CCC Ming Yin College
Curriculum Policy (September 2016)

1. Introduction

1.1. Overall Aims of Education set out by the Education Commission

To enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/ her own attributes so that he/ she is capable of life-long learning, critical and exploratory thinking, innovating and adapting to change; filled with self-confidence and a team spirit; willing to put forward continuing effort for the prosperity, progress, freedom and democracy of society, and contribute to the future and well-being of the nation and the world at large.

1.2. Learning Goals

The school curriculum is in line with the goals and learning aims of the Education Reform and the school sponsoring body.

1.2.1. The Hong Kong Council of the Church of Christ in China – Vision, Mission Statement and Core Values on Education.

1.2.1.1. Vision

Together we nurture fullness of life; Hand in hand we witness the love of Christ.

1.2.1.2. Mission Statement

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

1.2.1.3. Core Values

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

1.2.2. School Mission

Ming Yin College is a Christian grammar school founded by the Hong Kong Council of the Church of Christ in China (HKCCCC) in 1966. Embracing the HKCCCC's philosophy of "holistic education" and "To Minister and Serve Through Schools", we are committed to the provision of quality education services.

We strive to provide our students a pleasant and harmonious learning environment, filled with respect, appreciation, love and care. We also work in partnership with parents, the church, the community and related organizations to foster the moral, intellectual, physical, social, aesthetic and spiritual development of our students. We strive to nurture our students by developing their potential in self-discipline, autonomy, self-enhancement, independent thinking as well as their creativity and leadership so as to help them develop a positive attitude towards learning and active participation.

It is our aspiration that our students will grow into individuals of integrity and noble character, whose love extends from self to neighbour, to our nation and to God. They will always strive for excellence, exemplifying our school motto "Learn to perceive the Word of God; Glorify Him and do good to others."

1.2.3. School Goals

Goals related to Students

1.2.3.1. Enable students to build a strong academic foundation, especially that of literacy and numeracy, so that they can master the ever-changing world of knowledge and enhance personal calibre.

1.2.3.2. Help students develop the ability to think independently, rationally and creatively, enabling them to cope effectively with stress and the ever-changing world.

1.2.3.3. Help students develop a zeal in learning and a realization that learning is a life-long activity.

1.2.3.4. Educate students to meet the needs of social development.

1.2.3.5. Help students understand their roles and responsibilities as good citizens who work for the betterment of our society, our nation and the world. Being assiduous in studies, respectful to teachers and filial to parents, they are also ready to care and share.

1.2.3.6. Help students become self-confident, self-disciplined and self-loving with a desire to pursue the truth.

1.2.3.7. Help students develop a proper sense of morality and value judgment.

1.2.3.8. Help students develop physical fitness and an appreciation of sportsmanship.

1.2.3.9. Stimulate students' interest and develop their potential in cultural and aesthetic aspects.

1.2.3.10. Provide an appropriate environment in which students learn to live and work with mutual love and respect.

1.2.3.11. Help students understand biblical truths, lead an abundant life and follow the love of Jesus Christ, to serve and not to be served.

1.3. Principles for Curriculum Planning

The Curriculum Development Team was formed to help in planning and implementing the school-based curriculum through co-ordination with various KLAs and task groups for providing an effective learning and teaching environment in the school.

In planning the school-based curriculum, the school observes the following guiding principles:

1.3.1. Our philosophy of education is the development of the "whole person". The school curriculum provides all students with essential life-long learning experiences and foster the ethics, intellect, physical development, social skills, aesthetics and spirituality of our students.

1.3.2. The school-based curriculum development is essentially the outcome of a balance between directions from CDC and the autonomy of the school and teachers in adapting the CDC curriculum. The balance is subject to change with time as policy and school decisions change.

1.3.3. The school develops the whole-school curriculum plan which is based on reflections on its strengths, mission, and the short-term targets of the current curriculum reform.

1.3.4. Every school is unique in terms of its strengths such as history, experiences in curriculum development, pedagogy, teachers, leadership, community context, and the changes it proposes to make each year. Systematic whole-school curriculum planning is necessary to ensure that every member of the school works towards achieving the priority learning goals set by the school through

planning short-term targets and strategic steps of school curriculum development.

1.3.5. The school curriculum should assist students learn how to learn, which involves developing their independent learning capabilities leading to whole-person development and life-long learning.

1.3.6. A learner-focused approach should be used to make decisions in the best interests of students. Diversified learning, teaching and assessment strategies should be used to suit the different needs and interests of students.

1.3.7. Development strategies should be built on the strengths of students, teachers, schools and the wider community of Hong Kong.

1.3.8. Practices should be adopted to achieve a balance across different purposes and conflicting interests and views, e.g. across the academic, social and economic goals of the curriculum and across the various learning and teaching strategies. The purpose and modes of learning, teaching and assessment should be consistent with one another.

1.3.9. Positive thinking, patience, the celebration of small successes and tolerance of ambiguity are essential to ensure that change and improvement are accepted and sustained.

1.4. Principles for Curriculum Development and Implementation

The school should:

1.4.1. Have clear and priority learning goals and targets for curriculum development.

1.4.2. Provide a more broad and balanced curriculum covering 8 Key Learning Areas, and with more emphasis on cultivating students' language proficiency.

1.4.3. Provide the five essential learning experience throughout the years of schooling

1.4.4. Use the central curriculum of KLA Curriculum Guides as the basis, and make school-based adaptations when necessary to ensure the following at each Key Stage:

- 1.4.4.1. Smooth progression in curriculum design, learning and teaching from one level to another, based on the diversed needs of students
- 1.4.4.2. Coherence among the KLAs using appropriate learning, teaching and assessment approaches, avoidance of overlapping, and use of meaningful links
- 1.4.4.3. Widen the space of student learning

1.4.5. Use appropriate strategies of learning, teaching and assessment flexibly to achieve the learning goals: Moral and Civic Education, Reading to Learn, Project Learning, IT for Interactive Learning, life-wide learning, diversified assessment modes

1.4.6. Identify the strengths of the school (including existing practices) in order to deploy resources to achieve the targets of curriculum development set by the school.

At the beginning of the school year, the various subject panels should formulate plans geared to the school major concerns and school curriculum objectives and follow them through. At the end of the school year, different subject panels should strategically review, and reflect on, the outcome of work in the light of set objectives, the findings of which inform the school's and various subject panels' direction of curriculum development.

1.5. Learning experiences

Learning experiences are the contexts of learning processes and learning contents, and the social environment in which students learn how to learn. Students should be entitled to five learning experiences that correspond to the aims of "moral, intellectual, physical, social, aesthetic and spiritual" development in education:

1.5.1. moral and civic education to develop personal character and interpersonal skills, the creativity to innovate, the spirit to live up to expectations and enjoy learning;

1.5.2. intellectual development to lay a firm foundation of knowledge;

1.5.3. community service to develop commitment and responsibility;

1.5.4. physical and aesthetic development to lead to active and healthy living styles and the appreciation of aesthetic qualities; and

1.5.5. career-related experiences to link studies with career aspirations and job opportunities.

The five essential learning experiences listed above are to be developed throughout all stages of schooling in the school.

The curriculum content of each subject panel should ensure that learning is well connected to students' daily life and provide students with diversified learning experiences.

1.6. Life-wide learning

Life-wide learning generally refers to the learning experiences that take place beyond the classroom. It requires teachers to make good use of resources and facilities available at their schools and in the communities, in order to create suitable learning environments (combinations of time, place and people) for particular educational purposes. Such experiential learning in authentic environments enables students to achieve certain learning goals that are difficult to attain through classroom learning.

Students are entitled to the five essential learning experiences. Under the overarching concept of life-wide learning, learning inside and outside classroom should complement each other to achieve the aim of whole-person development and life-long learning. The school curriculum provides students with sufficient opportunities for life-wide learning.

In the school curriculum framework, Life-wide Learning plays the following important roles:

1.6.1. to extend classroom learning experience in the eight Key Learning Areas, e.g. field studies and science museum trips;

1.6.2. to enrich students' learning experience beyond the Key Learning Areas, e.g. community service and extra-curricular activities; and

1.6.3. to enable students to develop essential skills and attitudes for both classroom learning and their daily lives, e.g. leadership training, thinking skills development, adventure training and emotional management.

Life-wide learning is not quantity but quality that matters, i.e. teachers need to ensure that the experience is aligned with the aim being pursued, and that the students reflect on what has occurred and learn from it.

Each subject panel / committee should incorporate its life-wide learning activities in its annual plan which should be submitted to the school at the beginning of the school year.

1.7. What is to be learnt in the school curriculum

1.7.1. Components of the school curriculum

The curriculum framework has three interconnected components namely (1) Key learning areas (knowledge/ concepts), (2) Generic skills and (3) Values and attitudes.

Each subject panel should devise its scheme of work at different levels which should include the strategies fostering the students' development of the three components. The scheme of work at different levels should be submitted to the school at the beginning of the school year.

1.7.2. Key learning areas (KLAs): Knowledge and concepts

The existing subjects are grouped under eight key learning areas (KLAs), namely (1) Chinese Language Education, (2) English Language Education, (3) Mathematics Education, (4) Personal, Social and Humanities Education, (5) Science Education, (6) Technology Education, (7) Arts Education and (8) Physical Education.

The organization of the school curriculum is structured around fundamental and connected concepts of major knowledge domains. These provide the context for the development and application of generic skills, values and attitudes.

1.7.3. Generic skills

Generic skills are fundamental to helping students learn how to learn. They are to be developed through learning and teaching in the context of different subjects or key learning areas, and are transferable to different learning situations. Nine types of generic skills are identified as essential:

1.7.3.1. Collaboration skills: For example, listening, appreciation, group work, helping one another and negotiation help students to engage effectively in tasks and teamwork, and to benefit from collaborative relationships.

1.7.3.2. Communication skills: For example, making speeches, responding to questions, listening and writing help students to interact with people and express their ideas effectively.

1.7.3.3. Creativity: For example, thinking from different perspectives, suggesting alternatives for doing things and accepting different

answers help students to develop the ability to produce original ideas and solve problems appropriate to contexts.

1.7.3.4. Critical thinking skills: For example, independent thinking, identifying right and wrong and self reflection help students to draw out meaning from given data or statements, generate and evaluate arguments, and make their own judgments.

1.7.3.5. Information technology skills: For example, finding information on the Internet, word processing, using spreadsheets and communicating with electronic mail help students to seek, absorb, analyze, manage and present information critically and intelligently in an information age and a digitized world.

1.7.3.6. Numeracy skills: For example, budgeting, manual calculation, using the calculator and analyzing statistical data help students to master basic computation in daily life, use basic mathematical concepts in practical situations, make reasonable estimates, understand and interpret graphs, charts, and data.

1.7.3.7. Problem-solving skills: For example, handling problems, resolving conflicts, facing crises and making decisions help students to use thinking skills to resolve a difficulty and determine the best course of action.

1.7.3.8. Self-management skills: For example, preserving emotional stability, handling stress, managing one's time and finances and leading a healthy life help students to build up self-esteem and accomplish goals.

1.7.3.9. Study skills: For example, collecting and processing information, using different learning tools and applying what is learnt in daily life help students to develop good learning habits, and the abilities and attitudes to enjoy learning.

1.7.4. <u>Values and attitudes</u>

1.7.4.1. Values are qualities that students should develop as principles for conduct and decision, e.g. rights and responsibilities, commitment, honesty and national identity, while attitudes are the personal dispositions needed to perform a task well, e.g. open-mindedness and cooperativeness. Values and attitudes affect the development of each other.

1.7.4.2. Values can be learned as key concepts, for instance, filial piety and honesty in school subjects such as Chinese Language and MCE, sustainability in Science/ Technology, or they can be applied to specific themes for relevant understanding and decision-making, e.g. respect for law.

1.7.4.3. Suitable attitudes are to be cultivated whenever the learning activities help, e.g. perseverance in Physical Education, integrity in project learning. Meanwhile, teachers should also employ those attitudes as pedagogical principles to guide student learning, e.g. giving students freedom to choose a topic of interest, being open-minded and respecting evidence in the development of critical thinking.

1.7.4.4. Values education: The school curriculum should place emphasis on moral and civic education, sex and family education, health education, environmental education, computer ethics, media education and other miscellaneous themes, e.g. legal education.

1.8. The Rationale for the Recent School Curriculum Development

1.8.1. Reading to Learn and Reading across the Curriculum
To develop a reading culture, Reading Sessions have been introduced on every Tuesday for students so that they can read books and the articles extracted by the teachers, or have book sharing with their classmates. Moreover, a list of 'must read' recommended by different subjects would be given out to students. Reading promotion team has been set up to organize various activities which promote reading culture and cross-curricula reading in the school.

1.8.2. To cater for learner's diversity and to enhance their language proficiency, remedial teaching are adopted at junior forms in both Chinese and English lessons.

1.8.3. As a school using English as the main medium of instruction, more English lessons and English programmes in junior forms are allocated to support students to build up a good foundation in English. The Refined English Enhancement Scheme has been implemented since the 2011/12-2013/14 school years for enhancing the school's capacity to use English across the curriculum and strengthening the school's support for the learning and teaching of English.

1.8.4. To create time and space for students and to cater for whole-person development, the following school-based subjects are introduced:

- 1.8.4.1. MCE (F.1-F.3) & Religious Ethics (F.4-F.6) – for nurturing students' positive moral and civic values and attitudes
- 1.8.4.2. Liberal Studies (F.1-F.3) – for developing students' critical thinking and analytical skills
- 1.8.4.3. SEBS (F.1-F.3) – for developing students' understanding of the political, economic and social developments of Hong Kong and equipping students with foundation knowledge at S1-3 for the NSS Economics and BAFS.
- 1.8.4.4. Music & Arts Appreciation (F.4-F.5) – for enhancing students' life-wide learning experiences in Arts Education.

1.8.5. To assist students to be better equipped with the basic knowledge of different PSHE elective subjects, the school adopts independent subject mode in junior forms. Cross-curricular project-based learning is also adopted in F.2 and F.3 PSHE subjects.

1.8.6. To facilitate the transition to the senior Economics and BAFS curriculum, a new junior-form subject called 'Social, Economic and Business Education' was introduced to replace EPA in the 2012/13 school year.

1.8.7. To facilitate curriculum development and teachers' professional development, the school has enrolled in the School-based Support Services provided by the Education Bureau since the 2013/14 school year. The subjects concerned are Chinese Language, English Language, Liberal Studies, SEBS and BAFS.

1.8.8. To promote career and life planning education, the school will review the existing curriculum and incorporate life planning education into the school curriculum.

1.8.9. The school has adopted a whole school approach in the promotion of self-directed learning and student-centred curriculum since the 2015/16 school year.

1.8.10. The main principles of self-directed learning and student-centred learning are as follows:

- The reliance on active rather than passive learning,
- An emphasis on deep learning and understanding,
- Increased responsibility and accountability on the part of the student,
- An increased sense of autonomy in the learner,
- An interdependence between teacher and learner,
- Mutual respect within the learner teacher relationship,
- And a reflective approach to the teaching and learning process on the part of both teacher and learner.

School Curriculum (F.1–F.6) under the NSS Academic Structure
新高中學制下本校中一至中六班級課程

Subject 科目	Form 1 to Form 3 中一至中三	Form 4 to Form 6 中四至中六	Chinese as the medium of instruction 中文授課	English as the medium of instruction 英文授課
Chinese Language 中國語文	●	●	✓	
English Language 英國語文	●	●		✓
Mathematics 數學	●	●		✓
Mathematics and Extended Modules 數學及延伸單元		△		✓
Liberal Studies 通識教育	●	●	✓	
Integrated Science 綜合科學	●			✓
Physics 物理		△		✓
Chemistry 化學		△		✓
Biology 生物		△		✓
Chinese Literature 中國文學		△	✓	
Chinese History 中國歷史	●	△	✓	
History 歷史	●	△		✓
Geography 地理	●	△		✓
Economic and Public Affairs 經濟及公共事務	●			✓
Economics 經濟		△		✓
Business, Accounting and Financial Studies 會計與財務概論		△		✓
Computer Literacy 電腦認知	●			✓
Information and Communication Technology 資訊及通訊科技		△		✓
Moral and Civic Education 德育及公民教育	●			✓
Home Economics 家政	●			✓
Applied Learning Courses 應用學習課程		△	✓	
Music 音樂	●			✓
Physical Education 體育	●		✓	
Visual Arts 視覺藝術	●	△		✓
Putonghua 普通話	●		✓	
Religious Education 宗教教育	●	●	✓	
Other Learning Experiences 其他學習經歷				
- Physical Development 體育發展		●	✓	
- Aesthetic Development 藝術發展		●		✓
- Moral and Civic Education / Community Service / Career-related Experiences 德育及公民教育 / 社會服務 / 與工作有關的經驗		●	✓	
		● Core Subject 必修科	△ Elective Subject 選修科	

The Church of Christ in China Ming Yin College
PROPOSED PERIOD ALLOCATION (2016-2017)

Subject	S1	S2	S3	S4		S5		S6	
				4+3x	4+2x	4+3x	4+2x	4+3x	4+2x
English Language	11	11	11	10	10	9	11	9	12
Chinese Language	9	8	8	10	10	8	10	8	11
Chinese Literature				1 x 5&		1 x 6#		1 x 7*	
Putonghua	1	1	1						
Liberal Studies (F.1 - F.3)	1	1	1						
Liberal Studies (Modules 1, 2, 5)				6	9				
Liberal Studies (Modules 3, 6 + IES)						2+2+2	3+3+2		
Liberal Studies (Module 4 + IES)								3+3	3+3
Core Mathematics (may include M1 & M2)				8	10	8	8	8	9
Mathematics	7	8	8						
Chinese History	2	2	2	1 x 5&		1 x 6#		1 x 7*	
History	2	2	2	1 x 5&		1 x 6#		1 x 7*	
Geography	2	2	2	1 x 5&		1 x 6#		1 x 7*	
SEBS / Economics	2	2	2	2 x 5&		2 x 6#		1 x 7*	
Physics			2	2 x 5&		1 x 6#		1 x 7*	
Chemistry			2	2 x 5&		2 x 6#		2 x 7*	
Biology			2	1 x 5&		1 x 6#		2 x 7*	
Integrated Science	6	6							
BAFS				1 x 5&		2 x 6#		2 x 7*	
ICT				1 x 5&		1 x 6#		1 x 7*	
Computer Literacy	⅄ 1	⅄ 2	⅄ 2						
Home Economics	◆2	◆2	◆2						
Music	2	2	1						
Visual Arts	2	2	2	1 x 5&		1 x 6#		1 x 7*	
Physical Education	2	2	2	2	2	2	2	2	2
Religious Education	1	1	1						
Ethics and Religious Studies				2	2	2	2	1	1
MCE	1	1	1						
Music and Arts Appreciation				2	2	2	2		
Assembly	1	1	1	1	1	1	1	1	1
Form Teacher Period	1								
Careers and Life Planning			1						
Total:	56	56	56	56	56	56	56	56	56

Note:

⅄ Split Class for F.1-F.3 C.L.

◆ Split Class for F.1 - F.3 H.E.

& The Elective Subjects for F.4:
3 blocks with a total of 14 groups and students are required to choose 1 subject from each block

Mathemetics (5 Groups)	CORE (4A)	CORE (4B)	CORE (4C)	CORE (4D)
Elective 1 (2 Groups)	CHEM (4A)	ECON (4B)	X (4C)	X (4D)
Elective 2 (6 Groups)	BIO / C.LIT / ECON / GEOG / ICT / PHY			
Elective 3 (6 Groups)	BAFS / CHEM / C.HIST / HIST / PHY / V.A.			

The Elective Subjects for F.5:
3 blocks with a total of 14 groups and students are required to choose 1 subject from each block

Mathemetics (4 Classes)	M1/M2/CORE/CORE/CORE			
Elective 1 (3 Groups)	CHEM (5A)	ECON (5B)	X (5C)	X (5D)
Elective 2 (5 Groups)	BAFS / BIO / CHEM / C.HIST / GEOG / ICT			
Elective 3 (6 Groups)	BAFS / C.LIT / ECON / HIST / PHY / V.A.			

* The Elective Subjects for F.6:
3 blocks with a total of 14 groups and students are required to choose 1 subject from each block

Mathemetics (4 Classes)	M1/M2/CORE/CORE/CORE		
Elective 1 (3 Groups)	BAFS / BIO / CHEM	X (6C)	X (6D)
Elective 2 (5 Groups)	BAFS / CHEM / C.LIT / GEOG / ICT		
Elective 3 (6 Groups)	BIO / C.HIST / ECON / HIST / PHY / V.A.		

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