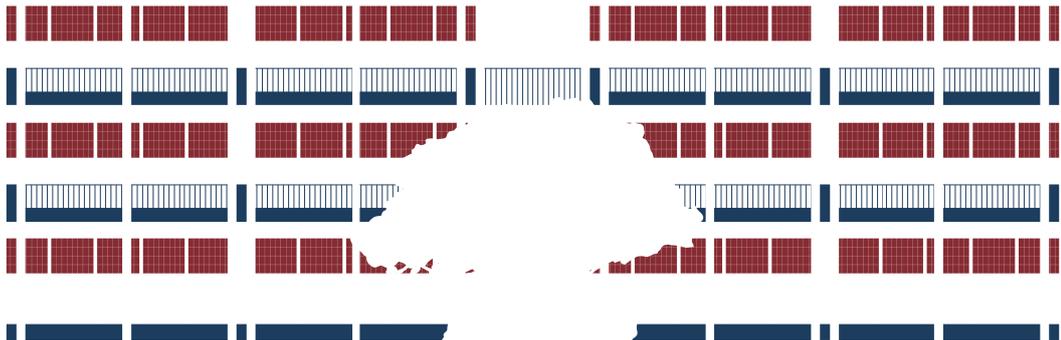

A. M. D. G.
WAH YAN COLLEGE, HONG KONG
College of Christ the King

School Development Plan
2020-2023



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1. Vision of Jesuit Education in the Chinese Province

“We offer a holistic, liberating and transforming Catholic education within a learning community for students and staff to become progressively competent, committed, compassionate, spiritual, and ethically discerning persons with a universal heart contributing to the welfare and happiness of all, in particular, the poor and the neglected.”

2. School Mission

In accordance with our Catholic belief in God’s love and Chinese culture, we aim:

1. to be empathic role models for our students to grow into responsible and compassionate community members,
2. to inspire students to strive for excellence, and
3. to nurture caring leaders who are competent spiritually, morally and intellectually.

The underlying ethos of the school is based on the school motto “Men for and with others”. This is in alignment with the Jesuit Pedagogical Paradigm. It is this paradigm that informs all learning at Wah Yan College and makes it an experience that reaches far beyond that which goes on inside the classroom.

3. School Motto: *In Hoc Signo Vincas*

The words of our school motto are in the Latin language. They mean “In this sign, you shall conquer”. They are written on a background of a shield with a red cross. Our school badge is in the shape of a shield.

The shield was used in ancient times by soldiers to protect them in battle, to defend them against attack. We interpret this shield as our readiness to stand up and defend the truth, justice, honesty, and love in a world where people need these.

Next, comes the red cross. This cross reminds us of the sign of Christ’s love for us. He died for us shedding His blood on the cross because He loved us. This was the supreme sacrifice. “Greater love than this no man has than to lay down his life for his friends. You are my friends.”

It is with this love in us we will conquer or win-win hearts, friends, justice, peace, and harmony. As light overcomes darkness so love overcomes hatred and violence.

So this motto on its shield with a red cross expresses our school spirit. Our spirit is a spirit of love and care – for ourselves, for others, and our environment. This spirit is shown in the way we behave, in our respect for others, in our willingness to serve those, especially in need, in our generosity in sharing our gifts with others, in our compassion for those unjustly treated.

4. Profile of the Jesuit Student at Graduation for the Chinese Province

- i. Intellectually Competent
- ii. Loving as a Personal Orientation
- iii. Open to Life-long Growth
- iv. Religious and Moral
- v. Committed to Acting on Justice

5. Profile Of the Ignatian Educator for the Chinese Province

- i. Living out the Ignatian Vision
- ii. Inspire with Ignatian Pedagogical Paradigm (IPP)
- iii. A Caring Educator
- iv. Seeking for Better Ways to Teach and Learn
- v. Fellow Builder of Community

6. Universal Apostolic Preference of the Society of Jesus 2019-2029

- i. To show the way to God through the Spiritual Exercises and discernment;
- ii. To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice;
- iii. To accompany young people in the creation of a hope-filled future;
- iv. To collaborate in the care of our Common Home.

7. Holistic Review (School Development Plan 2017-2020)

Major Concern 1: Enhancing self-directed learning

Self-directed learning (SDL) can mean different things to different people. During the period, we have successfully developed a clear and comprehensive model to coordinate efforts and derive more focused strategies. Inspired by our vision of Jesuit education, this model comprises two layers with the inner layer about developing the “the learner” in our students and the outer layer about developing “the leader” in them.

With this model, we have initiated a number of strategies and programs related to SDL across different levels in the school: the Learning to Learn Program in Form One (including the summer Bridging Program), the Learning Skills Workshops in Form Two and Form Three, the Time-management Program in F.4 and the Mock JUPAS as well as the Operation Astrum Program in Form Five. The Form One, Form Four, and Form Five programs have on the whole achieved our objectives, laying the basis for further development and refinement. As for the Form Two and Form Three workshops, the effectiveness is not apparent. The main reason is that these workshops have been outsourced and it is difficult for outside service providers to have a firm grasp of our school context or the SDL framework we are operating within.

Another SDL initiative is the promotion of reading. We aim to promote reading across the curriculum and students’ reading habit. Teachers across different KLAs have responded to the call for furnishing reading lists other than textbooks to arouse students’ interests in the subject and extend their perspective on learning to beyond mere exam requirements. The response of students is mixed. We reflected on the matter and concluded that the way the library is led and run as well as how it is to be furnished and equipped can be significantly enhanced. Manpower devoted to the library may also need to be increased.

Another focus of the SDL initiative is the promotion of e-learning. The upgrade of the WIFI network and purchase of iPads as well as the adoption of google classroom have all been completed. Though there is still room for improvement in terms of hardware and software, the crux to the success of an e-learning strategy lies with teacher readiness. We have seen an increase in teachers trying out different ways to try out and use different e-learning programs to enhance learning and teaching effectiveness. However, the overall picture is that there is great variation within the whole faculty. However, the picture has significantly improved after normal classes have been disrupted by COVID-19 as all teachers had to come out of their comfort zone and try various online teaching methods. Reflections by most teachers showed that they have become more receptive. It is worth to build on this momentum, consolidate our experience during this period and chart the way forward.

Other programs achieved include the revamp of the student handbook to becoming simultaneously as a planner and journal and the implementation of the Whole-person-development program for junior form sportsmen. The former has achieved initial success with room for further development. The latter program is well received by students who see much benefit from it. Some ideas for further development of the whole SDL initiative have also been inspired by this program, such as the importance of developing a “growth mindset” among students and teachers.

Major Concern 2: Fostering a caring and respectful community

A number of programs have achieved their targets. They include the High Table Dinner for developing student’s social etiquette, the Form One Campus Day, the companionship lunch gathering program, the organization of exchange programs with Jesuit schools in Russia, the USA, Hungary and Taiwan as well as Jesuit student leadership programs in Japan and Indonesia.

For students to become more caring and respectful, it is important to develop their empathy. Empathy cannot be achieved without self-understanding, including awareness, sensitivity and positive attitude towards one’s own “interior movement” such as thoughts, feelings, etc. This is one of the reasons for introducing the Jesuit “Examen” which is a mini-retreat of self-reflection lasting for just 10 to 15 minutes during the day. The impact and students’ responses are positive. Our next question is, how we can make it a habit for students even if they are not at school. This is perhaps an objective for the next phase of its development.

We have enhanced overall coordination of and cooperation among Form-teachers so that they can provide better support to students’ holistic development. The effort is ongoing. We have also introduced dual Form-teachers to Form One so that students embarking on a new stage in their lives can be better guided and taken care of. The result of this new initiative is very favorable.

However, the “Green Monitor” program aimed at developing students’ care for the environment seems not as effective as we want. Reasons include students’

motivation and administrative arrangements. Timelier follow-up with students may also help.

Recent political controversies have caused deep division within the Hong Kong community never seen in our history. They highlight the wisdom of our tradition that emphasizes respect, inclusiveness, sense of community, and love. This tradition has helped us minimize the impact of conflicts seen in the wider community, even though we cannot be totally immune. Responding to this unprecedented situation, our counselling team and the pastoral team have designed a “Unity in Diversity” program for all Forms in late 2019. The result is encouraging, and we see value to further develop the program in the coming years.

Overarching Theme: Developing Capacities for Sustainable Development

SDP 2017/20 is the second phase of our theme of building capacities for sustainable development of the school. In this regard, we have made significant progress. A few years ago, while the concept of school self-evaluation and continuous development have been understood and efforts have been expended to move the school towards this direction, it takes persistence, patience and well-considered strategy consistent with school context so that it can be an endeavor which will be genuinely whole-school and sustainable in the long term. In this regard, we worked towards strengthening our culture, mechanism, and expertise in the cycle of planning, implementation, monitoring, reflection, and evaluation. We amended the terms of reference of our School Betterment Committee (SBC) consisting of middle and senior level school leaders and set up under it a School Self-evaluation Working Group (SSEWG) to spearhead the overhaul through dedicated efforts of champions for this cause.

After a few years’ development, we are pleased that the majority of colleagues at the middle to senior level have embraced this direction pivotal to the long term success of our mission. They have integrated this process in their routines and been accumulating expertise to make it more effective. Since the SSEWG is a transitional set up to kick start the overhaul, we judge that it is now time to dissolve this group and assimilate the important work of continuous School Self-evaluation and Development requiring coordinated efforts of all teams and colleagues into the regular structure and processes of the school.

Another key development during this period that complements the aforesaid efforts is the revamp of our staff appraisal system for performance recognition, management, and development. Aligning our school with the Jesuit values of humility, reflection, and “Magis”, we aim to foster a learning culture for a learning school, recognize good performance, identify needs for professional and personal development in all key aspects of our educational work, and heighten the sense of accountability. One key feature of the system is the enhanced role of middle-level school leaders and the Vice Principals in supporting and managing their team members as they accompany them in accomplishing their duties while growing competence and dedication in the process. This feature has important implications for the school’s long-term development as it will help to significantly increase the “density” of leadership among our faculty leading to a broader vision and a greater sense of ownership for all.

8. SWOT Analysis

Strengths

1. Based on the wisdom and vision of Jesuit education, the school has built a strong tradition, emphasizing companionship, cura personalis (care for the whole person), and spiritual formation.
2. Stakeholders, including supportive parents and generations of grateful alumni from all walks of life, provide staunch support to the school.
3. The fine team of spirited teachers and middle managers have the capacity and potential for growth and development.
4. The Jesuit culture of valuing the unique gifts of each person has created the space and provided the inspiration for teachers to explore new possibilities and innovate.

Weaknesses

1. The school's organizational structure is not yet comprehensive, and there is room for improvement in the areas of administration, documentation, coordination between different subject panels and committees, and communication and following-through on expectations.
2. While the culture of freedom is highly valued by students and alumni, certain aspects of this culture, such as the corresponding assumption of judgment, sense of responsibility, and reflection have not been brought out sufficiently for our students to yield the best educational outcome.
3. Blessed with gifted students and high achievers within various areas of our student community, we can provide more support to facilitate them to reach their full potential.
4. Although the willingness of teachers to change and develop along with the rapidly changing education environment is increasing (See Opportunities 3 below), there is further room for improvement.

Opportunities

1. The existing innovative teaching and learning pedagogies within the educational environment and the support of the Project Zero Team from Harvard University have provided favorable factors for developing innovative and effective approaches in teaching and learning.
2. Under the new EDB secondary one enrollment policy, the number of high caliber students who submit their applications for secondary one discretionary places in our school has significantly increased.
3. Class suspension due to the COVID-19 pandemic has provided good opportunities for teachers (who responded well to the challenge) to develop their professional capacity in teaching skills and tactics and to speed up the development of e-Learning and strengthen Self Directed Learning (SDL).

4. The strong global network of Jesuit schools and resources for mutual support as well as our connections with local schools have presented opportunities for the school to develop collaborations and exchange programs for teachers and students.

Threats

1. As a Grant-In-Aid school, the curriculum is bound by the HKDSE, which makes the school less flexible and competitive in the areas of curriculum development and student advancement than DSS schools and international schools.
2. As a popular school with parents, the school has always been put in the spotlight by the media and is burdened by conventional social expectations.
3. The unstable social and changing political environment has brought challenges in our education, and at the same time, affected the fundraising campaigns of the WYOFF and the school.
4. There are uncertainties concerning the diversity of student intake as a result of recent developments and rigid constraints of the secondary one admission arrangement.

9. Major Concerns (2020-2023)

1. Nurturing our students to be reflective and competent learners
2. Nurturing compassionate companions within the school community
3. Developing the school into a committed learning community with a growth mindset

Major Concern	Targets	Time Scale			Outline of Strategies
		Y1	Y2	Y3	
1. Nurturing our students to be reflective competent learners	Students become competent learners	v	v	v	To promote the use of Ignatian Pedagogical Paradigm (IPP) in students' learning as well as their daily lives
		v	v		To enhance the reading culture in school by launching the program "Libraries Everywhere"
		v	v	v	To develop students' reading skills through varied teaching practices in class
		v	v	v	To help students acquire project learning skills in areas like research, data analysis, organization, presentation and report writing
		v	v	v	To introduce the IDEEA (Innovation, Design, Engineering, Entrepreneurship, Art) initiative in junior forms to enhance students' compassion, communication, collaboration, and creativity
	Students become reflective learners	v	v	v	To develop students' habit of practicing Examen in their daily lives
		v	v		To consolidate the Self-Directed Learning (SDL) skills of our students by extending the "Learning to Learn" program from F1 to other forms
		v	v	v	To develop students' ownership of learning by helping them earnestly embark on the process of identifying their life goals and aspirations via life planning programs
		v			To modify and strengthen the use of the Mid-year/ Annual Evaluation Form for facilitating students' reflection on their learning
		v	v	v	To develop data collection tools, build a data management system and use data analytics to help students reflect on their learning needs in the "Diversity at Schools" Project
		The potential of high achievers and gifted students is realized	v	v	v
	v		v	v	To render our support to gifted and high achievers in their academic development
	v		v	v	To consolidate and strengthen our college's counselling services to gifted and high achievers

Major Concern	Targets	Time Scale			Outline of Strategies
		Y1	Y2	Y3	
2. Nurturing compassionate companions within the school community	Teachers and students become compassionate and caring persons “for and with others”	v	v	v	To cultivate students’ compassion through service-learning and the IDEEA initiative
		v	v	v	To foster students’ sense of brotherhood through student leadership programs
		v			To revamp Relationship and Sexuality Education in IVE lessons
		v	v	v	To promote the awareness of safeguarding children and young adults as well as other vulnerable persons, including ethnic minorities and the elderly in the community
	Students become more empathic and respectful towards different values	v	v	v	To support students to put what they have learned into practice in their daily lives by further developing the “Unity in Plurality” program
		v	v		To help students become more open-minded and respectful to those who uphold different values through Class Formation activities
		v			To adopt a whole school approach in managing student behavior by setting clear expectations and follow-up measures
	Students appreciate their roles and values and are responsible for their communities and the world	v	v	v	To help students appreciate their blessings and learn to be responsible to the world through service-learning and MAGIS programs
		v	v	v	To strengthen students’ self-discipline through various programs
		v	v	v	To strengthen students’ sense of responsibility by revitalizing the House System and strengthening the role of student leader in different areas
		v	v	v	To help students broaden their vision and recognise their values in the community through mentorship programs, exchange programs, and other advancement programs
		v	v	v	To foster students’ roles as good stewards of nature by organising activities including gardening, citizen science projects, and Green Monitor

Major Concern	Targets	Time Scale			Outline of Strategies
		Y1	Y2	Y3	
3. Developing the school into a committed learning community with a growth mindset	Students possess an inner drive for learning and are committed to being lifelong learners	v	v	v	To promote the growth mindset of students through MAGIS programs, “Learn to Learn” program, and F1 Bridging Programs
		v	v	v	To help students explore their aspirations and learn to set life goals through life planning programs and life education
		v	v	v	To support and counsel students on college and scholarship applications
		v			To revise the approach and forms for students’ annual self-evaluation and learning profile to develop their growth mindset, plan and evaluate their own learning
	Teachers and parents possess a growth mindset	v	v	v	To develop teachers’ growth mindset through staff formation programs, buddy observation, and staff appraisal
		v	v	v	To formulate strategies that better support students’ learning based on data analytics with an evidence-based and data-driven diversity management system
		v	v	v	To promote growth mindset among parents by organizing parent talks & workshops and providing online resources
	Teachers explore ways of enhancing teaching and learning	v			To explore innovative and effective teaching and learning strategies by setting up a task group to work with the Project Zero core team
		v	v	v	To organize staff formation programs on E-learning and innovative teaching and learning strategies
		v			To develop a platform for subject panels to share E-learning resources
			v	v	To study the suitability and feasibility of adopting BYOD in enhancing teaching and learning