



Development Plan 2011-2012

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1. THE UWC MISSION

1.1 A Global Organisation

Li Po Chun United World College is part of a global organisation comprising the thirteen United World Colleges, supporting National Committees in over 120 countries. The thirteen UWCs are:

- United World College of the Atlantic College, *Wales, United Kingdom* (founded 1962)
- United World College of South East Asia, *Singapore* (founded 1971)
- Lester B Pearson United World College of the Pacific, *Victoria, Canada* (founded 1974)
- Waterford KaMhlaba United World College of Southern Africa, *Mbabane, Swaziland* (founded 1963, UWC since 1981)
- The Armand Hammer United World College of the American West, *Montezuma, United States* (founded 1982)
- United World College of the Adriatic, *Trieste, Italy* (founded 1982)
- Simón Bolívar UWC of Agriculture, *Caracas, Venezuela* (founded 1986, UWC since 1988)
- Li Po Chun United World College of Hong Kong, *Sha Tin, Hong Kong* (founded 1992)
- Red Cross Nordic United World College, *Fjaler, Norway* (founded 1995)
- Mahindra United World College of India, *Pune, India* (founded 1997)
- United World College of Costa Rica, *San Jose, Costa Rica* (founded 2006)
- United World College in Mostar, *Bosnia-Herzegovina* (founded 2006)
- United World College Maastricht, *Netherlands* (founded 2009)

United World Colleges (UWC) is the only global educational movement that brings together students from all over the world at a pre-university level, regardless of their ability to pay. Students are selected on merit and live together in an environment designed to foster international understanding, peace and justice. High academic standards are balanced by opportunities for personal development through extensive community service, a wide range of cultural activities and rigorous outdoor pursuits.

Each of the thirteen United World Colleges is a community of students from many different countries and cultures. The Colleges share a common mission, but each has its own distinctive character. About 30,000 students have experienced a UWC education since the first College opened in 1962. These Graduates are evidence of the organisation's success and carry forward the commitment to peace and understanding in an international context developed while living and studying at a United World College.

1.2 Words from our Presidents

“The striking thing about the United World Colleges is that they embrace the entire world across all divides of race, history, culture, wealth, religion, economic status and political belief: they are unique and they are conscious of their responsibilities.”

*Honorary President of the UWC
Nelson Mandela
Former President of the Republic of South Africa*

“I suspect no one would argue that the United World Colleges ideals of peace, tolerance, justice and international understanding are not even more relevant in today’s conflict-scarred world than when our first College was opened four decades ago in the aftermath of the second world war and as an antidote to international conflict...”

Each UWC Graduate is potentially a future architect of peace. The fundamental values of a UWC education are increasingly relevant to global stability and peace and I truly believe that the world will be a better place because of the contributions of our Graduates.”

*President of the UWC
Her Majesty Queen Noor Al-Hussein
of the Hashemite Kingdom of Jordan*

1.3 The United World College Mission Statement and Values

Our Mission:

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future

Our Values

- International and intercultural understanding
- Celebration of difference
- Personal responsibility and integrity
- Mutual responsibility and respect
- Compassion and service
- Respect for the environment
- A sense of idealism
- Personal challenge
- Action and personal example

1.4 Li Po Chun UWC’s Striving to Renew the World Through Education

Li Po Chun United World College of Hong Kong brings together students from all parts of the world to study, live and grow together. Following the educational philosophy of Kurt Hahn and the UWC movement (<http://www.uwc.org>), students are encouraged to stretch themselves beyond their comfort zones in every area of their formation, and to go forth into the world as responsible and compassionate young men and women, committed to putting into practice the ideals of peace, internationalism, justice and excellence in all things.

Reflecting the College's location in Hong Kong, LPCUWC seeks to be a bridge of understanding between Chinese culture and people from all countries. Further detail on the principles and practices of the College are found on the website at <http://www.lpcuwc.edu.hk>.

1.5 The LPCUWC Vision

A. THE MISSION STATEMENT

Li Po Chun United World College seeks to be an authentic community of individuals committed to working together towards common ideals in a positive and harmonious manner that reflects its location in a centre of Chinese culture. The College aims to form a community of pro-active students with the confidence to take initiative in shaping their environment and finding opportunities for personal growth that leads to wisdom, peace and joy. At the heart of the College is a collaborative relationship between staff and students that encourages a virtuous cycle of awareness, reflection and responsible action.

B. KEY DIMENSIONS

Students and staff are encouraged to explore four key dimensions of their College experience.

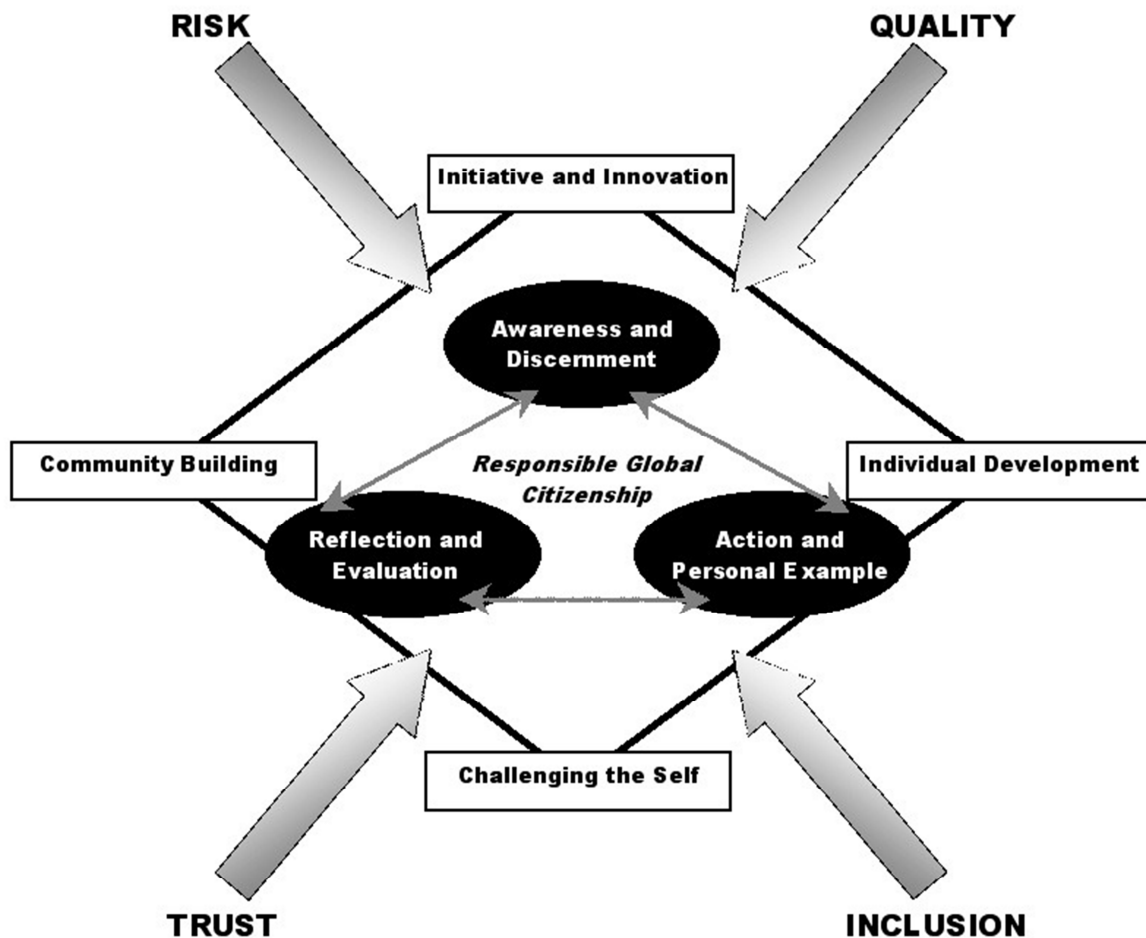
- **Community Building:** the entire College community – students, staff and their families living on campus – should contribute constructively towards building a harmonious international community on campus that reflects the College's location in Hong Kong, based on non-discrimination, humility, care for others, integrity, mutual consideration and respect. Many experiences are designed to widen students' sense of affiliation from small multi-cultural friendship groups in College, outwards to Hong Kong, beyond this to the region, and through links with our sister Colleges and National Committees, to the world.
- **Individual Development:** all members of the College community are encouraged to adopt a healthy lifestyle, both in terms of personal habit and in terms of environmentally sensitive practice. For students, a number of well-developed fitness programmes, leisure pursuits, creative activities and environmental services give opportunity to develop special interests in this area.
- **Innovation:** In the words of Nelson Mandela, *“The virtue and the strength of UWC is that it provides small but powerful cells of innovation, catalysts for change, breaking barriers of habit and opening up broader vistas of experience for both pupils and educationalists”*. Innovation based on sustainable environmental practices should be a central characteristic of every facet of LPCUWC. For students, a part of the College extra curricular programme is left open each year to be run at the initiative of students. The learning process of (a) identifying a genuine need, (b) designing a programme or activity to meet that need, and (c) evaluating the vision and its implementation (whether successful or not), is vital in acquiring the confidence to promote authentic change. All students are supported and encouraged to be involved in carefully designed, well-considered student initiatives during their time at the College.

- **Challenge:** the opportunity for challenge exists everywhere in the College and it is the essence of excellence. For many students the abrupt change of environment in coming to LPCUWC is a huge challenge in itself, either because of language, or the academic and social demands of the programme, or the general pace of College life. However, each student is encouraged to look beyond the immediate demands of the programme to explore an area of particular passion or interest and that will extend their knowledge or skills. A number of well developed outdoor programmes help students to gain confidence in this area.

C. PROCESS

Supporting the College ethos are key values that permeate all aspects of College life:

- RISK:** students and staff must feel they have the space to experiment and develop creativity and innovation. It is also important to recognise that failure as well as success is a learning experience that helps to develop discernment.
- TRUST:** this is a pivotal value in the College. Students and staff earn each others' trust as partners in pursuit of a common mission. Those who choose to break the trust are held accountable.
- INCLUSION:** as a fundamental matter of equity, the College aims to make all parts of the programme accessible irrespective of financial means, linguistic ability or cultural background.
- QUALITY:** the College values everything it does in terms of the broader vision of the College, not just the traditional benchmarks of academic excellence.



2. AIMS OF THE COLLEGE

Community Aims

- To help all in the College community – students, staff and families – to see themselves as guests in Hong Kong and Mainland China, with rights and responsibilities that are to be exercised for the good of the community as a whole within the cultural context of the College’s location.
- To encourage students to seek consideration with their roommates about dormitory arrangements based on cultural sensitivity and mutual respect.
- To promote a sense of affiliation within each tutor group based on mutual support, trust and intercultural exchange.
- To create a feeling of house identity through dialogue on issues of common interest, special events, and a sense of ownership and responsibility for shared facilities.
- To sustain a spirit of loyalty and enthusiasm for the College through a focus on UWC principles, special events, and an ethos of transparency and inclusion.
- To provide opportunities for students to engage with the local community through a programme of social services aimed at less privileged or disadvantaged groups.
- To provide the opportunity for students to develop a broader sense of affiliation to the region through student and staff led projects out of Hong Kong, special curriculum options, and the discussion of regional issues.
- To provide the opportunity for students to develop a global vision and sense of opportunity through active links with other UWC’s, a lively programme of

international and cultural affairs, and active support and leadership for selected global events.

Sustainability Aims

- **To help all in the College recognize that sustainability is vital to the enduring health of our planet, our society and to each individual, and to encourage everyone to demonstrate this by personal example.**
- To set a pattern to the College week and annual calendar that allows for a sustainable pattern of exercise, study, activities, private recreation and rest.
- To offer a wide range of sports, outdoor and general fitness activities.
- To provide a balanced and nutritious diet.
- To be alert to health issues in the community and take preventative action where possible.
- To practise energy conservation and recycling in the daily life of College.
- To offer a variety of environmental services aimed at monitoring, protecting or enhancing the environment in the neighbourhood of the College.
- To support environmental initiatives in Hong Kong by collaborating with local green groups.
- To create opportunities in Mainland China and the region for students to contribute to environmental projects.
- To develop the skills of conflict resolution and seek to resolve tensions in the community through open dialogue that is sensitive to the beliefs and feelings of others.
- To act in solidarity with other UWCs or local organisations to promote awareness and commitment to the causes of peace and human rights.
- To promote a harmonious and caring atmosphere on campus based on tolerance, consideration, non-discrimination and sensitivity to the pressures of campus living.
- To provide counselling as required.

Initiative Aims

- **To put into practice the challenge of Kurt Hahn, one of the founders of the UWC movement: “I regard it as the foremost task of education to ensure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self-denial, and above all, compassion.”**
- To support well-considered student initiatives which are affordable and in the spirit of the College programme.
- To provide a budget to support new initiatives which arise in the course of the College year.
- To assist the raising of modest funds which are controlled by an elected committee of students, to be used for student recreation and welfare, charitable support, or such other purposes as may be agreed with the Principal.
- To educate students in the virtuous cycle of “awareness and discernment <-> action and personal example <-> reflection and evaluation”, and explain clear procedures for initiating a new activity.
- To delegate as much responsibility as possible to students for leading activities and provide them with appropriate staff liaison and support.

Challenge Aims

- **To implement the guiding philosophy of Kurt Hahn, one of the founders of the UWC movement: “Your disability is your opportunity: there is more in you than you think”.**
- To ensure that to the greatest extent possible all College activities are accessible to all students irrespective of financial means or level of English.
- To enable all students to realize their potential in meeting the requirements of the IB Diploma as an enriched pre-University programme.
- To seek opportunities for students and staff both to explore a variety of new experiences and to develop areas of special interest on and off campus, which go beyond the requirements of our UWC programme.
- To organise the College programme flexibly so that wherever possible students can follow an area of particular interest without opting out of other commitments.
- To encourage students to look beyond their two years at the College and make a longer term commitment to the UWC Mission and Aims through University and beyond.

Detailed Aims and Objectives for all areas of the programme are contained in the relevant section of this document. They should be consistent with or arise from the general aims outlined above.

2.1 Publications

A prospectus gives an overall picture of the Aims and Ethos of the College.

A publication “The Chinese Dimension” amplifies all China related components of the programme.

A publication “What Makes Li Po Chun United World College Special?” provides an introduction to the ethos and philosophy of the College.

Regular journals from the UWC International Office include innovative and interesting activities at all the UWC Colleges.

The College Staff Handbook is the manual of procedure for newly appointed staff, and includes the main requirements for professional staff.

3. STANDARDS

- 3.1 Li Po Chun United World College shares with its fellow UWC Colleges a commitment to ideals and an aspiration to reach the highest standards of excellence.
- 3.2 The Colleges have certain shared features: a commitment to selection on merit irrespective of financial means, recruitment from a common pool of candidates worldwide, the International Baccalaureate programme, and a commitment to providing an innovative and effective programme of services to the local community.
- 3.3 The Colleges have developed over time, strategies and programmes which aim to develop international understanding, inter-cultural exchange, and practical environmental concern through the shared experiences of residential living.

- 3.4 Integrating each new diverse intake and re-creating a sense of community each year, while recognising and respecting the widely contrasting cultural, linguistic and socio-economic experiences of students on arrival, presents particular challenges which Colleges respond to in broadly similar ways. There must be flexibility to respond to the needs and talents of each new intake, combined with a commitment to excellence in defined core areas of the College programme.
- 3.5 Standards to which the Colleges aspire are laid out in a UWC Guide to College Evaluation. It enables Colleges to evaluate progress towards meeting their common aims, and to assess the integrity with which their programme reflects and supports the UWC Mission. LPCUWC piloted this Evaluation model in January 2000. Other Colleges have since followed the Evaluation/Audit cycle.

4. THE PLANNING PROCESS

- 4.1 The College sees development planning operating at two levels:
- a. As part of the ongoing dynamics of the institution, individuals, departments and members of the Executive Committee reflect on current practices and set a manageable number of development objectives each year.
 - b. Once every 5-10 years, the College will carry out a thorough whole-College self-evaluation subject to external audit. The next UWC self-review is October 2011. Proposals for development arising from the evaluation form the basis for longer term strategic planning.

We are also subject to the Education Bureau (EDB) assessments at regular intervals. The EDB is carrying out an External Review in October 2011.

- 4.2 The plan is sequenced according to broad areas of College life as laid out in the Development Section.
- 4.3 Although an annual plan, some items will take more than one academic year to plan, implement and review. They will repeat in subsequent years.
- 4.4 Planning also takes place at an individual level through the Staff Review and Development (SRD) process. The personal development component of SRD should complement the relevant section of the development plan.
- 4.5 Students, where appropriate, are engaged in having input into the development plan, especially in areas concerning:
- Service, Leadership and Challenge;
 - Orientation Week/China Week/Project Week, International Evenings, Global Issues, College Meetings, Special Events;
 - Residential Life;
 - Library/Media Centre/IT
 - The Student Consultative Council

5. THE DEVELOPMENT CONTEXT

5.1 The Educational Environment

- a. The College is operating in an environment where development planning, school-based management, quality assurance and I.T. are at the forefront of Government thinking about education. There are also strong recommendations on creative teaching practices from the Education Commission.
- b. In selecting development targets for 2011-2012, first points of reference are the internal dynamics of the College, any continuing recommendations from our 2002 UWC Evaluation and Audit, and policy, decisions made by the Board. We also look beyond our relative achievements as a UWC to consider relevant developments within the education sector in Hong Kong, the IB, and education generally.

5.2 UWC Developments

- a. *High profile projects.* Several UWCs try to create original high profile projects which attract media attention. This both helps awareness of the College's existence and reinforces the mission.
- b. *Fundraising.* Few National Committees are raising substantial funds. It is the task of the UWC International Office to inspire effort in this area, while the Colleges look for enhanced scholarship support and sponsorship through private contacts.
- c. *Quality Assurance.* Members of National Committees are increasingly vocal about expressing concerns if they think College standards are not high enough. Different committees have different concerns, but academic standards, student attitudes and behaviours, and time devoted to various activities are issues which have arisen. Most National Committees prefer the Colleges to be conservative in behavioural matters.
- d. *Short Courses.* Several UWCs and National Committees have run short 3-week courses aimed at 16-19 year olds with a theme pertinent to the UWC mission.
- e. *Leadership.* The extent to which we can encourage leadership skills, and what constitutes leadership, is something that is a matter of continuing debate across the Colleges.
- f. *Inter College Projects.* There is a movement to define more clearly what we share as Colleges, to network more actively among students and staff, and to share expertise. Heads of Colleges now meet twice each year to discuss matters of common concern, and once every two years for a more extensive meeting to explore common long term issues.
- g. *Role of the UWC International Board.* There is a perceived trend that the International Board, the International Council, the Education Committee and the International Office are exerting greater influence (and perhaps control) over individual UWCs and National Committees. While this might quality control, it risks reducing diversity and damaging the capacity of UWCs and National Committees to operate effectively, within their local contexts and cultures.

5.3 The IB World

- a. *Inclusion:* It is acknowledged that the IB programme comes out of a European intellectual tradition, and imposes habits of thought and methods of learning with which non-western students may not be comfortable. This is evident in the content of TOK, the style of questioning in exam papers, the style of Art, and the central idea of the student as an individual, actively shaping his or her own intellectual world. UWCs are well placed to explore these issues with students and to contribute to initiatives that make the IB more inclusive and community focussed.
- b. *Arts:* There is a perception that the area of the arts has been undervalued within the IB Hexagon by the IB. If we can find funds to enhance our own programme in this area, it should be encouraged as an example to other IB Schools.
- c. *Overload:* Many figures in the IB believe that the present structure of the Diploma programme leads to student (and staff) overload, especially in the area of internal assessment requirements. This is exacerbated in some UWCs where the teaching time allowed is less than IBO guidelines. As institutions that demand very active student participation outside of the classroom, UWCs are well placed to contribute to this debate.
- d. *Elitism:* The rhetoric from IB and IB schools sometimes gives rise to an elitist view of IB Diploma graduates which becomes self-fulfilling due to the high costs of registering. As UWCs with a strong ethic of equity, we should continue to argue that the IB Diploma be made as accessible as possible to a wide range of socio-economic groups.

5.4 Education in General

- a. *I.T. :* There is no doubt that the information technology and media revolution is causing rapid change in Hong Kong and around the world. It is not too dramatic to say that we may have to redefine the relationship of the learner to information and knowledge in schools, given the anarchic nature of the internet. Exploring what the information technology has to offer, both to support the formal curriculum and the less formal activities on campus, and how to guide students to maximise the return from time spent using IT, are areas we have to address. One of the interesting possibilities for UWC is collaborative student projects across Colleges as well as with neighbouring schools.
- b. *E.Q. :* The idea of emotional intelligence is also gathering force, as educators admit that the talented academic is often emotionally ill-equipped to be successful in a world where integrity, self-esteem, good presentation and strong communication skills can be as important as technical knowledge in the job market. We have an obligation to nurture the full range of talents and abilities of our students, and to provide every one of them with opportunities for emotional and social growth through the Quan Cai programme and events organised at tutor and house level.
- c. A “*Learning Organisation*”: For many of our students, strong academic success at LPCUWC will be their once-in-a-lifetime opportunity to break through barriers of poverty or discrimination, providing the key to serving others meaningfully in the years ahead. Therefore, the quality of educational formation offered to every

student is of paramount importance. As a 'learning organisation' LPCUWC strives to be an environment that emphasises open-endedness, creativity, problem-solving, moral and ethical values, critical thinking and constructivist learning. We seek to produce flexible, compassionate, global citizens who think creatively, reason critically, communicate effectively and learn enthusiastically throughout life.

- 5.5 Provided development initiatives are within the areas defined above, they are likely to enhance the programme at LPCUWC. There is considerable freedom of choice, but different choices imply varying consequences. Each year, it is important that we prioritise and set a manageable number of achievable targets that arise from the unique context of the College, that are consistent with the UWC mission and which support the vision and aims of the institution.

6. AN OVERVIEW - PRIORITIES FOR THE FUTURE

- 6.1 Much of the development plan is devoted to maintaining standards in the face of changes of personnel or of the prescribed IB curriculum, and to incremental improvements to our provision in the areas of Quan Cai and the quality of residential life.
- 6.2 The integrity and success of the College depends on developing a shared vision of its potential for giving expression to the aims of UWC in the context of Hong Kong. A key message given to students is that the freedom of expression and debate within the College is of little purpose if they do not serve UWC ideals. With the empowerment of individual rights come responsibilities towards other people and towards one's cultural context.
- 6.3 Both academically and socially the College needs to be constantly alert to the needs of non-native English speakers, and in particular the need to support their sense of unique cultural identity within the College. Similarly we need to be constantly alert to the financial limitations of many students and support their ability to take a full part in all aspects of our programme.
- 6.4 Within the many objectives included in this plan, the ones relating to core values and how they find expression in the administration and daily life of College are perhaps of the most importance:
- the development of a shared vision reflecting commitment to UWC principles within the specific context of Hong Kong and Mainland China;
 - the practical expression of these principles in the conduct of students while they are at the College;
 - an authentic multi-cultural experience providing as far as possible equality of access for students to all the learning opportunities offered by the College.

These themes should recur in future development plans both short and longer term.

Li Po Chun United World College

Development Section

2011-2012

Development Section for 2011-2012

Governance

I. Governance Aims

1. To advance the ideals and principles of the UWC movement.
2. To act in a way that is consistent with the policies and decisions of the UWC International Board.
3. To consult the staff and students of the College as appropriate in the governance of the College.
4. To establish in conjunction with the Principal clear policies for the running of the College within which the Principal is given the authority and flexibility to take decisions which are in the best interests of students and the furthering of the UWC Mission.
5. To guarantee the legal and financial viability of the College, as well as the integrity of its financial operations.
6. To develop a strategy which maintains and enhances the scholarship provision of the College.
7. To ensure that the College operates within the terms of the Education Ordinance and applicable EDB circulars.
8. To maximise the benefit to the College of our status as a member of the Direct Subsidy Scheme.
9. To protect the good name and reputation of the College in Hong Kong.

II. Areas of Excellence

1. The committee structure of the Board of Directors and its various Sub-committees ensures that governance issues are deliberated and ratified in a proper procedural manner.
2. A high degree of continuity at Board level has enabled the College to develop in a consistent and sound way.
3. Policy precedents are carefully recorded to ensure continuity of practice.
4. A well thought out system of budgetting and control ensures detailed monitoring of spending.
5. Prudent management has enhanced the value of the endowment in real terms.
6. The College has a positive profile in the community and particularly in the Government sector.
7. Good relationships with the Education Bureau has retained and enhanced our position

within the DSS Scheme.

III. Areas for Development

1. With the departure of the Principal in July 2011 to take up the headship of a school in the US, a primary task of the Board will be the appointment of a new Principal.
2. The need for an auditorium has become acute, as the College has no suitable location to gather as a community or to develop its performing arts.
3. The scholarship endowment should ideally be further enhanced in the face of rising operational costs and lack of increased scholarship support from overseas National Committees.
4. As a College we are requested to participate at International Board level and share particular functions in the Government of UWC.
5. Some members of the College community feel that the College would benefit if students, staff and families had more contact with Board members to encourage a two-way exchange of views.
6. The College may lack some policies that are required to provide complete protection to the College community.

IV. Governance Objectives for 2011 - 2012

1. Support for the appointment of the new Principal
2. Consider ways in which the fundraising of the College be further enhanced
3. Develop the 3-5 Year strategic plan

V. Policy Precedents

Developments in the area of governance are taken with reference to the 'RECORD OF DECISIONS' which records all major policy precedents set by the Board.

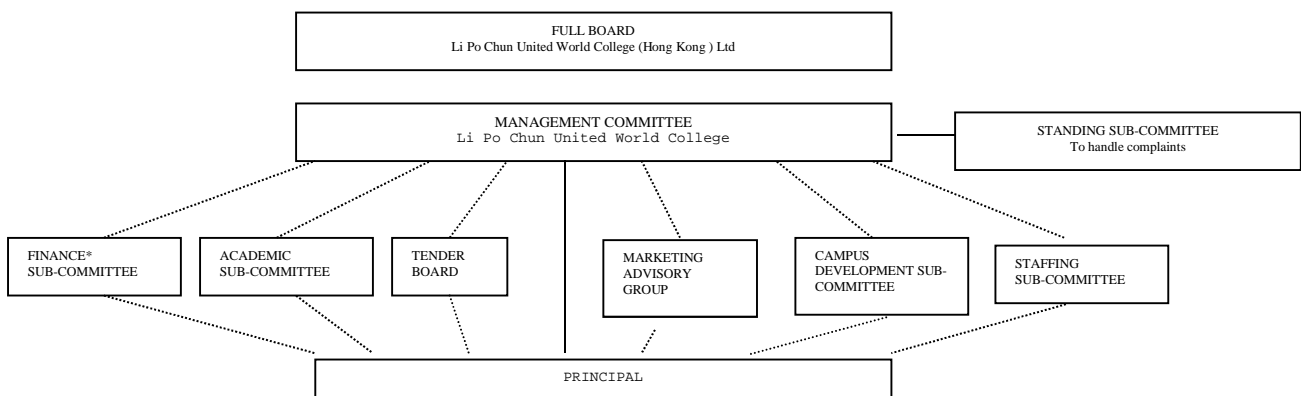
VI. Criteria for Success

- | | <u>To be achieved by</u> |
|--|--------------------------|
| 1. Visible support is shown for the Principal through email; telephone; and meetings. | June 2012 |
| 2. A strategic financial fundraising plan is produced in conjunction with the UWCGO and the UWCHK Committee. | April 2012 |
| 3. Board members have a direct input into the development of the | |

VII. Board Members and their committees responsibilities

Mr Anthony TONG, BBS	Board Chairman Management Committee Chairman Member, Finance Sub-committee Standing Sub-committee & Hon. Treasurer
Mr MOK Wai-kin	Board Vice Chairman Convener, Finance Sub-committee, Member, Management Committee Member, Campus Development Sub-committee Member, Tender Board Member, Standing Sub-committee
Mr LI Shiu Tsang, MBE JP	College Supervisor Member, Management Committee Member, Finance Sub-committee Member, Staffing Sub-committee Member, Standing Sub-committee
Mrs Francine FU	Convener, Marketing Advisory Committee Member, Management Committee Member, Standing Sub-committee
Miss Delpha HO	Member
Mrs Ruth LAU	Convener, Staffing Sub-committee
Prof LEE Ngok, JP	Member, Management Committee Member, Marketing Advisory Committee
Mr Jacob LEUNG	Member, Management Committee Member, Staffing Sub-committee
Mr Thomas LIANG	Member, Management Committee Member, Finance Sub-committee
Dr NIP Kam-fan, OBE	Convener, Campus Development Sub-committee Member, Tender Board
Dr Gloria TAM, JP	Member, Management Committee
Prof WAN Chin Chin	Convener, Academic Sub-committee Member, Management Committee Member, Staffing Sub-committee Member, Marketing Advisory Committee
Miss Tammy WAN	Member, Tender Board Member, Marketing Advisory Committee
Sister Margaret WONG, MBE	Convener, Tender Board Member, Management Committee Member, Staffing Sub-committee Member, Standing Sub-committee
Ms Theresa WOO	Member, Staffing Sub-committee
Mr XIE, Ying Hai	Member

VIII. Management Structure



_____ line responsibility

--- delegated responsibility, consultative and support function

* the Finance Sub-Committee is also authorised by the Board to manage the College's investments.

Detailed proposals are put together by Sub-committees for consideration by the Management Committee or Full Board. The Principal acts as executive secretary for the Management Committee and all Sub-committees except the Marketing Sub-committee, and sets the agenda for these meetings.

Each Sub-committee has a convener, at whose discretion matters can be resolved directly with the Principal in their area. Most committees meet twice a year, and their function is to propose new initiatives that set a policy precedent, and to facilitate the work of the College by advising in their area of expertise. It is expected that Sub-committees reach a consensus on most issues, though the convener and the Principal have the right to make direct representation to the Management Committee or Board. The full Board meets four times a year on average.

The College Supervisor exercises his oversight function by being Ex-officio a member of all committees. His signature is required on all contracts, and on returns to the Education Bureau (EDB).

Development Section for 2011-2012

Academic Staff

I. Aims

1. To recruit and maintain a well qualified, experienced and committed teaching staff in sufficient numbers to achieve the aims of the College.
2. To offer opportunities for professional development of staff, both within the College and externally.
3. To ensure dealings with staff on contractual matters are ethical and transparent.
4. To maintain a dialogue between the Board and staff through the Faculty Consultative Committee in order to facilitate a two-way sharing of ideas, and be aware of issues concerning staff welfare and board concerns.
5. To offer a remuneration package which is fair and reasonable in the context of Hong Kong.

II. Areas of Excellence

1. The College has an all graduate teaching staff with the majority holding advanced degrees. It is well balanced in terms of age, gender and nationalities, and sufficient in number to deliver an academic programme comparable to the other UWC's.
2. Staff come from 15 different countries and regions, and collectively they can offer a wide range of cultural perspectives and Quan Cai activities particularly in the areas of community service, action and environmental projects.
3. All full time staff are resident on campus and directly involved in tutoring.
4. A clear focus on academic excellence and a collegial atmosphere of mutual respect, creates the climate for ongoing review and development of the College programme.
5. The College offers a programme comparable with other two year residential UWC's with a lower staff provision.
6. There is a clearly defined and effective system for the professional development of teachers.

III. Areas for Development

1. The College wishes to enhance the exposure of staff to regular professional development.
2. Some staff feel they lack the skills required to advise students fully in the residential environment in their role as tutor.

IV. Academic Staff Objectives for 2011 - 2012

1. The commencement of staff development in areas such as Learning Technology; EAL and different pedagogical approaches
2. Commence the review of the current SRD process

V. Criteria for Success

To be achieved by

1. Staff Development opportunities occur in the areas of Learning Technology and EAL. May 2011
2. A review commences regarding the current SRD process April 2011

Development Section for 2011-2012

Support & Minor Staff

I. Aims

1. To maintain a staffing establishment sufficient in number and quality to meet the aims of the College.
2. To provide for the development of necessary skills to meet the demands of a changing work environment.
3. To ensure that dealings with staff on contractual matters are transparent and ethical.
4. To provide as far as possible a safe and pleasant work environment which will encourage a high level of performance.

II. Areas of Excellence

1. Support staff provide a stable team relative to the mobility of administrative staff generally in Hong Kong. They work excellently, both individually and as a team, with professional and cheerful leadership from more senior staff which is an important motivating factor.
2. Minor staff have clearly specified duties and work well, some excellently, with minimum supervision.
3. Working conditions are pleasant and a range of benefits accrue to staff which are not the norm in many institutions. These include 15% employers contribution to the Provident Fund, medical scheme, subsidised meals and transport.

III. Areas for Development

1. There could be improvement in communication between students and Support and Minor staff to ensure a friendly and harmonious relationship between them.
2. Better use could be made of the talents and experience of established support and minor staff.

IV. Support and Minor Staff Objectives for 2011 - 2012

1. To improve communications between the study body and minor staff, and to improve communication between the supervisors and their subordinates in the maintenance and security departments.
2. To modify the maintenance workshop and the minor staff quarters to facilitate the space conversion for creation of a teacher's apartment. Upgrade furniture or appropriate equipment for the minor staff quarters as necessary.
3. To get prepared, in a supporting role, for the UWC, EDB and IB Reviews, as well as the

opening of the Assembly Hall.

4. To encourage staff taking up relevant training courses for job-related development.

V. Criteria for Success

To be achieved by

1. To host meetings between the Student Consultative Committee and the minor staff; and to arrange time slots for meetings in the departments. May 2012
2. To provide financial support and to communicate with minor staff to understand their preferences and needs for changing their working environment. May 2012
3. To encourage staff participation and support from the administration. May 2012
4. To provide financial support and time allowance for staff to attend the required meeting. Ongoing

Development Section for 2011-2012

UWC Issues

I. UWC Aims

1. To ensure the integrity of the selection process for the College, and that it follows UWC guidelines.
2. To promote the reputation of the College and the Aims of the UWC in diverse ways.
3. To promote awareness of the College and the UWC Movement through a programme of school visits, and communication with key agencies in Hong Kong.
4. To look for sponsors and donors who can defray the operating costs of the College and enhance the scholarship base.
5. To maintain links with UWC graduates in Hong Kong and with LPCUWC graduates overseas through the LPCUWC website and newsletters.
6. To engage graduates in ongoing discussions about the purpose of UWC education and endeavour to sustain a commitment to key UWC values.
7. To work collaboratively with the multitude of components of the global UWC Movement.

II. Areas of Excellence

1. The UWC selection process in Hong Kong adheres scrupulously to UWC guidelines.
2. The College's dealings with overseas National Committees is frequent, punctual, ethical, accurate and reinforces UWC protocols.
3. The College is open and welcoming to visits from outside groups, and has a polished presentation on UWC and Li Po Chun United World College to present at Open Days and other occasions.
4. Some small-scale donors have been secured to support special problem students and UWC initiatives.
5. Students regularly contribute through modest on-campus fundraising activities to charitable causes such as the Mandela Fund which supports African scholars at the College, scholarships to support students attending schools in remote areas of China, and various other service groups and needs.
6. Awareness of our links with the wider UWC Movement has been strengthened since 2004 by holding annual UWC Days and through the work of students in the UWC Linking Group.
7. A database exists of LPCUWC graduates and there is biannual correspondence to the graduates from the Network Co-ordinator.

III. Areas for Development

1. The UWC selection process may not always reliably identify the students who would benefit most at a UWC.
2. The International Board, International Council and the International Office are becoming increasingly proactive in promoting new directions, many of which demand a response from the College.
3. This is concern that some National Committees select students for the College with little understanding of the culture of Hong Kong and the expectations of its people.
4. The 3+3+4 Education Reform will impact on the selection of Hong Kong students for all UWCs, and the transition will require careful management.
5. The UWC Education Committee proposes that LPCUWC will undertake its next self-review in 2011 or 2012.

IV. UWC Issues Objectives for 2011 - 2012

1. Host a successful Principal's retreat and UWC Council meeting in October 2011
2. To be fully prepared for the UWC self-review that will take place at the end of October 2011.
3. To align the LPCUWC Strategic Plan to the UWC strategic plan
4. To actively promote the workings of the UWCGO (HK) Ltd and the UWCHK Committee Ltd.
5. To forge links with national committees, with a particular focus on the National Committee in China and ASEAN.

V. Criteria for Success

- | | <u>To be achieved by</u> |
|---|--------------------------|
| 1. Positive feedback received regarding the hosting of the Principal's retreat and UWC Council meeting. | October 2011 |
| 2. The UWC Review documentation is completed to a high quality. | October 2011 |
| 3. Within the LPCUWC Strategic Plan there is clear evidence of alignment to the UWC strategic plan. | April 2012 |
| 4. UWCGO (HK) Ltd and the UWCHK Committee Ltd have inputs into the 3-5 Year LPCUWC Development Plan. | |
| 5. A visit to meet the national committee of China takes place. | December 2011 |

VI. Key Personnel

Convener:	Marketing Advisory Group	Francine Fu
Chair:	UWC Graduates Organisation (HK) Ltd	Theresa Woo
Chair:	UWC Hong Kong Committee Ltd	Theresa Woo
Principal of the College		Arnett Edwards
Promotion (Cantonese)		Flora Hui
Network Co-ordinator		Esther Chau
UWC Linking Co-ordinator		Stella McCracken

Development Section for 2011-2012

Whole College Initiatives

I. Aims

The College Aims are explained in Section 2. As an institution we aspire to excellence in as many as possible of the UWC standards listed in the UWC Guide to College Evaluation.

II. Areas of Excellence

1. The College has established a reputation for its high academic performance and care for students' welfare within IB and UWC circles.
2. Key service programmes are recognised as being of real value to the community.
3. Consistent and effective management of the residences has generated a pleasant atmosphere on campus which is appreciated by staff and the vast majority of students.
4. A strong China-related component of the curriculum, in academics, *quan cai*, the residential life of the College, ICA, China Week and Project Week establishes a special identity for the College among the UWCs.
5. The strong Asian presence in the student body stimulates cross-cultural debate and requires students from western countries to take notice of, and try to understand, fundamentally different value systems, approaches to learning, and the importance of community over individualism.
6. The College combines a rigorous teaching programme with a wide variety of activities and an active social life for students, providing an intensive and rewarding experience for most students.

III. Areas for Development

1. Some students over-commit themselves, and this can lead to tiredness, under-performance and superficiality.
2. There is a perceived "Hong Kong/Overseas Divide", and this may limit the depth of international understanding developed by some students.
3. Some staff feel that inequities persist in teaching loads.
4. The 3-3-4 educational reforms in Hong Kong will shift the age balance of students in the College, and pose challenges in the selection process, delivery of reading programs and residential care.

IV. Whole College Initiatives Objectives for 2011 - 2012

1. To have satisfactorily completed the UWC Self-Evaluation
2. To have satisfactorily completed the EMB External Review
3. To have completed the IB 5 Year Review
3. To have developed a strategic 3-5 year Development Plan which involves all the input of all key stakeholders
6. To have appointed a Director of Studies and clarified Leadership responsibilities across the College

V. Criteria for Success

To be achieved by

- | | | |
|----|--|--------------|
| 1. | The UWC Self-Evaluation by the College matches the Evaluation completed by UWC. | October 2011 |
| 3. | The EMB External Review is aligned to the College view of the Strengths and Weaknesses of the College. | October 2011 |
| 4. | The IB 5 Year review is completed with positive feedback from the IBO. | March 2012 |
| 5. | A strategic 3-5 year Development Plan is written with SMART indicators involving the key stakeholders of Staff; Students; Parents; Board and Alumni. | April 2012 |
| 6. | To have appointed a Director of Studies. | April 2012 |

VI. College Executive Committee

Principal	Arnett Edwards
Acting Director of Studies	Esther Chau
Universities Guidance Counsellor	Shelley Barton
Head of Quan Cai	Steve Reynolds
Head of Residences	Michele Morvan
Co-ordination of Service, Alumni Networking	Esther Chau
Head of Administration	Flora Hui

Development Section for 2011-2012

Academic Administration and Support **(A)**

I. Aims

1. To maintain the highest standards of teaching and learning by motivating a truly professional staff and providing the support they need to operate effectively.
2. To offer choice for students within the curriculum compatible with their career aspirations, at least comparable to the other two year residential UWC's, and allow students flexibility in finding their best subject combinations and levels for the Diploma.
3. To monitor efficiently, and follow up on, student attendance.
4. To support the academic programme with timely forward planning and efficient administration of the I.B. programme.
5. To develop IT provision within the College in the most cost effective manner, which enables us to offer a model of best practice both for academic administration and support for teaching and learning.
6. To create a professional study and research environment in the Library, responsive to the learning needs of students.
7. To maximise the use of Hong Kong - its institutions, people, and geographical location - as a learning resource for students.
8. To ensure delivery of the curriculum in a manner that makes it accessible to our high proportion of non-native speakers of English.

II. Areas of Excellence

1. The College has a reputation within the IB and the UWC for consistently high academic performance.
2. The role that teachers play in the academic success of the students, despite their heavy workload in a residential College and with contact hours less than the IB recommended time.
3. The College offers the widest possible range of subjects within its means which meet the needs system of the vast majority of students. This includes the provision of an extensive self-taught program. The counselling and course selection is flexible and effective.
4. Students are given a forward plan for their final year, which allows them to manage the course work demands for the IB, and allows adequate revision time before the final examinations.
5. Follow up and efficient secretarial support enables smooth administration of the IB programme.

6. The library is spacious, organised and supports the College programme.
7. A significant number of staff members work for the IB as examiners, moderators, workshop leaders, Curriculum Review Committee members and Online Curriculum Faculty members.
8. The cultural diversity of the staff and student body are utilized as an effective teaching resource in various subject areas.
9. The curriculum provides many opportunities for the students to develop skills enabling them to become life-long learners.

III. Areas for Development

1. The number of academic options has improved with the introduction of Political Thought, an additional Humanities option, and the transdisciplinary subject of Environmental Systems & Societies. We will continue to monitor course offerings to ensure they suit student requirements and class sizes in various subjects remain viable.
2. To fully develop the IT provision in the College requires greater technical staff support. The addition of directly employed Senior and Junior IT technicians has enabled us to put in place systems more appropriate to a reputable institution in a technologically advanced country. However, further professional development on the use of technology for effective teaching and learning is needed for teaching staff.
3. The stock of up to date library books in general, and in languages other than English in particular, is relatively low. There continues to be a need for increased access to online, educational databases suitable for IB level student research. The library has improved in appearance through rearranging the room and installing a partition. However, there is a need to create space for textbook/reference storage and an enclosed area for the Librarian as an office.
4. Classroom space is limited and teachers often move between several different classrooms. This means that the teacher does not have the opportunity to create a stimulating learning environment in a specific room by the use of subject specific materials on the walls.
5. Students at academic risk are discussed in staff meetings but often no clear action plan is put into place and subsequent feedback not provided.
6. Some information in the final report may be more useful if they are sent to the different parties in a more timely manner. There is a great discrepancies in the length of reports and there is no clear standard regarding the content and the format of individual subject reports.

IV. Academic Administration and Support Objectives for 2011 - 2012

1. To centralizing the textbook dissemination records to facilitate stock check.
2. To make classrooms a more stimulating learning environment through better room allocation.

3. To have a clear action plan and to follow up on students at academic risk.
4. To review and restructure the reporting system to provide relevant and timely feedback to different parties concerned.
5. To encourage teachers to use Managebac in academic matters.

V. Criteria for Success

	<u>To be achieved by</u>
1. Most books distributed to first year students will be recorded on Winnebago.	Oct 2011
2. Most teachers will be allocated a classroom for their subject teaching.	Nov 2011
3. Action plan and follow up procedures on record available for those students at risk.	May 2012
4. A recommendation is made available for staff discussion and implementation.	May 2012
5. Most teachers will be using Managebac in one way or the other to manage their classes.	May 2012

VI. Academic Administration staff and responsibilities

Acting Director of Studies – (full job description in Staff Handbook, Section 10). Ms Esther Chau.

Academic Secretary to DOS - typing for the DOS. Particular responsibility for maintenance of the Student Database, class attendance returns, IB statistics, grade summaries, weekly/monthly/annual calendar update, academic reports. Ms Hilly Tsang.

Librarian – Karmen Wong
 Senior IT Administrator – Kenneth Chow
 Senior IT Technician – Jan Lee

Development Section for 2011-2012

Information Technology **(B)**

I. Aims

1. To provide a system that allows staff and students to share resources and communicate with each other through a college network, and with the outside world via a fast reliable connection to the Internet.
2. To provide a system that facilitates the administrative and record keeping needs of the college.
3. To provide a system to meet the needs of the teaching staff with regard to the preparation of resources and the introduction of appropriate pedagogical software.
4. To maintain an accurate, informative and visually appealing homepage for the college.
5. To provide students with ready access to appropriate software and effective internet access for academic purposes.
6. To train the students in the efficient use of these facilities.
7. To provide students with information about useful educational resources on CD-ROM and the Internet.
8. To equip the library with efficient circulation and catalogue software, as well as Internet and CD-ROM access.
9. To keep all the college systems up to date in line with developments in hardware and software.
10. To provide maintenance so that the systems all run efficiently and are rapidly repaired when a fault arises.

II. Areas of Excellence

1. The college has a tailor made system for the storage of information on students and the writing of student reports.
2. All student dorms, study rooms, staff flats and academic facilities are linked to a college network with internet connection, with wireless access in the entire academic block.
3. The College homepage is well designed and visually appealing.
4. Internal communication is carried out effectively by electronic means

III. Areas for Development

1. More use could be made of I.T. in the college for the delivery of most subjects, although there has been a marked increase in the use of technology in lessons over the last few years.
2. The college homepage content could be updated more regularly to keep it topical.
3. There is insufficient staff time and resources for the adequate training of students who come to the college with little awareness of I.T., and who are reliant on peer instruction to a large extent.
4. The information about useful educational I.T. resources is limited and could be made more readily available to students.

IV. Information Technology Objectives for 2011 - 2012

1. Implement a helpdesk system to manage support requests from staff and students.
2. Revamp the College website and migrated to data center.
3. Compile training resources of IT services / software for staff and students.
4. Implement student printing control.
5. Install backup facilities for the servers.
6. Consider ways to facilitate a e-learning platform for students.

V. Criteria for success

	<u>To be achieved by</u>
1. A helpdesk system is setup and accessible to staff and students for making IT support requests.	Oct 2011
2. A new College website is launched and hosted in data center.	Nov 2011
3. Training resources of IT services and selected software compiled available to staff and students.	Jan 2012
4. Student printing quota is setup and controlled by the printing control system.	Feb 2012
5. New backup facilities and software are installed and running.	Apr 2012
6. A report on different options for a e-learning platform is produced.	Mar 2012

Key Personnel:

Senior IT Administrator - Kenneth Chow
Senior IT Technician – Jan Lee

Development Section for 2011-2012

Library and Media Centre (C)

I. Aims

1. To create a professional study and research environment in the library, responsive to the learning needs of students.
2. To enable students to find, access and evaluate information resources through information literacy and to make a contribution to the students' academic and personal achievement.
3. To support the IB programme and the curriculum by providing a wide range of materials and an information service to the school community.
4. To reflect LPCUWC's philosophy and goals in the collection and the information service provided.

II. Areas of Excellence

1. New books are catalogued according to international standards, and the catalogue is accessible on line from all parts of campus.
2. An inventory is undertaken regularly to gain accurate data about the size and the usage of the collection.
3. The choice of magazines and the usage of the periodicals budget are critically reviewed each year.
4. Links are in place with UST library to allow students access to specialised materials for research assignments and Extended Essays.

III. Areas for development

1. The catalog database as a prime instrument of finding and locating information resources needs more "overhaul" work. New books should be catalogued according to consistent quality standards. Although partially completed, all textbooks, departmental books and library collection need to be included on the catalogue database.
2. Alternative online research resources need to be investigated in order for students to access up to date information of the quality needed for their regular subject learning and major assignments such as extended essays. The cost and technological implications of such resources needs to be considered in future library budgets.
3. The librarian needs to be proactively involved with students in order to assess and respond to their learning needs.
4. Research skills and information literacy are becoming more and more important for today's students. The librarian in an IB Diploma school has a responsibility to provide training for students in online and library research.

IV. Library and Media Objectives for 2011 - 2012

1. Develop an up-to-date collection in general, especially the reference section.
2. Develop a collection other than English to support self-taught program.
3. Maintain an accurate library catalogue for information access and retrieval purpose.
4. Develop an electronic books collection; student would be able to access online books.
5. Increase the number of online databases subscription by exploring what is suitable for the IB diploma program.

V. Criteria for Success

	<u>To be achieved by</u>
1. Keep up-to-date information on newly published books.	On going
2. Discuss with students, teachers about their information needs.	On going
3. Follow the library classification scheme closely and maintain the standards.	On going
4. Discuss with teachers to agree on which format they prefer when Making orders.	On going
5. Budget approve from the Broad.	June 2012

VI. Library staff and responsibilities

Librarian (Karman Wong)

- managing day-to-day operations and routine in the library (circulation, reshelving, access to computers and internet, etc.)
- ordering new books and periodicals, acquisition processing
- processing textbooks including self-taught books
- developing electronic resources

Cleaning and secretarial staff give time for maintaining the Library and assisting processing of materials.

Development Section for 2011-2012

Languages

General

I. Aims

1. Individual languages have their own aims and objectives as detailed in the teaching guides provided by the International Baccalaureate for Languages in Group 1 (Literature and Language & Literature) and Group 2 (Language B and Language ab initio).
2. To understand language as a means of communication between cultures as well as an expression of cultures, and to promote an awareness and understanding of both students' own and other cultures they come into contact with inside the UWC community and out.
3. To encourage all students to involve themselves in the various Chinese, English, French and Spanish classes, clubs and activities on offer as much as possible, so that they make the most of the opportunity to immerse themselves into the surrounding cultures and to gain a better understanding of the place they are living in and the peers they are living with. To encourage native speakers to act as resources to all students in this process, and to explore their own culture in a new context.
4. To foster in all students a life-long positive disposition towards language learning and the exploration of the endless opportunities for language manipulation. The help all students develop their linguistic creativity and appreciate the wide variety of world views as expressed through various languages and their respective literature.

II. Areas of Excellence

1. Languages results are on the whole consistently above the IB average. LPC has the largest entry of any school in the World for Chinese and for Language A1 School-Supported Self-Taught and Special Request.
2. All taught languages make provision for peer support for beginners (as commended in the UWC Evaluation Audit Report).
3. There is an increasing level of flexibility within our departmental staff, with more and more teachers being able to teach different languages and different levels and/or different courses.
4. The recent appointment of a part-time EAL teacher will cater for the needs of the increasing number of students who, because of their background, arrive at the college with a deficient foundation in English. The EAL teacher will work across the subjects and help these students develop their English language skills in an accelerated manner.
5. The majority of teachers are IB Assistant Examiners, Senior Moderators, IB Workshop Leaders and OCC Faculty members. Several members of the Department also hold positions of responsibility within the College.
6. A large number of students opt to write their Extended Essay in a Group 1 or a Group 2

subject. The results in these Extended Essays are consistently of a very high standard.

7. Continuous development of new teaching units and adaptation of existing ones in all languages make the syllabus relevant and meaningful to all students involved.
8. The Department offers a high number of languages and levels, thereby ensuring that every student can find a course of interest and that offers an appropriate challenge. The linguistic flexibility and wide knowledge/experience base of language teachers greatly aids this process.
9. The Department offers self-taught A1 mother tongue to a vast number of students, the highest number of students in any IB school. In 2011, 42 students completed the self-taught program, in 25 different languages. Almost half the self-taught students achieved a grade 7 in their respective mother tongue studies. The number of students taking up the self-taught/school supported option remains high, thus confirming the status of this UWC core value at the College.
10. Despite regular technical problems with the network and IT provision in general, the Department makes increased use of the network as a teaching and learning resource. A wide range of materials are now available to students, including samples of good practice for IA tasks. The network is also increasingly used as a platform for sharing and collaborative work.
11. The Department's ethos includes a very strong aspect of cooperation, sharing of resources, ideas and practices, and co-teaching where and when possible.
12. The Department has formalised a number of key policies regarding student course selection, examination administration, and oral examination regulations. All of these policies ensure optimal student performance.
13. The Department continues to economise on resources by using as few hard copies as possible and by digitally recording all presentations and orals, rather than recording them on cassettes. Many teachers also accept soft copies of assignments so as not to print unnecessarily.
14. The Department is being run in a spirit of collegiality, cooperation and consultation, and with a clear sense of direction. Meetings are focused and when needed, the whole department gives up time outside the school to organise retreats or curriculum planning meetings where key matters that affect all language teachers are discussed.

III. Areas for Development

1. Continuing preparation of teaching units that allow an easier transition into the new Language A courses (Literature, Language and Literature, Literature and Performance), whilst drawing upon our expertise from the A1, A2 and B courses.
2. The continued monitoring of student placement and the need to explore opening up a 'Literature and Performance' section for those students whose foundation in Language Group 1 is not strong enough to cope with either of the other two courses at this level, or who express an obvious interest in this creative course.
3. A priority is to further strengthen the cohesion within the department and the coordination

of work done within the same courses. Internal moderation and the sharing of resources, teaching strategies and educational practices /experiences are seen as key in this area.

4. The Languages Department is aware of the significance and the potential of the internet both for providing teaching resources and promoting our department. The Department members aim to increase their expertise in technological and web-based applications that can be used in their teaching.
5. All language courses have changed as of August 2011, and the Department will need to continue familiarising itself with the demands and contents of these new courses. At the same time, the Department needs to stay abreast of curriculum reviews and developments at the IB-level, and continue to provide input to the working committees in Cardiff and The Hague.
6. The Department needs to carefully consider the needs of younger students, as the impact of the new 3-3-4 system in HK has started to show and younger students are joining us, thus needing not only adapted course materials, but also more guidance and support.
7. The Department continues to develop units of study that are shared by colleagues and that grow as the units are taught. This process, which allows for internal co-teaching, saving of prep time and consistency in teaching approaches, is ongoing.

IV. Languages Objectives for 2011 - 2012

1. To gradually induct the new staff, including the new EAL teacher who will establish a clear scope of work in cooperation with all departments and in response to the needs of the students.
2. To prepare for and reflect upon the various reviews taking place this academic year and to use to best effect in the planning and development of our courses.
3. To implement and to reflect on the new courses at all levels (including the resources supporting these courses).
4. To develop written schemes of work and to work collaboratively on all courses.

V. Criteria for Success

- | | <u>To be achieved by</u> |
|---|--------------------------|
| 1. All new teachers will have established themselves fully as members of the Department and of the College community | November 2011 |
| 2. The teaching of languages, at all levels, will have been planned and organised by taking into consideration the recommendations and comments made in the various review reports. | May 2012 |
| 3. A thorough understanding of the new courses will have been established, and relevant resources will have been developed and/or added. | May 2012 |
| 4. Schemes of work for all courses will have been developed through | May 2012 |

collaborative efforts where possible.

VI. Languages staff and responsibilities

Ronny Mintjens	Head of Department and Teacher of A1 ST World Literature, English A2, French B and Ab Initio, Spanish Ab Initio
Cherrie Cheung	Teacher of Group 1 Chinese A1 / Chinese A2 and of Group 1 A : Chinese Language & Literature
Hayley Goldberg	Teacher of English Language & Literature and English B
Sandy Carvalho	Teacher of English A1 and Language & Literature, and A1 ST World Literature
Michele Morvan	Teacher of French B and Ab Initio
Mark Eyeington	Teacher of English A1 and English Literature
Linda Olson	Teacher of English A1 and A2, English A: Literature and English A: Language & Literature
Li Ping	Teacher of Group 1 Chinese A1 / Group 2 Mandarin B and Group 1 A : Chinese Literature and Group 2 Mandarin B
Jesus Sánchez Rodríguez	Teacher of Spanish A1, Spanish Literature, Spanish B and Ab Initio
Jason Jiang	Teacher of Chinese Ab Initio

Development Section for 2011-2012

Humanities

I. Aims

1. These are elaborated under two headings - Pedagogical and Administrative - in the Humanities Department Handbook.
2. Individual subjects have their own aims and objectives as detailed in the teaching guides provided by the International Baccalaureate.

II. Areas of Excellence

1. The department has established an enviable reputation within the IB for very good results in History, Chinese Studies, Geography and Economics.
2. There is always a great demand for students writing extended essays in History, Geography and Economics and the department continues to maintain a high standard of supervision.
3. The department also consistently maintains an excellent standard of achievement in the Guided Coursework (internal assessment) and extended essays.
4. The department has maintained a team of very experienced teachers. The Geography teacher is the deputy chief examiner of IB, principal examiner for Paper 1 and a workshop leader. Two Economics teachers are experienced examiners of Paper 2 and Paper three respectively and they are also workshop leaders. One of the teachers is also the team leader of Economics Paper 3. The History teacher is an examiner.
5. The supportive leadership of the Head of Department and collegial style of management has created an atmosphere of effective professional partnership in the sharing of resources and pedagogical ideas.
6. Chinese Studies will continue serving as an effective introduction of the Chinese culture and civilization to students from Hong Kong and overseas alike during their two-year study in the College.
7. The department encourages staff to continue with their further education in areas that may benefit the teachers in their teaching.
8. History continues to be a popular subject in recent years among students. Being competent in different languages, our History teacher is able to provide support to students to take examination in Spanish and French.

III. Areas for Development

1. The department needs to continue to maintain a high standard of teaching and IB results in all subjects.
2. The department will continue to make appropriate use of available software or applications

such as Managebac or Google doc to manage class records, assignments as well as to facilitate learning and teaching.

3. The department encourages staff to use excursions/field trips/outside experts to enrich the subject knowledge and to make learning a more interesting experience.
4. The department will provide opportunities for teachers to collaborate and to support each other in teaching related topics.

IV. Humanities Objectives for 2011-2012

1. To consider ManageBac as a platform for communication with students and to use it as a tool for collecting student assignments and recording marks. This will be introduced on a voluntary basis in the department.
2. To moderate the IA work for subjects internally with different teachers at an earlier stage to improve consistency in marking. Eg. Economics
3. To incorporate time in department meetings for sharing resources and good teaching practices.
4. To identify where the problems are for Business & Management and to provide the necessary support or drills to student to improve the grades of both IA and examination.
5. To make improvements on teaching based on the feedback obtained from students.

V. Criteria for Success

	<u>To be achieved by</u>
1. Some staff of the department would use Managebac on a regular basis.	May 2012
2. To confine the moderation mark of Economics IA to + and – 1.	July 2012
3. Time is allocated in department meeting to allow for collaboration and there are sharing of resources and ideas between teachers. If possible students working on related topics can present in different subject classes.	May 2012
4. Improvement of IB grade in Business & Management to above world average	July 2012
5. Positive comments received from students on identified areas.	May 2012

VI. Humanities Staff

Esther Chau	Head of Department, Teacher of Economics
Sylla Cousineau	Teacher of History and Political Thought
Jason Jiang	Teacher of Chinese Studies
John Tonks	Teacher of Economics and Business & Management
Julie Harris	Teacher of Geography and History
Kokming Lee	Teacher of Economics
Kalpana Balan	Teacher of Economics

Development Section for 2011-2012

Sciences

I. Aims

1. To provide a range of science courses that is both accessible to our students and inspires them whilst enabling them to move successfully into higher education.
2. Using experimental investigations and field work augmented with a wide range of IT resources to develop skills in planning, observation, analysis and evaluation, thus promoting critical thinking and personal development.
3. To develop advanced experimental and analysis skills to self-motivated science students through the Extended Essay.

II. Areas of Excellence

1. Highly qualified staff. Key members of the science staff have many years of IB teaching and examining experience between them alongside considerable specialist knowledge in research.
2. High academic success. The average IB grades in the sciences compare well with world average grades.
3. High quality practical programmes for all sciences. A diverse and challenging practical programme complements the strong emphasis placed on investigation in the IB.
4. Promotion of science and the environment through active participation of staff in environmentally based activities in the Quan Cai programme.
5. The college has good technical facilities and offers excellent technical support.
6. There is a high degree of transparency in the internal assessment of coursework.
7. ESL students supported by increasing access to written material supporting courses.
8. Use of IT to improve efficiency in administration and improve accessibility of resources. Many resources (subject guides, past papers, mark schemes) are currently provided in soft copy whilst a number of excellent LPC-produced resources are produced using IT and are easily accessible through the network.

III. Areas for Development

1. Improving the accessibility of science options to 2nd Year students. Timetable restrictions often require students to take options topics that are not best suited to them.
2. Build further support for ESL students where necessary.
3. Promoting original quality independent research through the Extended Essay

programme.

IV. Sciences Objectives for 2011 - 2012

1. In response to the surprising downgrade of the IA results of the Biology and ESS students a reexamination of the IA program in each subject will be undertaken with the aim of identifying specific assessment tasks that best meet the IA criteria. For each assessment task a clear marking rubric will be developed and a process of cross moderation for each marking task will be completed.
2. The Science Department Handbook and accompanying folder on the network will be completed this year. This resource was started in a previous year and attempts to provide a resource with all the relevant policies and information of particular use to new staff.
3. Lucia Tran-Crozier has been appointed to teach Chemistry, replacing Pushpa Pandey as the lead Chemist in the Department. Supporting Lucia to become established and familiar with the courses and systems that operate at LPC will be an important focus within the department.
4. An updated version of the student feedback form is to be generated in Google Docs format with the aim of generating more useful and specific feedback on the delivery and assessment of Group 4 subjects.
5. The ManageBac platform will be introduced for use by teachers of Biology, Chemistry and Physics after the successful trial in 2010-11. Its application in ESS will be explored and trialed in 2011-12.
6. A greater effort will be made to identify “at risk students” in Science subjects early in term 1 so that they can be supported or possibly transferred to another subject within a reasonable time frame. This will be achieved by staff discussion and the HoD or staff member speaking directly to the students concerned.

V. Criteria for Success

	<u>To be achieved by</u>
1. No significant moderation downgrade occurs in the IA of Biology and ESS.	July 2012
2. The relevant handbook is completed and available to staff.	Dec 2011
3. Lucia settles into the department and becomes an effective member of the teaching team.	May 2012
4. The new feedback form is in developed and in use with students.	Nov 2011
5. All teachers are using the ManageBac platform for the assessment of their IA.	May 2012

6. There are fewer late changes in subjects and that classes remain settled after mid October.

Nov 2011

VI. Science staff and responsibilities

Dave McCracken	Teacher of Environmental Systems
Jack Wong	Science Technician
Lucia Tran_Crozier	Teacher in Charge of Chemistry
Magan Savant	Teacher in Charge of Physics
Trevor Marriott	Head of Department, Teacher in Charge of Biology, Teacher of Chemistry
Wendy Liu-Hayes	Teacher of Biology

Development Section for 2011-2012

Mathematics

I. Aims

1. The aims together with the objectives of the Mathematics Department are clearly outlined in Section 3 of the Department Handbook.
2. The four levels of Mathematics offered by the International Baccalaureate have their own individual aims and objectives and these are detailed in the subject guides provided by the IB.

II. Areas of Excellence

1. The department has maintained an outstanding record of examination results at all levels of IB Mathematics not only in terms of percentage pass rates but also the increasing number of students obtaining the highest grade.
2. The coursework component (The Portfolio) of the Higher Level and Standard Level programmes submitted by the students have been of a consistently high standard. This has had a significant impact on the final IB grades awarded by our students
3. The expertise of the departmental staff in advising and encouraging students to select the most suitable course for their ability. This has been one of the most important factors in maintaining our high quality results.
4. The dedication of the staff in spending many hours outside of normal class time, particularly on Saturdays and Sundays, to give extra tuition to students having particular problems with their mathematics.
5. The supportive leadership of the head of department since the College's foundation and the continuity of the other members of the department has created a professional and highly experienced team.

III. Areas for Development

1. To further enhance effective collaboration within the department through increasing the frequency of meetings staggered to align with the teaching plans.
2. To initiate collaboration with other departments on cross-curricular and transdisciplinary topics to support the implementation of the Diploma Programme.
3. To initiate the integration of the teaching of Theory of Knowledge (TOK) with Mathematics in each subject.
4. To explore more effective strategies to track students' progress to inform learning and teaching.
5. To refine the design of summative assessment to better align with the IB Maths grade

descriptors.

IV. Mathematics Objectives for 2011-2012

1. Meetings will be scheduled on a term-basis to make full use of allocated timeslots. Each meeting will be designated to a specific topic/theme to promote the sharing of effective learning and teaching strategies which cater for the students' specific learning needs and styles.
2. Other departments will be invited to meetings to discuss possible modes of collaboration.
3. Research on how to integrate TOK into each Mathematics subject to be done and integrated lesson plans to be developed. These will be trialled, reviewed and incorporated into future teaching plans.
4. Effective strategies to track students' progress will be investigated to enhance learning and teaching for students of various abilities.
5. Questions for summative assessment will be scrutinized and selected to ensure that they will cater for a different range of ability groups.

V. Criteria for Success

- | | <u>To be achieved by</u> |
|---|--------------------------|
| 1. A minimum of three meetings will be scheduled per term in which one of the themes is on how to integrate the teaching of TOK with Mathematics. | September 2011 |
| 2. Invitations to other departments will be issued and possible modes of collaboration discussed at the Head of Department (HOD) meetings. | October 2011 |
| 3. TOK lectures on Mathematics will be attended. A series of four lessons will be developed and trialled. Meetings will be organized to co-plan and review trialled lesson plans. | April 2012 |
| 4. Effective strategies to track students' progress will be found. | April 2012 |
| 5. Topic tests will be set with questions of a gradation of difficulty, not limited to IB past paper questions. | April 2012 |

VI. Mathematics staff and responsibilities

Beta Chau	Head of Department
Kokming Lee	Teacher of Mathematics & Economics
Stella McCracken	Teacher of Mathematics
Shelley Barton	Teacher of Mathematics, University Counselling

Development Section 2011-2012

Visual Arts

1. The subject aims and objectives as described in the current IB Visual Arts Guide.
2. To strive for excellence of art process and product.
3. To encourage students to develop a conceptual understanding of the art process, as well as an overview of modern and contemporary art history and methods of criticism.
4. To provide optimal teaching and studio facilities.
5. To support the art programme with forward planning and efficient administration.
6. To encourage a respect for materials and the working environment.
7. To inspire students through the enhancement of the college environs.
8. To embrace creativity *Quan Cai's* within the art teacher's responsibilities, and to apply to these the aims described in (3) and (6) above.

II. Areas of Excellence

1. The diversity of the programmes offered to individual students.
2. The ability of students to recognise and discuss artistic issues relating to their own and others' work.
3. Visual Arts is an integral part of the School and a high standard of work is displayed around the campus.
4. The programme has a strong multi-cultural aspect.
5. The IB examination results have consolidated with an excellent 6.0 average this year.

III. Areas for Development

1. To improve the level of care and respect for materials and facilities among all students in the community.
2. To extend the opportunities for students to explore a wider range of materials and media.
3. To maintain the profile of visual arts within the broader school community.
4. To continue to successfully implement the new course (first examination was in 2009), and prepare for the changes in assessment procedure due by 2013.

IV. Visual Arts Objectives for 2011 - 2012

1. To continue to develop a system of 'Studio Managers' to oversee and encourage the productive and considerate use of shared studios, whilst developing independent responsibility in all Visual Arts students. Alongside this all non-Visual arts students will be encouraged to have consideration for the Visual Artists working space, equipment and materials.
2. To develop further studio space in Room 009 (Upper Studio) so that individual studio spaces are made available for one Year One teaching group and both Year Two teaching groups.
3. To reclaim the use of essential teaching spaces and resource areas (Rooms 002 and 108) 'temporarily' lost to other subject areas because of a lack of sufficient teaching rooms in the academic block, and to develop both storage (of student art work) and office space.
4. To offer Visual Arts activities to all students (eg. gallery trips, Quan Cais) as well as further promoting those activities Visual Arts students are involved in (eg. exhibitions, gallery openings, open studios, art school visits, etc.) to all in the community.
5. To consolidate student numbers in the subject, and to prepare the class of 2012 for further success on the course.
6. To keep the department stocked with sufficient materials and equipment for the increased numbers of students whilst remaining within the budget in the second year of direct control of this particular budget.
7. To review and revise the Visual Arts Handbook before it is distributed to first year students.
8. To look for practical and effective ways that collaboration can be achieved/improved across subjects (particularly within Group 6) and with the core.

V. Criteria for Success

- | | <u>To be achieved by</u> |
|---|--------------------------|
| 1. Two second year students appointed and operating as studio managers; either studio available for use only by Visual Arts students or during Art For Non Artists sessions. | Oct 2011 |
| 2. Individual wall space provided for twenty-eight students, with lockable cupboards and sufficient flat surfaces for all to work at. | Sept 2011 |
| 3. Exclusive use of the Art Resource room (002) given to Visual Arts classes; Further storage facilities built into Room 002 for storage of student art work; Room 108 converted to use as a Group 6/Quan Cai Office. | Sept 2011 |
| 4. A minimum of six officially-organised exhibition visits and two art school visits, all publicised to the whole community. | May 2012 |
| 5. To achieve full studio numbers (28 spaces in Room 109 and 8 in Room 003); a grade average of 5.5 or better. | May 2012 |
| 6. Art materials budget not exceeded whilst students have sufficient materials. It should be noted that the budget has been increased this year to reflect | May 2012 |

the larger student numbers taking the subject experienced in recent years.

7. A revised, printed and bound handbook ready for each first year VA student. Sept. 2012
8. An increase of genuine collaboration with Theatre, Quan Cai and TOK in particular, and other subject areas/disciplines in general. May 2012

VI. Art staff and responsibilities

Selwyn Price - the teacher is responsible for departmental curricula and associated administrative duties, as well as the promotion of art related activities and aesthetic appreciation in the community. The teacher is directly responsible to the Director of Studies.

Assistance is given by a part-time technician to keep the Art facilities in order and such work as is required for preparing supports, hanging paintings and murals, etc..

Development Section for 2011-2012

Theatre

I. Aims

1. The subject has its own aims and objectives as detailed in the teaching guide provided by the International Baccalaureate for Theatre.
2. To facilitate the smooth transition of Theatre resources and facilities to the new College auditorium, due to open in August 2011.
3. To maintain and increase the number of students participating in the Theatre program.
4. To build on the success of student led theatre productions in the College (the development of student leadership and initiative is key here) and maintain a program of participation in theatre activities for non IB Theatre students. Student leadership and challenge in theatre is closely related to the values of UWC's.
5. To successfully host the International Schools Theatre Association (ISTA) 'Theatre Arts Symposium' event at the College. The event takes place over three days in November and involves over 120 students from 12 international schools from as far away as Doha and Jakarta. Whilst the students (including those from LPC) explore the IB Theatre syllabus in mixed groups, 30 Theatre teachers will simultaneously undertake their Category 2 Theatre training.

II. Areas of Excellence

1. The course produces a great range of innovative productions (mostly student led) that motivate and engage students.
2. The course offers a diverse and multi-cultural study of a range of world theatre practices.
3. High standards of production values in the subject have resulted in improved production standards in other student initiated or College performances.
4. Students have been facilitated to demonstrate an impressive level of leadership skills, creativity and resourcefulness.
5. An active engagement with the local community is achieved through taking drama out of the classroom.
6. Examination results that are consistently above the world average.

III. Areas for Development

1. Strengthen the presence of Chinese dramatic traditions with the programme.
2. Continue to foster greater links with the local theatre community and with local practitioners.

3. To effectively complete the transition of the Theatre programme to the new auditorium.
4. To further hone the effectiveness of the IB Theatre program, in particular in terms of the organization of student led productions.

IV. Theatre Objectives for 2011 - 2012

1. To organise more Chinese theatre workshops and speakers on campus (adding to our participation in workshops/performances off campus).
2. As well as maintaining links with Shatin College and a local Secondary school, to widen the range of community groups worked with (for instance, performing the Commedia dell'Arte production at the Tai Po old peoples centre). It is anticipated that offering the auditorium facilities to local community groups may help to build community relationships and collaboration.
3. The move to the auditorium will take place in August 2011. Theatre students will be trained to run the auditorium in the areas of Front of House as well as stage management, lighting and sound. It is intended that Theatre students will effectively manage the facility for all College events.
4. To facilitate advanced planning for student led Independent Project performances and workshops and to help students to see where they may increase collaboration in projects. The success and enjoyment of student projects motivates Theatre students (and others) to recommend the subject to new students and thus keep the programme well subscribed to (particularly where the proposed introduction of Literature and Performance by the Languages Department may impact negatively on Theatre). Not only are UWC values reflected in the extensive student leadership opportunities in theatre, but students will be made further aware of performance materials that reflect UWC values.

V. Criteria for Success

	<u>To be achieved by</u>
1. Chinese theatre workshops/lectures having taken place.	End of academic year
2. Having performed/delivered workshops at local schools and with community groups.	End of academic year
3. Effective movement of course and resources to auditorium.	August 2011
4. Effective completion of all student led performances/workshops.	April 2012

VI. Staffing

Steve Reynolds

The teacher operates within Group Six of the Diploma programme (and is also Head of Quan Cai). The specific needs of Theatre can be negotiated directly with the Acting Director of Studies.

Development Section for 2011-2012

Theory of Knowledge

I. Aims

The aims of the course are laid out in the IB Teachers Guide. In educational terms the aim is to provide perspectives on knowledge that help integrate diverse academic disciplines in the mind of students, and demonstrate that the same critical questions can be pertinent to all forms of knowledge.

II. Areas of Excellence

1. The College has a small Theory of Knowledge (TOK) team teaching all students, including a TOK coordinator, and six teachers.
2. Collectively the team has a good collection of resources to call upon and contrasting styles of teaching. Students are exposed to varied ideas and perspectives.
3. The department has shown it can achieve a high proportion of top grades, well above world averages.

III. Areas for Development

1. Implementation of new syllabus.
2. The assessed oral component that was introduced in 2000-01 is still a challenge to implement effectively with the large entry numbers.
3. The proportion of top grades has declined worldwide over the last three years.
4. The tight staffing allocation means that discussion groups are larger and less frequent than the course requires. The intellectually diverse programme requires wide reading which is hard to achieve with the administrative workload of the teachers concerned. Staff numbers need to be increased – coordinator needs to be able to contribute to Head of Departments.
5. Active encouragement of colleagues to contribute/participate in Day 1 lectures, particularly (but not limited to) lectures relevant to their subject area.

IV. TOK Objectives for 2011 - 2012

1. Exploring the possibility of obtaining more library resources for student/teacher consultation.
2. Strongly encourage subject teachers to get more involved with the programme by contributing with their expertise through lecture on specific topics.
3. Exploring the possibility of setting aside two days to allow students to do oral presentations

in the presence of peers and teachers. This will also allow for both students and teachers to participate in the presentation sessions and also help to raise the profile of the subject which is the core of the programme.

4. The possibility of doing presentations in presence of students and teachers will allow for a moderation process and transparency in the assessment of oral presentations.

V. **Criteria for Success**

To be achieved by

1. Invite teachers to come and talk on specific topics. For the first year 2011-2012
2. List of possible resources to be purchased by Librarian (reviews/magazines). September 2011
3. Plan to set aside two COP days to organise presentations. November 2012
4. Effective assessment and moderation for the following groups TOK oral presentations. November 2012

VI. **Staffing**

Kalpana Balan	- teacher and program coordinator
Selwyn Price	- teacher
Jason Jiang	- teacher
Shelley Barton	- teacher
Arnett Edwards	- teacher
Steve Reynolds	- teacher

Development Section for 2011-2012

Quan Cai

I. Aims

The Aims of Quan Cai are incorporated into the general aims of the College - see Section 2. Guidelines and descriptions detailed in the Academic Staff Handbook.

II. Areas of Excellence

1. A wide and comprehensive range of activities available.
2. A clear commitment to Service in the community, reflecting UWC ideals.
3. A clear commitment to student initiated activities, student leadership and the right for students to choose their Quan cai program.

III. Areas for Development

1. To develop journaling as a primary mode of Quan Cai/CAS reflection on ManageBac.
2. Further develop student leadership in theory and practice, through the addition of an extra Student Leader Workshop.
3. Explore opportunities for greater integration of C, A and S components and other College activities such as China Week and Project Week.
4. Further consider opportunities for the use of 'outsourcing' to enhance and add appropriate activities to the programme.
5. To facilitate more comprehensive use of ManageBac by all staff and students to support the Quan Cai programme.
6. To reinforce regular attendance by all students to activities.
7. To encourage the development of a greater environmental focus in the programme.

IV. Quan Cai Objectives for 2011 - 2012

1. Facilitate further workshops/training for students and staff to support facilitation of journal writing and comprehensive use of ManageBac in the Quan Cai programme.
2. Facilitate further workshops/training for student leadership in Year 2.
3. Consult appropriate staff on feasibility of integration of China and Project Weeks with the Quan Cai programme (activities working towards China/Project Week outcomes).
4. Continue to explore 'outsourcing' opportunities for implementation in 2011-12, (particularly

in the areas of outdoor pursuits) as appropriate.

5. Introduce compulsory attendance monitoring by staff or Student Leaders.
6. Make the community more aware of the need to develop an environmental focus in the programme, with reference to the UN Millennium Goals and a greater number of environmentally focused activities proposed for 2012-13.

V. Criteria for Success

To be achieved by

1. ManageBac training and development for staff/students. August 2011 onward
2. Enhanced Student Leader workshops. August 2011/January & March 2012
3. Consultation with staff on China and Project Weeks. By the end of academic year
4. Exploration and identification of further outsourcing opportunities. January 2012
5. Student attendance monitoring. September 2011 onwards
6. Greater number of environmental activities proposed. By the end of the academic year

VI. Quan Cai Personnel

Steve Reynolds – Head of Quan Cai.

All full time staff have an involvement as Staff Supervisors of activities and as CAS Advisers (tutors).

Development Section for 2011-2012

Residences

I. Aims

1. To provide an effective orientation programme for new students.
2. To provide a life skills education for responsible citizenship that is culturally sensitive and which promotes international understanding and the development of positive values.
3. To review and amend a minimum set of rules which provide for the orderly running of the College and which take into account the sensitivities of the various constitutive groups.
4. To promote, through the residences, appropriate personal values and standards.
5. To promote the welfare and interests of students in all aspects of the College programme.
6. To promote a positive and relaxed interaction between staff and students.

II. Areas of Strength

1. A successful format has been established for Orientation with a high level of involvement of staff and second year students.
2. The organisation and delivery of the life skills programme demonstrates thoughtfulness, concern and commitment to meeting the needs of students as they progress through the two-year programme.
3. There is a varied schedule of informal staff and student initiated events on campus, to complement the planned part of the College programme.
4. The tutor system ensures that the welfare and progress of students is well-monitored and remedial action taken at appropriate stages when necessary.
5. The positive atmosphere of the College enables the majority of students to further develop their characters and personal qualities.
6. There is good contact and excellent rapport between staff and students.

III Areas for Development

1. Both parents and students need to be more aware of the importance of the residential dimension of College life and encouraged to see the benefits of a liberal as opposed to a merely technical education.
2. Student lifestyle issues continue to be an area of concern and innovative measures need to be taken to address these concerns.
3. In response to staff requests the college needs to provide more opportunities to develop

skills to help students.

4. The college should put a greater emphasis on environmental issues.
5. The college should promote a greater awareness of the need not only to live in harmony with the college community but also with neighbouring communities.
6. Some residential staff feel that the remuneration for HoH's and tutors do not recognize the demands of the job.

IV. Residences Objectives for 2011 - 2012

1. HoR will continue investigating opportunities for Professional Development concerning the role of the tutor.
2. The need to become a more environmentally friendly campus will remain a main focus of the residences.
3. HoH meet on regular basis with HoR in the presence of a student representative. Communication between this group and students is good, however, communication is not always such with the rest of the staff.
4. The appointment of a new HoH this year highlighted the need for a HoH manual of practice.

V. Criteria for success

To be achieved by

- | | |
|---|--------------------|
| 1. Staff members are sent to workshops related to issues they might face as a tutor. | All year |
| 2. Students will be reminded to save water and electricity. Environmentally friendly initiative will be encouraged.
Paper will no longer be used to sign in out of campus (use of swipe cards) | All year
Jan 12 |
| 3. HoR will prepare action minutes of all meeting and inform the rest of the staff of decisions at weekly briefings (if available) | All year |
| 4. HoR will in collaboration with HoHs will produce a HoH manual of practice. | March 12 |

VI. Residences staff and responsibilities

For 2011-2012, the residences functions are delegated as follows:

Michele Morvan	Head of Residences, Co-ordination of S3 sessions and COP Days
Magan Savant	Block 1 Head of House
Wendy Liu-Hayes	Block 2 Head of House
Hayley Goldberg	Block 3 Head of House
Linda Olson	Block 4 Head of House
China Week	Esther Chau
Project Week	Wendy Liu-Hayes
Orientation Week	Steve Reynolds
Graduation	Hayley Goldberg and Trevor Marriott

Development Section for 2011-2012

University Guidance

I. Aims

1. To provide advice and counselling (to students, their parents and teachers) on Higher Education and to support student applications to an appropriate range of university courses.
2. To provide effective channels of communication both with tertiary institutions that are popular amongst our students and with institutions that offer high quality affordable tertiary education in order to enhance students' success in their applications.
3. To facilitate applications to tertiary institutions of the student's choice.

II. Areas of Strength

1. The College is successful in placing its graduates in University courses suitable to their interests and qualifications and in obtaining scholarship support for many.
1. As a private center for the SAT students are guaranteed places and given the opportunity to write the SAT in a familiar and comfortable environment.
2. Resources available to the student

III. Areas for Development

1. Promote more (i.e. increased number) affordable options for our students of financial need.
2. Raise profile amongst students of unique choices for tertiary study, emphasizing areas of development which addresses critical issues in their home countries.
3. Find ways of decreasing the cost and increasing the efficiency of the distribution of materials to universities and colleges. In particular to look for green solutions. Solutions which cut down or eliminate printing and postage costs to the College and the students.
4. To develop a way for students to have access to graduates as a resource in researching universities and colleges.
5. Provide more information and assistance to students while they developing a career plan.

IV. University Objectives for 2011 - 2012

1. To maintain the frequency of the workshops on writing a UCAS Personal Statement, writing a US Personal Statement and selecting a US University or College.
2. To introduce new workshops using personality indexes and career selection tools to help students make informed decisions regarding further-education choices.

3. To invite alumni and prominent members of the local community to the college to discuss their university experience and their career path.
4. To initiate a Li Po Chun College social network site where recent graduates can discuss their university experiences with current students.
5. To continue to use online resources like UCAS and the common application online to reduce the amount of printed material.
6. To update the information on the college website when an appropriate website provider has been established.

V. Criteria for Success

To be achieved by

- | | | |
|----|--|----------|
| 1. | Workshops will continue to be well-attended. | May 2012 |
| 2. | Workshops will be both useful and popular with the students. | May 2012 |
| 3. | Three information sessions with alumni take place and be well attended by students. | May 2012 |
| 4. | The social network will be established. | May 2012 |
| 5. | The majority of application material will not be printed. | May 2012 |
| 6. | A firefox course will be completed and the Big University Guide will be updated and interactive. | May 2012 |

VI. Guidance staff and responsibilities

For 2011-2012, the university functions are delegated as follows:

Shelley Barton Universities Guidance Counsellor

Development Section for 2011-2012

Administration

I. Aims

The aims of administration of the college are incorporated into the general aims of college. Specific aims and objectives are as follows:

- To assist the principal in the control of the recurrent and capital budgets.
- To provide timely and sufficient financial information.
- To ensure a proper and smooth accounting operation.
- To provide efficient and effective administrative support for the operation of the college.
- To establish efficient management, set up standards and minimize cost for maintenance.
- To ensure quality maintenance services are provided and to minimize breakdowns.
- To maintain good public relations with residents, both staff and students, and with Government Departments, outside agencies, etc.
- To improve the environment of the campus.
- To provide a safe environment for visitors, residents, staff and students.
- To provide a healthy environment for visitors, residents, staff and students.

II. Areas of Excellence

1. An effective financial control system has been running with reasonably good results.
2. Proper books and ledgers are kept in accordance with accounting principles and in compliance with statutory requirements.
3. There is good monitoring of both capital and operating expenditure against budget.
4. There is prompt billing and collection of local school fees.
5. There is efficient management of repair and maintenance work. Cost has been kept to a minimum because a lot of work is done internally.
6. Considering the small maintenance staff provision (10 staff members), the cleaning and maintenance staff has been providing good service for 8 buildings in 6 hectares of land, including services for staff apartments in the residential buildings.
7. The repair and maintenance staff has been providing efficient support services for the running of the college programme.

III. Areas for Development

1. Safeguarding of college property to reduce capital expenditure and demands on the depreciation fund.
2. The computer software for control of meal numbers and students checking in and out needs further development.
3. Some equipment is aging resulting in relatively expensive maintenance.

IV. Administration Objectives for 2011 - 2012

1. Preparation for the EDB, UWC and IB Reviews, the UWC meetings and the official opening of the Assembly Hall;
2. To continue the efficient and effective support for the operation of the College, particularly in the areas of teaching and to provide a safe & healthy environment..
3. To make sure the College is in compliance with the government guidelines / regulations.
4. Strengthening controls in the fixed asset system;
5. To implement the financial policy approved by the Board of Directors;

V. Criteria for Success

To be achieved by

- | | | |
|----|---|----------|
| 1. | Support from the College community and the Board of Directors for the success of all the important events. | May 2012 |
| 2. | Good communication skills with the teaching, non-teaching staff and the student body. | Ongoing |
| 3. | To review the government guidelines/regulations from time to time and if needed, to contact the relevant government departments for update. To keep in touch with the insurance provider on a regular basis to ensure that insurance provision is sufficient. | Ongoing |
| 4. | Random sample count in fixed asset. | Ongoing |
| 5. | To report irregularities to the Board and the Principal. | Ongoing |