St. Stephen’s Girls’ College

- Annual School Plan 2012-2013

21st Century Learning Environment for Global Citizenship

**Global Experience**

Global Experiences prepare students for Global Citizenship and the skills, knowledge and attitude to work effectively in an increasingly interdependent world. Communicating effectively across linguistic and cultural boundaries, understanding the world from a perspective other than one’s own, and appreciating the diversity of societies and cultures are important competencies for Global citizenship. Moreover, Global citizens have the moral courage to act on the principles of shared humanity based on their understanding of the interdependence of nations’ economies, politics and environment.

<table>
<thead>
<tr>
<th>Global Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Experiences prepare students for Global Citizenship and the skills, knowledge and attitude to work effectively in an increasingly interdependent world. Communicating effectively across linguistic and cultural boundaries, understanding the world from a perspective other than one’s own, and appreciating the diversity of societies and cultures are important competencies for Global citizenship. Moreover, Global citizens have the moral courage to act on the principles of shared humanity based on their understanding of the interdependence of nations’ economies, politics and environment.</td>
</tr>
</tbody>
</table>

**Executive Function**

Global Citizens have effective Executive Function skills. Executive function is the active engagement of the brain’s cognitive dimension that helps connect past experience with present action. People use it to perform activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time and space. The learner who activates the executive function tends to reflect on prior experience, predict outcomes, and then act on acquired insights. Key features of executive function include planning, organization, metacognition, time management, perseverance, and social intelligence.

<table>
<thead>
<tr>
<th>Executive Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Citizens have effective Executive Function skills. Executive function is the active engagement of the brain’s cognitive dimension that helps connect past experience with present action. People use it to perform activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time and space. The learner who activates the executive function tends to reflect on prior experience, predict outcomes, and then act on acquired insights. Key features of executive function include planning, organization, metacognition, time management, perseverance, and social intelligence.</td>
</tr>
</tbody>
</table>

**Technology**

Technology is a part of students’ everyday lives, and substantial advances in technology have profoundly affected the way they learn. Using communication, information processing, and research tools (such as word processing, e-mail, groupware, presentation software, and the Internet) to access, manage, integrate, evaluate, create, and communicate information are important 21st century skills. Students must have the ability to navigate floating social networks, use personal development and productivity tools (such as e-learning, time managers, and collaboration tools) to enhance productivity and personal development and use problem-solving tools (such as spreadsheets, decision support, and design tools) to manage complexity, solve problems, think critically, creatively, and systematically.

<table>
<thead>
<tr>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology is a part of students’ everyday lives, and substantial advances in technology have profoundly affected the way they learn. Using communication, information processing, and research tools (such as word processing, e-mail, groupware, presentation software, and the Internet) to access, manage, integrate, evaluate, create, and communicate information are important 21st century skills. Students must have the ability to navigate floating social networks, use personal development and productivity tools (such as e-learning, time managers, and collaboration tools) to enhance productivity and personal development and use problem-solving tools (such as spreadsheets, decision support, and design tools) to manage complexity, solve problems, think critically, creatively, and systematically.</td>
</tr>
<tr>
<td>Focus</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
</tbody>
</table>
| Global Experience             | Acquired the ability to comprehend, understand and work with other cultures and traditions  
Gained an active respect for social justice, and our interconnectedness and dependency on a sustainable environment | **Enrich global experience through:**  
- Global Experience Programme with overseas visits and exchange opportunities  
- E-platforms used to share teaching ideas, experiences and students’ work with teachers and students in sister schools  
- Curricular emphasis on understanding the world, Mother Country and self  
- A series of Assembly presentations related to global issues (political, social, environmental, economic, technological, cultural)  
- Promoting the understanding and use of environmentally friendly practices within the school community.  
- Ensuring the school fulfills its obligations as a 'green school' by reduction of carbon footprint. | Quantifiable participation of students  
Identified Global competencies demonstrated through actions, reflections and observations  
Improved communication with sister school through eplatform demonstrated through quantified sharing  
Quality learning demonstrated in curricular and cocurricular subjects through assignments, reflections, learning results  
Data indicates reduction of schools’ carbon footprint |
| Innovation Teaching and Learning | Attained the ability to learn through research, and collaboration  
Developed and strengthened an understanding of the concept of healthy living | **Advance innovative teaching through:**  
- Professional development for teachers  
- Teacher learning teams | Innovative curricula and teaching reflected in lessons and extra-curricular programmes as indicated by assessments, surveys, observation and feedback |
<table>
<thead>
<tr>
<th>Focus</th>
<th>Outcomes</th>
<th>Strategies</th>
<th>Success Criteria</th>
</tr>
</thead>
</table>
| Life Skills and Social       | Enhanced Executive Function skills through the development of life skills  
Gained a positive outlook on life and the ability to respond appropriately to unexpected situations for all members of the community  
Acquired the ability to anticipate own & others’ needs for all SSGC members  
Equipped all members of the community with integrity, moral courage & the personal qualities required for 21st century Global Citizens | **Enhance Executive Function skills through:**  
- Workshops for teachers on how to explicitly teach EF  
- Life Skills workshops for all Forms (management skills, life-long learning, social intelligence, self-management skills)  
- Life Skills Camping Trips | EF workshops held for teachers and students  
Teaching explicitly to EF planned for in lesson development and demonstrated in life camps |
| Intelligence                  |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                            |
| Learning and Teaching         | Expanded thinking, research, analysis and problem solving skills  
Enhanced 21st century skills with an emphasis on metacognition & inquiry learning  
Cultivated the ability of members of the community to make quality informed decisions | **Innovate teaching and learning through:**  
- Opportunities for collaboration, leadership, voice and decision making in curricular and co-curricular programmes  
- Developing problem solving skills through curricular and co-curricular programmes  
- Teacher learning teams engaged in classroom based action research | More student centred classes and opportunities for collaboration as evidenced through lesson plans, evaluations, observations and surveys  
Sharing of teachers’ action research |
|                               | Coordinated Assessment for, of and as Learning Policy and practices throughout the school | **Strengthen Assessment through**  
- Teacher professional development  
- Establishment of a School Assessment Team  
- Opportunities for students to self-assess & peer evaluate  
- Promote student reflection on work for further improvement | Professional development in assessment provided to all staff on criteria referencing, peer and self-assessment  
School Assessment Team established |
## Technology Enhancement

<table>
<thead>
<tr>
<th>Focus</th>
<th>Outcomes</th>
<th>Strategies</th>
<th>Success Criteria</th>
</tr>
</thead>
</table>
| elearning   | Augmented teaching effectiveness through the broadened use of technology and elearning | **Expand access to and use of technology through:**  
- Installing Wireless access throughout the school  
- Teacher professional development for use of technology in classroom instruction and administrative work  
- Augment access to notebooks through mobile labs  
- Use of educational social networking for learning with students beyond SSGC  
- Pilot Programmes with handheld devices (iPads, smartphones, tablet PCs etc.) and learning apps to enhance educational experiences  
- eforum | Installation of wireless access and handheld devices completed.  
More frequent and effective use of technology in learning and administration demonstrated.  
Students’ enthusiastic participations in eforum observed and quantified  
Learning apps tried in class. |
| ecommunication | Enhanced effective and efficient communication through technology          | **Improved Communication through:**  
- Class-based assignments and assessments lists accessible by students and parents through eclass  
- Email and eclass communication with parents  
- Explore replacing some telephone call or parents letter/ notices to parents by sending mass “SMS”  
- Acceptable Use Policy for the use of all school related technology | Daily posting in ehomework arranged.  
More frequent and effective use of ecommunication with parents demonstrated.  
Every member observed and followed the ‘Acceptable Use Policy’ |