

Li Po Chun  
United World College



**Development Plan  
2009-2010**

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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 twelve United World Colleges, supporting National Committees in over 120 countries. The twelve 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.”

*President of the UWC International Council*

*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 United World Colleges*

*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.

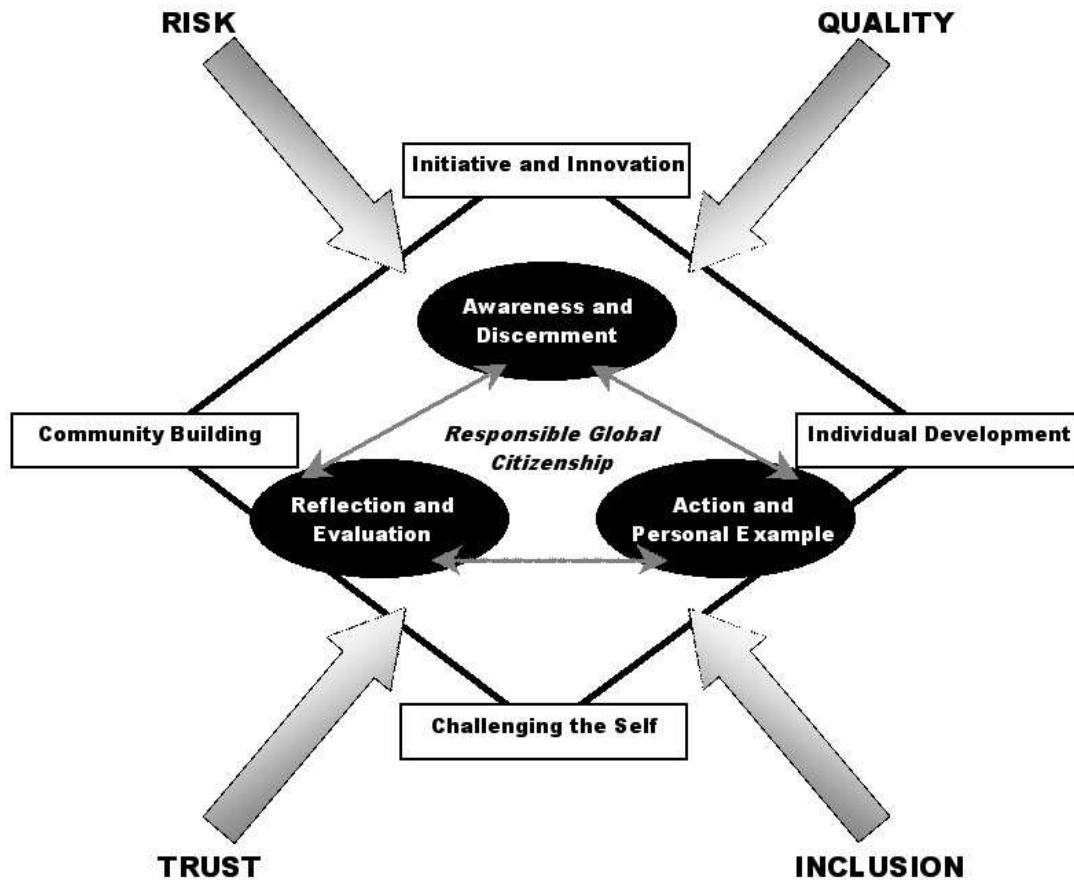
- **Community Building:** the entire College community – students, staff and their families living on campus – should contribute constructively towards building a harmonious international community on campus that reflects the College's location in Hong Kong, based on non-discrimination, humility, care 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. It is expected the next UWC self-review will be in 2010 or 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.

- 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 2009-2010, 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**

**2009-2010**

## Development Section for 2009-10

### *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 budgeting 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. 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.
2. 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.
3. As a College we are requested to participate at International Board level and share particular functions in the Government of UWC.
4. 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.
5. The College may lack some policies that are required to provide complete protection to the College community.

### **IV. Governance Objectives for 2009 - 2010**

1. Having received approval and funding from the Education Bureau to construct the auditorium, proceed with construction as quickly as practicable.
2. Monitor the investment portfolio, and investigate a broader range of ways to attract financial support.
3. To participate in the governance of the UWCs through the UWC International Board.
4. Board members will be invited to social events as well as occasions when they can see the College in action and when special occasions arise.
5. The Board will monitor and develop a range of policies as deemed necessary within the College.

### **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

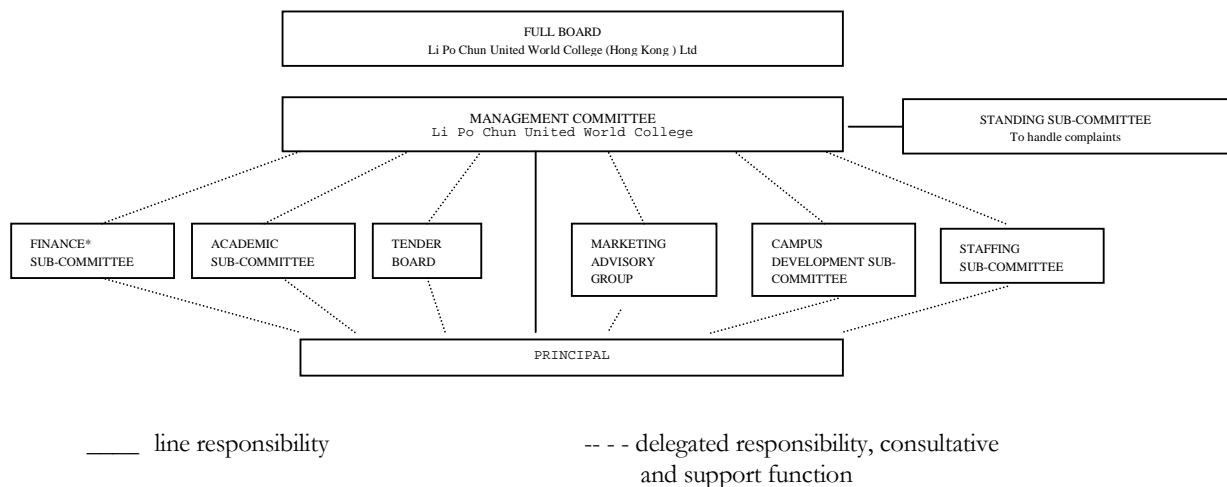
	<u>To be achieved by</u>
1. Completion of construction of the auditorium.	July 2010
2. Improved return on investments.	Ongoing
3. Board designate and the Principal to attend UWC Board meetings regularly and report to the Board on meetings attended.	Ongoing
4. The College will be proactive in involving Board members in key College events as appropriate.	Ongoing
5. The Board will develop and approve policies such as Campus Security, and Health Standards, and continue to monitor existing policies in consultation with the staff.	Apr 2010

## 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
Miss Constance CHOY Mrs Francine FU	Member Convener, Marketing Advisory Committee Member, Management Committee Member, Standing Sub-committee
Miss Delpha HO Mrs Ruth LAU Prof LEE Ngok, JP	Member Convener, Staffing Sub-committee Member, Management Committee Member, Marketing Advisory Committee
Mr Jacob LEUNG	Member, Management Committee Member, Staffing Sub-committee
Mr LI Yuet-ting, CBE JP	Member, Management Committee Member, Finance 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
Mr XIE, Ying Hai	Member

### VIII. Management Structure



\* 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 2009-10**

### *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 needs to stay alert to relevant initiatives of the Education Bureau and where we are eligible take advantage of them to enhance the College programme.

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 2009 - 2010**

1. The College will monitor relevant initiatives of the Education Bureau.
2. The College will arrange for staff training as needed to develop understandings and skills in working with students.

**V. Criteria for Success**

To be achieved by

1. Where possible the College will access initiatives of the Education Bureau that enhance the College program. Ongoing
2. Skills and support will be provided for staff to attend relevant courses to develop skills in working with students. Nov 2009

## **Development Section for 2009-10**

### ***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 2009 - 2010**

1. To emphasise the importance of occupational safety at work and to provide as many equipments as possible to meet the requirements.
2. Continuous review the systems of operation to raise efficiency and effectiveness.
3. To promote understanding and cooperation within departments/offices.

4. To explore the possibility of recruiting an extra janitor to release the pressure in the maintenance department when the Assembly Hall is built.

**V. Criteria for Success**

To be achieved by

1. To improve communication with staff members in order to understand their difficulties.  
To provide financial support and time allowance for the required safety training. Ongoing
2. Selected internal promotions and job enhancements, if possible. Ongoing
3. To reduce conflicts and to work in harmony in all departments. Ongoing
4. To emphasise the importance of the College maintenance and cleaning programmes in order to generate a safe and healthy living environment, especially during the Swine Flu period. Ongoing

## **Development Section for 2009-10**

### **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 2010 or 2011.

### **IV. UWC Issues Objectives for 2009 - 2010**

1. The College will make a greater effort to identify students in all schools in Hong Kong who have the potential to gain from a UWC education.
2. Monitor new directions, promoted by the International Board, International Council and International Office and after evaluating their desirability with the local environment of Hong Kong, implement as appropriate.
3. Make National Committees outside Asia more aware of the culture of Hong Kong and the expectations of its people.
4. Continue the transition in enrolment and application procedures required by the 3+3+4 educational reform in Hong Kong.
5. Conduct the required discussions and prepare the documentation required for the self-review visit.

### **V. Criteria for Success**

#### To be achieved by

1. Staff, students and graduates from the College will visit local schools and publicise UWCs. Dec 2009
2. An appropriate set of UWC-initiated initiatives is implemented. Ongoing
3. The Principal will attend the UWC Regional Meetings and speak with National Committees to help them understand the distinctive features of a UWC in Asia. Ongoing

- |    |   |  |
|----|---|--|
| 4. | The Board and the College will continue to monitor the impact of the 3+3+4 education reforms on the recruitment of Hong Kong students for all UWCs, and continue the process of transition in a way that manages any changes as smoothly as possible. | Ongoing  |
| 5. | Documentation is ready for the UWC self-review visit.   | May 2010, or<br>by the date of<br>the visit by the<br>self-review team |

**VI. Key Personnel**

Convener:	Marketing Advisory Group	Francine Fu
Chair:	UWC Graduates Organisation (HK) Ltd	Constance Choy
Acting Chair:	UWC National Committee	Li Shiu Tsang
Principal of the College		Stephen Codrington
Promotion (Cantonese)		Flora Hui
Network Co-ordinator		Esther Chau
UWC Linking Co-ordinator		Stella McCracken

## Development Section for 2009-10

### *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. Feedback from the IB self-review suggests that face-to-face teaching hours are insufficient to deliver the IB Diploma programme with full effectiveness, especially in TOK.
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 2009 - 2010**

1. To encourage students to appreciate the need for a balanced lifestyle.
2. To encourage more mixing of Hong Kong and overseas students.
3. A restructuring of the timetable, including strategies to increase face-to-face teaching hours, will be implemented.
4. All Hong Kong applicants will undertake aptitude testing to replace the HKCEE, and the progress of younger students entering the College will be monitored.

#### **V. Criteria for Success**

To be achieved by

1. Students will select realistic numbers of subjects and quan cais, and have a balanced diet, will get enough rest for their good health, will encourage one another to develop a healthy lifestyle, and will place consideration for others above self-interest. Ongoing
2. Overnight leave will continue to be severely restricted, especially on weekends, and when Hong Kong students are granted overnight leave, they will be encouraged to take one or two overseas students home with them. Ongoing
3. A revised timetable structure will be implemented. Aug 2009
- 4a. All Hong Kong applicants will complete the HAST (which was trialled successfully in 2008-09). Jan 2010
- 4b. Consideration will be given to changes in teaching and residential care necessitated by the 3-3-4 education reforms. May 2010

#### **VI. College Executive Committee**

Principal	Stephen Codrington
Director of Studies	Martin Gough
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 2009-10

### *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 system of counselling and course selection is flexible and effective.
3. 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.
4. Follow up and efficient secretarial support enables smooth administration of the IB programme.
5. The library is spacious and well organised and supports the College programme.

### **III. Areas for Development**

1. While 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.
2. To fully develop the IT provision in the College requires greater technical staff support, a teacher with a greater time allocation for inducting staff and students into realising the potential of the system(s) in place, and the development of systems more appropriate to a reputable institution in a technologically advanced country. Further professional development on the use of technology for effective teaching and learning is needed for teaching staff.
3. There is scope for making better use of the resources of the Hong Kong Education Bureau, and for inviting a wider range of guest lecturers into the College.
4. The stock of up to date library books in general, and in languages other than English in particular, is relatively low. There is a need for increased access to online, educational databases suitable for IB level student research.
5. Communicating effectively to non-native speakers is a skill that can be enhanced in all staff and hence it should continue to be a focus for professional development.
6. If the College is to produce Theory of Knowledge (TOK) results that truly reflect the ability of the student body, then a responsible teacher, whose prime function is the organisation and delivery of the TOK programme, continues to be needed.

### **IV. Academic Administration and Support Objectives for 2009 - 2010**

1. To form a college technology committee in order to look at ways to develop the staff and institutional capability to use technology tools for enhancing teaching and learning. The committee should review network, hardware and software provision, teacher training, and the quantity and quality of technical support amongst other issues.
2. To find ways of enhancing individual computer use for scholarship students who are unable to afford their own laptop.
3. To continue to support the ToK coordinator in organising and delivering the ToK programme by optimising arrangements for lectures and teaching time.
4. To improve library security and continue trying to create a professional study and research environment in the Library, responsive to the learning needs of students.

### **V. Criteria for Success**

To be achieved by

1. Formation of a medium term technology plan that addresses the objectives outlined above, including costs. Nov 09
2. Implementation of a netbook loan system for scholarship students. Dec 09
5. A structured and documented plan for ToK lectures and lessons. Improved ToK scores. Jul 10
6. Implementation of a barcode scanning system for check out/in. Remodelling of issued desk area so that the librarian can move her workspace into a more central position in the library thus improving security and increasing access and responsiveness to students. Dec 09

## **VI. Academic Administration staff and responsibilities**

Director of Studies – (full job description in Staff Handbook, Section 10). Mr Martin Gough

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 Carol Chum

Librarian – Karmen Wong

IT Coordinator – Kokming Lee

External IT Technician – Gary Ng

## Development Section for 2009-10

### *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 word processing facilities, CD-ROMs and the Internet.
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 fast internet connection, with wireless access in the entire academic block.
3. The College homepage is well designed and visually appealing.
4. A long standing relationship with Dragon Technology Consultant Ltd provides reliable back-up service and maintenance as well as access to hardware at reasonable prices.



### **III. Areas for Development**

1. More use could be made of the system for e-communications.
2. More use could be made of I.T. in the college for the delivery of most subjects.
3. The college homepage content could be updated more regularly to keep it topical.
4. The word processing facilities currently available to students are below "state of the art".
5. 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.
6. The information about useful educational I.T. resources is limited and could be made more readily available to students.

### **IV. Information Technology Objectives for 2009 - 2010**

1. Improve the administration, maintenance and performance of the Staff Network by upgrading computers in all departmental offices and classrooms to Microsoft Office 2007.
2. Promote the effective use of IT within the college by creating "IT skill enhancement leaflets," and relevant procedures or protocols.
3. Assist the Director of Studies in forming an IT Committee that aims to prepare a long-term IT Development Plan for the college.

### **V. Criteria for success**

To be achieved by

1. Computers in all departmental offices and classrooms are upgraded to Microsoft Office 2007. Sept 2009
4. A set of "IT skill enhancement leaflets" to promote the effective use of IT and relevant procedures or protocols are made available to the College community through emails and IT Publication folder on the College network. May 2010
3. The establishment of an IT Committee. May 2010

### **VI. Key Personnel:**

IT Co-ordinator: Kokming Lee  
External IT Technician: Gary Ng



## Development Section for 2009-10

### *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.
5. In the absence of a security system, the problem of illegal borrowing of books will continue. A thorough review of the operating hours, supervision, and security arrangements of the library is needed. This is an ongoing issue dating back to the 1990s.

#### **IV. Library and Media Objectives for 2009 - 2010**

1. Source electronic books as part of the library collection. More than 1 student can access the book at the same time, to avoid student stealing books from the library.
2. Source online databases for student research.
3. Chinese books record needed to be changed. All records with Pinyin will be changed to Chinese characters.
4. Topics with an Asian focus will be integrated into the collection, instead of putting it separately. Call number and location field needed to be changed on the catalogue.

#### **V. Criteria for Success**

	<u>To be achieved by</u>
1. Check with IT department with technical issues.	May 2010
2. Provide diverse and up-to-date resources for student research.	May 2010
3. Records with Chinese characters can be easily retrievable in comparison with pinyin.	May 2010
4. Easy access with all books shelved according to DDC system.	May 2010

#### **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 2009-10

## *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 at A1, A2, B and ab initio.
2. To encourage participation in the wider educational experiences of theatre, dance, speech, political involvement and service activities both within and outside the College community.
3. 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.
4. To encourage overseas students to involve themselves in the various Chinese 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 culture and to gain a better understanding of the place they are living in. To encourage Chinese students to act as resources to overseas students in this process, and to explore their own culture in a new context.

#### **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 A1 and Ab Initio, and for Language A1 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.
4. 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.
5. 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.
6. Continuous development of new teaching units in all languages that make the syllabus relevant and meaningful to all students involved.
7. 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.

8. The Department offers self-taught A1 mother tongue to a vast number of students, the highest number of students in any IB school. In 2009, 35 students completed the self-taught program, in 23 different languages, and with an average grade of 6.22. Almost half the self-taught students achieved a grade 7 in their respective mother tongues. 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.
9. 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.
10. The Department's ethos includes a very strong aspect of cooperation, sharing of ideas and practices, and co-teaching where and when possible. Course development is done as a team, rather than as individuals.
11. 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.
12. The Department has moved from cassette-recordings to digital recordings for oral assessment. This change has drastically contributed towards saving time, energy and resources. All teachers have acquainted themselves with our digital recorders.
13. 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 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 A1 courses (Literature, Language and Literature) that will come into existence within the next two years.
2. The upcoming changes in Language A1, B and Ab Initio may necessitate the introduction of a new course, 'Literature and Performance'. This course is a trans-disciplinary course, and the Department is looking into the logistics and impact of introducing this key 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. With the introduction of a new LPC website, we intend to add Language pages in order to share information and resources, and provide a further learning tool for the students.

5. The Language A2 course will become obsolete from next year, and there will be significant modifications to the A1 courses. 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.
6. 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.
7. Some teachers are taking on new roles, or picking up subjects they haven't taught for a number of years. Peter is teaching English A1 again, as well as co-teaching A1 Self-taught, Linda is now also teaching ToK, and Ronny is teaching French B. Some teachers will also prepare to start teaching new courses within the near future.

#### **IV. Languages Objectives for 2009 - 2010**

1. To maintain the high standards set in previous years, to consolidate the areas where we have consistently achieved top results, and to focus on those areas where improvements are still possible.
2. To familiarise ourselves more with the upcoming changes in Language A1, B and Ab Initio, and to remain involved in curriculum review and planning.
3. To continue ensuring that there are appropriate and challenging language courses for every student at LPC.
4. To analyse and prepare for the introduction of Literature and Performance as a new course in Language A1, possibly from 2010 onwards.
5. To bring IT and digital media into those courses that have not yet seen the introduction of these media. This necessitates purchasing new hardware.
6. To increase teacher flexibility in terms of the course levels each teacher can offer.
7. To continue presenting language as a means of communication between cultures as well as an expression of national culture 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.
8. To continue developing a pool of outstanding part-time tutors (local and overseas) to support the Language A1 Self-Taught and Special Request program. This includes identifying and hiring tutors for languages we have not previously offered (eg. Tajik, Mongolian).
9. To overhaul our text collection, eliminate redundant texts and introduce modern/global literature in the different courses.

## V. Criteria for Success

		<u>To be achieved by</u>
1.	Language- and course-level meetings take place throughout the year.	May 2010
2.	Follow-up on retreat and continued discussion on further developments.	May 2010
3.	Consider case-by-case situations of individual students.	Nov 2009
4.	Prepare all logistics for introduction of the new course.	May 2010
5.	Develop resources (hardware and software) and introduce in classes.	May 2010
6.	Teachers meet internally, develop resources together and visit classes.	May 2010
7.	Organisation of cultural events such as Hispanic weekend, Spain trip, visits to French Theatre, Chinese excursions.	May 2010
8.	Tutor evaluations, student feedback, improved grades, new tutors hired.	Nov 2009
9.	Text collection will have been upgraded with modern materials.	May 2010

## 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 Chinese A1 and A2
Hayley Goldberg	Teacher of English A2 and B
Peter Smith	Teacher of English A1 and A2
Michele Morvan	Teacher of French B and Ab Initio
Mark Eyeington	Teacher of English A1
Linda Olson	Teacher of English A1 and A2 and A1 ST World Literature
Li Ping	Teacher of Chinese A1, A2, B
Jesus Sánchez	Teacher of Spanish A1, B and Ab Initio
Jason Jiang	Teacher of Chinese Ab Initio
Constance Chung	Part time Teacher of Chinese Ab Initio



## Development Section for 2009-10

### *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 excellent 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 excellent resources for the different subjects.
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. The Economics teacher is one of the team leaders of Economics Paper 3 and a workshop leader. 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. The department regularly reviews practices and procedures as outlined in the department handbook, to seek greater clarity and consensus on both pedagogic and administrative matters.
7. 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.
8. The department encourages staff to continue with their further education in areas that may benefit the teachers in their teaching.
9. 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.

10. With limited resources, the department continues to explore possibilities of increasing subject choices to students. Besides offering Business & Management (SL) in 2007-2008, the department plans to offer Political Thought (School based SL subject) to students in 2009.

### **III. Areas for Development**

1. The department will continue to maintain an excellent standard of teaching and IB results in all subjects.
2. The department will continue to make appropriate use of IT in teaching and to reduce the use of hardcopies of handouts with softcopies on the network.
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 guidance to students to choose the most appropriate Humanities subject(s) in an early stage.

### **IV. Humanities Objectives for 2009-2010**

1. To provide adequate support to Julie who starts the first year of teaching in History and to Sylla who starts a new subject – Political Thought this year.
2. To make sure teaching resources are available for the teaching of the new curriculum in Geography, History and the new subject – Political Thought.
3. To modify the teaching schemes to incorporate new resources and the new time table.
4. To continue to support staff to gain experience as IB examiners.
5. To provide more training on academic essay writing and exam essay writing to students. Teachers will go over the importance of referencing and how to do it with students in class. First year students will start writing essays earlier in the year.
6. To encourage students to read newspaper articles more regularly. Eg. First year Economic students are required to read at least one economic article every week. Teachers can send interesting articles or their links to students.
7. To review the field trip tasks and to explore the possibility of broadening the range of field trip research, in order to make the field trips more beneficial to students . To obtain feedback from students on field trips.
8. To provide staff development through attending IB workshops.
9. To provide extra help to needed students in Economics.

**V. Criteria for Success**

To be achieved by

- |    |  |          |
|----|--|----------|
| 1. | Regular discussions with both teachers to understand their needs and concern in teaching the subjects.   | May 2010 |
| 2. | New textbooks for History and Geography are purchased. Suitable Chinese and Asian materials used in Political Thought are available.   | May 2010 |
| 3. | Teacher schemes are modified.  | May 2010 |
| 4. | Staff is given time to attend important meetings for examiners.  | May 2010 |
| 5. | Students are able to provide good referencing and relevant content in essays. First year students start learning how to write exam essays in the first term. Second year students are able to write well structured essays under timed conditions. | May 2010 |
| 6. | Most students have developed a habit of reading news regularly.  | Dec 2009 |
| 7. | The range of field trip research broadened, with new tasks developed. Feedback obtained.   | May 2010 |
| 8. | Ming will attend an Economic workshop and John will attend a Business & Management Studies workshop for experienced teachers.  | Dec 2009 |
| 9. | Tutorial time set aside for needed students on Monday afternoons for Economics.  | May 2010 |

**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

## Development Section for 2009-10

### *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 2<sup>nd</sup> 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 2009 - 2010**

1. Undertake a review of the SRD process in the department to produce a slightly more formal process that gives the staff better feedback and opportunity for self evaluation.
2. Try to promote environmental sustainability within the operation of the department. For example, reducing the consumption of paper and moving towards a paperless classroom. Consumption of electricity, water and the safe disposal of wastes are practices that need to be reviewed.
3. To assist first year students from backgrounds where they have had little IT exposure quickly adapt to the requirements of the IA programs in Science. One initiative being the running of Excel “clinics” to introduce first year students to the use of this spreadsheet package in the analysis of data (now a requirement in IA programs).
4. To update the resources of the department. Specifically, the textbooks in many subject areas are outdated and need replacing. There has been a program of updating to new texts and the disposal (to crossroads) of outdated books. This will continue until all group 4 subjects have updated texts.
5. Last year an assessment policy was agreed within the department after a process of consultation. This aims to standardize assessment practice within the group 4 subjects. The policy covers number of assessment items required for an assessment grade, how the assessment grade is calculated and consistency in the grade boundaries applied in specific subjects. This year the objective is to implement this policy.
6. Staff development through IB workshops will continue as an objective this year. In addition there are skills within the department that can be shared, therefore another aim to use some department meetings as training sessions for staff. For example the Google software, such as Google docs, offers some functions that have classroom application. The ManageBac software will be introducing a function related to PSOW forms and the submission of internal assessment in group 4 subjects.
7. To maintain the department’s high standard of achievement in the final IB examinations.

#### **V. Criteria for Success**

To be achieved by

- |    |   |          |
|----|---|----------|
| 1. | An updated SRD model to be in place by the end of the year.   | May 2010 |
| 2. | Reduced paper, electricity consumption. More staff awareness. | May 2010 |

3. Improved IT literacy demonstrated by all students in science IA. May 2010
4. All Science students will have access to updated / new textbooks. May 2010
5. Policy successfully implemented and used by all science staff. May 2010
6. Improved staff skills in the specified IT packages. May 2010
7. Another year in which college IB averages in group 4 subjects maintained. May 2010

**VI. Science staff and responsibilities**

Dave McCracken	Teacher of Environmental Systems
Jack Wong	Science Technician
Martin Gough	Teacher of Biology
Pushpa Pandey	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 2009-10

### *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 enhance effective learning and teaching through deployment of staff based on their experience and expertise
2. To provide additional options which cater for students' needs and interests
3. To initiate acquisition of new students' background knowledge in Mathematics and to support teachers in providing students with ongoing feedback and to encourage students' reflexive learning
4. To achieve standardization of the marking of internally-assessed portfolio tasks of the same

subjects

5. To redesign the layout of the Maths Office to facilitate teacher-student interaction and one-on-one instruction
6. To introduce new teaching plans in 2009/2010. The department will undertake an evaluation of these teaching plans in order to ensure that the order and time allocations are appropriate under the new timetable.
7. To ensure sufficient teaching resources for effective learning and teaching of both year groups

#### **IV. Mathematics Objectives for 2009 - 2010**

1. Teaching load will be allocated according to staff preferences and expertise as far as possible. In addition to the three different subjects, the Department will be able to offer two different options for Year 2 Higher Level students, namely Discrete Mathematics and Series and Differential Equations owing to a member of staff experienced in the teaching of the former.
2. Students will be consulted as to their subject strengths and their future university requirements. Options will be made available accordingly, if possible.
3. A series of questions will be prepared on presumed knowledge for the new students. Through this process, teachers will be provided with baseline data of their students to inform their teaching. In the same way, students can use the information to be reflexive about their learning and the progress they will make throughout these two years.
4. The collaborative development and dissemination of standardization matrix and common markscheme for each task assigned will encourage consistency between teachers and promote professional dialogue amongst members of the department.
5. An audit of the office layout, furniture requirement and the rearrangement of existing fixture will be completed. The new layout of the Departmental Office has ensured that more space has been allocated for teacher-student interaction. This will encourage students to approach members of staff outside of class time for additional assistance.
6. With the implementation of the new seven-block timetable, the departmental teaching plans will be revised and reviewed. Ongoing evaluation of the teaching plans will ensure that the sequence and time allocated are appropriate.
7. Having completed an audit of existing resources such as all textbooks and GDCs, additional teaching materials will be acquired to support effective teaching and learning.

#### **V. Criteria for Success**

To be achieved by

1. Staff members' preferred teaching loads are honoured. Sept 2009
2. Students' subject choices are honoured. Sept 2009
3. Presumed knowledge questions are set and distributed. Sept 2009
4. Standardization matrices and markschemes are developed and disseminated. Apr 2010
5. New layout is completed. Aug 2009
6. Revision and evaluation of new teaching plans are completed. May 2010
7. Inventory check is completed and additional resources are acquired. Oct 2009

**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 2009-10

### *Visual Arts*

#### **I. Aims**

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).

#### **IV. Visual Arts Objectives for 2009 - 2010**

1. To continue to develop a system of student 'Studio Managers' (independent of QC) to oversee and encourage the productive and considerate use of the shared studio.
2. To continue to develop a space devoted to working with three-dimensional materials, including specialist tools and equipment, and to continue to make application for provision of essential capital items.
3. To reclaim the use of essential teaching spaces (002, 108) temporarily lost to other subject areas because of the unprecedented demand on rooms in the academic block.
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, etc.) to all students in the community.
5. To continue to expand student numbers in the subject, and to prepare the 2008 - 2010 cohort of students for further examination success in the course.

#### **V. Criteria for Success**

- |   | <u>To be achieved by</u> |
|---|--------------------------|
| 1. Two second-year students appointed and operating as 'Studio Managers'.   | Oct 2009                 |
| 2. 003 fitted out with basic tools required for working in three dimensions, including pottery tools, equipment and materials; budget application made for capital items.   | Dec 2009<br>Jan 2010     |
| 3. Facilities in 002 (such as computers, printer, projector, materials store) available for use by Visual Arts students, especially for the purpose of critical discussions and theory lessons, timetabled simultaneously with their lessons in the studio. | Jan 2010                 |
| 4. A minimum of six officially-organised exhibition visits, publicised to the whole community.  | Apr 2010                 |
| 5. A 25% increase in numbers of first year students taking Visual Arts; a grade average of 5.5 or better.   | Nov 2009<br>Jul 2010     |

#### **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 2009-10**

### *Theatre Arts*

#### **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 increase the number of students participating in the Year 1 Theatre program.
3. To focus the success of student led theatre productions in the College and maintain a program of participation for non IB Theatre students.

#### **II. Areas of Excellence**

1. The course produces a great range of innovative productions 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 for production values in the subject have assisted 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 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 further hone the effectiveness of the IB Theatre program, in particular in terms of the organization of student led productions.

#### **IV. Theatre Arts Objectives for 2009 - 2010**

1. Facilitate a greater number of outside led workshops at the College.

2. To continue to look for links and opportunities for student performance/exchange in the wider community.
3. To establish a micro-festival for student directors to stage their work and facilitate a range of activities and events for non-IB Theatre students.

**V. Criteria for Success**

To be achieved by

- |    |   |                          |
|----|---|--------------------------|
| 1. | The number of workshops that take place on or off campus that students can participate in.  | End of academic year     |
| 2. | Collaborations with bodies on or off campus and increased number of LPC initiated performances/workshops at local community venues.                           | End of year              |
| 3. | IB Theatre ‘micro – festival’ entitled, ‘Young Directors’ already arranged. Evaluation of success in perspective with the delivery of the rest of the course. | End of the academic year |

**VI. Staffing**

Steve Reynolds

The teacher operates within Group Six of the Diploma programme. The specific needs of Theatre can be negotiated directly with the Director of Studies.

## Development Section for 2009-10

### *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 2009 - 2010**

1. Develop strategies to better facilitate and moderate internal assessment.
2. Continue to develop varying approaches to the Personal Presentation component in order to maintain high grades, especially after the introduction of video-taping presentations in the school at the request of the IB.

3. Whilst grades improved slightly last academic year we need to continue to develop strategies for success for a greater number of students.
4. Provide Professional Development for staff new to the course this year.
5. The role and importance of TOK as a core subject should be recognised, and as such the TOK coordinator should be invited to participate in HOD meetings.

**V. Criteria for Success**

	<u>To be achieved by</u>
1. Moderation meetings held once all staff have received training.	Nov 2009
2. A variety of approaches that might include role-play, mock television programmes, movies, surveys, quizzes, etc. in addition to the usual Powerpoint presentations, with ideas shared across classes.	Nov 2009
3. Increased consultation between staff and staff/students on both areas of assessment.	Nov 2009
4. Professional Development opportunities provided for LO and PS.	Oct 2009
5. TOK coordinator attends all HOD meetings.	Aug 2009

**VI. Staffing**

Tim Vallence	- teacher and program coordinator (on leave 2009 – 2010)
Selwyn Price	- teacher and acting programme coordinator
Jason Jiang	- teacher
Linda Olson	-teacher
Peter Smith	- teacher
Shelley Barton	- teacher
Stephen Codrington	- teacher
Steve Reynolds	- teacher

## **Development Section for 2009-10**

## ***Quan Cai***

### **I. Aims**

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

### **II. Areas of Excellence**

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

### **III. Areas for Development**

1. To increase the effectiveness of the process of choosing Quan Cai activities.
2. To implement the new CAS Guide 2010, including journaling and evidence of the 8 learning outcomes.
3. Further develop student leadership in theory and practice.
4. Explore opportunities for greater integration of C, A and S components and other College activities such as China Week and Project Week.
5. To introduce ManageBac as an administrative system and learning/communication tool for the community.

### **IV. Quan Cai Objectives for 2009 - 2010**

1. To bring forward the Year 2 activity selection procedure to the end of year one. Also, pilot a pre-select procedure for prospective Year 1 students.
2. Ensure staff/student awareness of the new CAS Guide and its implications for Quan Cai.
3. Conduct student leadership workshops and stage end of year Quan Cai Day.
4. Audit all activities for suitability and place in the Quan Cai program.
5. Effectively introduce ManageBac on-line application.

**V. Criteria for Success**

To be achieved by

- |    |  |                      |
|----|--|----------------------|
| 1. | Conduct Year 2 activity choices.   | End of Year 1        |
| 2. | Update student/staff guides. Maintain information/communication on CAS requirements through meetings, documents and presentations. Successful implementation by staff. | End of Year 1        |
| 3. | Hold student leader workshops and Quan Cai Day.  | End of academic year |
| 4. | Refine official and appropriate range of activities for Quan Cai.  | End of Year 1        |
| 5. | ManageBac effectively in use by students and staff.  | End of the year      |

**VI. Quan Cai Personnel**

Steve Reynolds – Head of Quan Cai.

All full time staff have an involvement as leaders/liasons of activities and as CAS Advisers (tutors).

## Development Section for 2009-10

### *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 2009 - 2010**

1. Professional Development for the role of tutor will be provided to staff. In particular, staff need to be more informed on the changing drug scene in Hong Kong.
2. The need to become a more environmentally friendly campus will be the main focus of the residences.
3. The residential team will be involved in the design of a new common Code of conduct for the UWCS.

#### **V. Criteria for success**

##### **To be achieved by**

- |    |   |          |
|----|---|----------|
| 1. | A drug information session will be provided to tutors.                        | Nov 09   |
|    | An afternoon will be dedicated to to develop tutors' skills to help students. | Mar 10   |
| 2. | A CoP day will be dedicated to environmental issues.                          | Nov 09   |
|    | The college will take part in a Cap and Trade project.                        | All year |
|    | Environmentally friendly initiatives will be encouraged.                      | All year |
| 3. | The HoR will participate to a meeting of all UWCs senior residential staff.   | Oct 09   |

#### **VI. Residences staff and responsibilities**

For 2009-2010, 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
Pushpa Pandey	Block 3 Head of House
Linda Olson	Block 4 Head of House

China Week	Esther Chau
Project Week	Wendy Liu-Hayes
Orientation Week	John Tonks
Graduation	Hayley Goldberg and Trevor Marriott

## **Development Section for 2009-10**

## **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.
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 2009 - 2010**

1. To introduce student workshops. One on each of the following topics: Writing a UCAS Personal Statement. Writing a US Personal Statement. Selecting a US University or College.

2. To invite alumni and prominent members of the local community to the college to discuss their university experience and their career path.
3. To initiate a Li Po Chun College internet site where recent graduates can discuss their university experiences with current students.
4. Build strong relationships with key universities, including the Davis universities through email and visits where possible.
5. To join the Overseas Association for College Admission Counselling and to attend the annual conference in order to further develop contacts and collect relevant information on trends in US university admissions.
6. Learn how to update and then update the Big University Guide.

**V. Criteria for Success**

	<u>To be achieved by</u>
1. The success of the workshops will be determined by the number of students who attend the workshops.	Oct 2009
2. Alumni will visit and the information is well received by current students.	May 2010
3. A internet site will be in place which is used by both recent alumni and current students.	Jan 2010
3. Email and phone contact will be maintained. Social time spent with representatives. All invitations to universities will be accepted and home leave will be used to facilitate more visits.	Aug 2010
5. Attend the conference in July 2010.	Jul 2010
6. BUG updated and available to students.	May 2010

**VI. Guidance staff and responsibilities**

For 2009-2010, the university functions are delegated as follows:

Shelley Barton                      Universities Guidance Counsellor

## **Development Section for 2009-10**

### **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 2009 - 2010**

1. To follow up closely the development of the assembly hall and the major repairs grant projects with the governments, architects, estate manager and contractors.
2. To combat Swine Flu.
3. To make sure that the maintenance/security issues are attended to in a timely manner with quality output.

### **V. Criteria for Success**

To be achieved by

- |  |         |
|--|---------|
| 1. Regular contacts with the appropriate bodies e.g. architects, government departments in order to fully comply with the government requirements. | Ongoing |
| 2. Support from the College management and College community to improve the environmental and personal hygiene throughout the year.                | Ongoing |
| 3. Selective replacement of capital equipments.  | Ongoing |