

HKICC Lee Shau Kee School of Creativity

School Development Plan

for 3 Years from 2011-2014

HKICC Lee Shau Kee School of Creativity (HKSC)

Vision

Steering into the future

- ✧ As an innovative education model to nurture young people with a whole-person approach and a focus on creativity and individual potential;
- ✧ As a learning community that grows with the creative economies and civil society;
- ✧ As a think-tank to facilitate exchange, research and development of quality creative education at local, regional and international levels; and
- ✧ As a platform to create the global and cultural vision of the new generations.

Mission

Actualizing Creative Education in the 21st Century

- ✧ All-rounded creative education with minimum pressure of examinations: to give more time, space and flexibility for effective teaching and learning;
- ✧ A unique inter-disciplinary curriculum that responds to the knowledge-based economy and social development: to facilitate students' development in critical thinking and technical competency;
- ✧ Focus on 4 areas in the learning process:
 - personal actualization through creative projects;
 - cultural literacy and vision;
 - competency in communication ability (languages, IT, media and creative skills); and
 - creative and critical thinking.
- ✧ Upgrading standard of students' knowledge, competency and creative thinking: to prepare good foundation for further studies and future careers.

School Goals

We emphasize that students' development and creativity must be based on solid and comprehensive ground of knowledge and skills, thus we have our curriculum design covering 3 major areas:

- ✧ Knowledge and theories
- ✧ Creative techniques; and
- ✧ Thinking and imagining skills.
- ✧

The curriculum of HKSC consists of two major parts that are designed specifically for mutual integration to make a comprehensive learning experience:

HKICC Lee Shau Kee School of Creativity Management Committee Limited (HKSC)

Academic subjects and school-based “Creative Profession-Oriented Program”

In a cross-subject and cross-discipline approach, the curriculum will enrich students’ learning by a wide range of creative tasks which enhance the depth of professional subjects and the broadness of general humanities.

Furthermore, to let students learn and apply the knowledge and skills, we put 3 critical learning methods as pertinent elements which contribute towards the rigor and diversification of knowledge:

- ✧ Research and development;
- ✧ Application and creation; and
- ✧ Appreciation and criticism.

School Motto

A serious space for learning creativity, culture, arts and design.

Core Values of Education

- ✧ Imagination
- ✧ Compassion
- ✧ Innovation
- ✧ Diversity
- ✧ Discipline
- ✧ Versatility
- ✧ Visionary
- ✧ Empathy

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved, e.g. : Fully Achieved ; Partly achieved ; Not achieved	Follow-up action, e.g. : Incorporated as routine work ; Continue to be major concerns in the next SDP ; Others	Remarks
1. Management and Organization: Professional development of teaching members	Partly achieved.	Continue to strengthen teachers' ability in ✧ Teaching effectiveness ✧ Mentoring ✧ Classroom/Student management	The mobility of staff has affected the consistent development in this area. More stable teacher establishment can help more in this area.
2. Learning and Teaching: Enhancing 'Liberal Arts Education' and 'Art-in-Education'	Partly achieved.	Continue to do better in these two areas.	More researches should be invested for Art-in-Education.
3. Ethos and Support to Students Strengthening students' self-discipline and self-learning	Partly achieved.	Continue to do better in these two areas.	The students are to be with the school for 3 years only; it has usually taken a lot of efforts to deprogram their past learning habit before we can re-program them with our school ethos.

Evaluation of the School's Overall Performance

Performance Indicator Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • Getting more systematic • Having good management support thus minimizing teaching members' involvement in school management except for senior staff 	<ul style="list-style-type: none"> • To be totally systematic • To continue to streamline management procedures
2. Professional Leadership	<ul style="list-style-type: none"> • Certain teaching members have been developed for a few years in the capacity of 'principal' level of responsibility for succession planning • Mid-level teaching members have been developed through on the job training to become better team leaders • All teachers have been given opportunities to be trained through the normal channels for professional 	<ul style="list-style-type: none"> • To continue to do better
3. Curriculum and Assessment	<ul style="list-style-type: none"> • An internal system has been devised to check and assess the curriculum through team leadership. 	<ul style="list-style-type: none"> • Senior management should devote more efforts in the quality control in this area.
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Students have been motivated by our school's rich art learning ambience 	<ul style="list-style-type: none"> • More efforts have to be expended in getting students to learn better in academic subjects (liberal arts studies) through Art-in-Education. • More efforts have to be devoted in ensuring the positive attitude in art learning could be transferred to academic learning.

Performance Indicator Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> • Mentorship by teachers and counseling by school social worker have given students a certain level of learning and emotional support. 	<ul style="list-style-type: none"> • More efforts have to be devoted to getting students: <ul style="list-style-type: none"> ■ more well-oriented toward a healthy living style; and ■ more capable of self-learning and self-discipline...
6. Partnership	<ul style="list-style-type: none"> • Having established a good relationship with the school's PTA and good channels of communicating with parents in general through regular publication and organization of activities for parents. • Having strong SMC presence in school management and development businesses. • Having established an Alumni Association to get former students' support in school development. • Having had a good network with other principals. • Having had a good working relationship with EDB and other related government department. • Having had a good network with the art and culture community both locally and overseas. • Having had a good connection with both local and overseas educational institutions. • Having had a good relationship with local media. 	<ul style="list-style-type: none"> • To continue to do better.

Performance Indicator Areas	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Students and teachers, even parents, appreciate the importance of art and culture. • Students and teachers understand the importance of green learning. • Some students have greater socio-cultural awareness. 	<ul style="list-style-type: none"> • To continue to do better. • To continue to strengthen self-learning, self-discipline and green living amongst students and other stakeholders
8. Participation and Achievement	<ul style="list-style-type: none"> • In general, there is team spirit amongst students, teachers and parents. • In general, all stakeholders understand and appreciate the unique of school's vision and mission for art and culture. • In general, the public understand the school is a specialist school for art, design and culture. 	<ul style="list-style-type: none"> • To continue to do better.

SWOT Analysis

Our Strengths

- A recognized specialist school for art and culture.
- Having invested a lot of resources for the development of art learning.
- A young and energetic teaching force for academic learning.
- A team of established professionals for the school-based “Creative Profession-Oriented Program”.
- A participative SMC with professional to advise on and monitor school's development.
- Some very good students who are really interested in art education and art-in-education.
- A good team of administrative staff to support school's management.
- A succession plan for school leadership.

Our Weaknesses

- Some students are not yet ready for learning properly with motivation and self-discipline.
- Some teachers are not yet well developed as effective teachers or mentors.

Our Opportunities

- Many more young people are interested in art and design learning.
- Many more parents are ready to let their children to take up art and design learning.
- Creative industries and art development are thriving in Hong Kong and regions around thus creating more career opportunities to young people who study arts and design.
- Young people in other parts of the region, such as China, wish to study in our school.
- Some schools are not ready to invest more in art learning for their students.
- More tertiary education institutions (both local and overseas) are interested in having articulation with us.

Our Threats

- The 12-year free education may prevent parents from letting their children to study in our school.
- The current low birth rate may lower our intake of students thus rendering us certain difficulties in ensuring financial viability for school's development.
- Some schools are organizing more art programs for their students.

Major Concerns for a period of 3 school years (in order of priority)

- 1. Students' development in self-learning and self-discipline.**
- 2. Teachers' development in teaching effectiveness, classroom/student management, mentorship, team effectiveness and art & culture.**
- 3. Enhancing curriculum development for both academic and the school-based programs.**

School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
		1. Ethos and Support to Students ✧ Strengthening students' self-discipline and self-learning ✧ Strengthening students' awareness of socio-culture and action on green living.	Partially achieved. (It is difficult to warrant 'fully achieved' in view of annual changes in studentship through recruitment.)	✓	

<p>2. Management and Organization</p> <p>✧ Professional development of teaching members</p>	<p>Fully achieved.</p>		<p>✓</p>	<ol style="list-style-type: none"> 1. More in-house training 2. More external development programs 3. Attachment to other educational institutions locally or overseas 4. Special learning program locally or overseas 5. Cultural exchanges
<p>3. Learning and Teaching</p> <p>✧ Enhancing “Liberal Arts Studies” and “Art-in-Education”</p> <p>✧ Integration of academic and school-based “Creative Profession-Oriented Program”</p>	<p>Fully achieved.</p>		<p>✓</p>	<p>More systematic efforts to be invested for research and development to be carried out for such an enhancement initiative.</p>