' evaluation on the performance of the students' work</p>	Whole year	LSC	Video clips Worksheets

	<p>periods. Students are required to submit the worksheet before the deadline of each period in order to obtain bonus marks.</p> <ul style="list-style-type: none"> ● Invite students to participate in online competition such as Liberal Studies writing competition organised by RTHK and an online competition organised by HKEdcity. 	<p>quality by the end of the year.</p>			
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1. Provisional Scheme of work

Month	Events			PIC / VPIC								
Sept 2019	1. E-learning / Mobile learning				1. E-learning / Mobile learning: LSC							
Oct 2019		Mock Trial competition	S5 IES			Mock Trial competition: WMC	S5 IES: KYF					
Nov 2019												
Dec 2019		S6 mentorship class				S6 mentorship class: CHW						
Jan 2020												
Feb 2020		2. Liberal Studies Club in action				S4, 5 enrichment and consolidation class			S4 Value Education	S4, 5 enrichment and consolidation class: CHW		S4 Value Education: CHW
Mar 2020												
Apr 2020												
May 2020												
Jun 2020												
Jul 2020												
Aug 2020												

2. Budget and Other Resources

	Amount
EXPENDITURE	
A. General Panel / Team-based budget	
A1. Teaching Aids (e,g. books, websites, Apps, storage devise) and photocopying	6,000.00
A2. Enrichment course (S6)	300.00
A3. Consolidation course (S4-S5)	1,200.00
A4. IES + Wisenews & Newspaper subscription	13,000.00
Sub-total (A) =	20,500.00
B. CEG	
B1.	
B2.	
Sub-total (B) =	
C. Furniture and Equipment (F & E)	
C1.	
C2.	
Sub-total (C) =	
D. DLG	
D1. Liberal Studies Critical Thinking and Writing Course	10,000.00
Sub-total (D) =	10,000.00
E. Reading Grant	
E1.	

E2.	
	Sub-total (E) =
F. Life Wide Learning Grant (LWLG)	
F1. Co-Curricular Activities and Competitions (e.g. transportation, program fee and printing)	8,500.00
	Sub-total (F) = 8,500.00
G. Budget of items using other specific grant from EDB* : *Chinese History, NCS or Student Support grant	
G1.	
	Sub-total (G) =
H. Other Resources	
H1.	
	Sub-total (H) =
	Total Expenditure = 39,000.00

3. Team Members

CHW, KYF, LTH, NKW, WMC, LSC, THL