

# **External School Review Report**

## **Li Po Chun United World College of Hong Kong**

**Address of School : 10 Lok Wo Sha Lane, Ma On Shan, Shatin, N.T.**

**External Review Period : 24 – 26 and 28 October 2011**

**Quality Assurance Division  
Education Bureau**

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# Contents

	Page
1 Introduction	1
2 College Performance	5
3 Concluding Remarks	14

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# 1. Introduction

## 1.1 Basic College Information (text provided by the College)

- The concept of opening a United World College (UWC) in Hong Kong was initiated around 1987 by Sir Q. W. Lee (by that time Executive Chairman of the Hang Seng Bank) and Mr Li Shiu Tsang MBE JP, whose family had set up the Li Po Chun Charitable Trust, which remains a major provider of educational grants in Hong Kong. The trust was named after Li Po Chun, a prominent Hong Kong businessman and philanthropist. The idea to open a UWC in Hong Kong received enthusiastic support from Sir David Wilson, then Governor of Hong Kong. Li Po Chun United World College of Hong Kong (hereafter referred to as “the College”) opened to its first batch of students in September 1992, and was formally opened by Prince Charles on 6 November 1992, less than 18 months after the UWC International Board approved the project.
- The College follows the mission of the UWCs:  
“UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.

The UWC 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”
- There are currently 13 UWCs around the world which share this mission. All students who attend a UWC are selected by over 120 different national committees. Hong Kong students who attend the College are selected through the Hong Kong Committee.
  - All students follow the International Baccalaureate (IB) Diploma Programme. The unique features of the College are the residential life and the Quan Cai programme. The former allows students from different cultures to interact with one another, usually two overseas students sharing with two Hong Kong students a dormitory for four people. The latter which is based on the Creativity, Action and Service (CAS) programme of the IB Diploma offers students a range of extensive activities.
  - The current Principal commenced duties on 1 August 2011. As part of the review process, staff and students undertook a self-review of 14 different aspects of College life. For each part they assessed the College’s performance against given criteria. From this, the reports produced identified the strengths and the areas for improvement in each of the aspects of College life reviewed.

- The number of students enrolled in each year level of the 2-year IB Diploma Programme in 2011/12 is as follows:

	Year 1	Year 2
Number of students	134	121

## 1.2 External Review Methodology

- The external school review (ESR) of the College was conducted on 24 – 26 and 28 October 2011.
- The ESR was customised to take the following into consideration:
  - The uniqueness of the College as a direct subsidy scheme (DSS) school in Hong Kong offering a two-year IB Diploma Programme and opportunities for experiencing residential life to 250-plus students of over 80 nationalities; and
  - The College having conducted a self-review in accordance with the *UWC Guide to School and College Evaluation* for an external review by a team formed by the UWC International Board (hereafter referred to as “the UWC Review Team”) that took place concurrently with the ESR undertaken by the Education Bureau (EDB).
- To maximise the benefits for the College, the ESR was designed to complement the College’s self-review and the review by the UWC Review Team. To achieve this, a proposal was put forward by the ESR team, upon a meeting with the Principal and the College consultant on 11 August 2011, to adapt and align the review focuses under the framework of performance indicators developed by the EDB with those in the *UWC Guide to School and College Evaluation*, as presented in the table below:

<b>Self-review Sections in the <i>UWC Guide to School and College Evaluation</i></b>	<b>Relevant Domains and Areas in EDB’s Framework of Performance Indicators</b>
A. Philosophy, Aims and Objectives	Domain I: Management and Organisation <ul style="list-style-type: none"> <li>School Management (focusing on self evaluation for continuous improvement)</li> <li>Professional Leadership</li> </ul>
B. Governance and Administration	
C. School or College Staff	
D. Student Selection & Scholarship Provision	
E. The Academic Curriculum	Domain II: Learning and Teaching <ul style="list-style-type: none"> <li>Curriculum &amp; Assessment</li> <li>Classroom Learning and Teaching</li> </ul>
F. Service, Leadership and Challenge	Domain III: Student Support and School Ethos <ul style="list-style-type: none"> <li>Student Support</li> <li>Partnership</li> </ul>
G. Project Week, International Evenings, Global Issues, College Meetings and Special	Domain II: Learning and Teaching <ul style="list-style-type: none"> <li>Curriculum &amp; Assessment</li> </ul> Domain III: Student Support and

<b>Self-review Sections in the <i>UWC Guide to School and College Evaluation</i></b>	<b>Relevant Domains and Areas in EDB's Framework of Performance Indicators</b>
Events	School Ethos <ul style="list-style-type: none"> <li>• Student Support</li> <li>• Partnership</li> </ul>
H. Guidance	Domain III: Student Support and School Ethos <ul style="list-style-type: none"> <li>• Student Support</li> <li>• Partnership</li> </ul>
I. Health, Nutrition and Safety	
J. Quality of Residential Life	
K. Facilities	Domain I: Management and Organisation <ul style="list-style-type: none"> <li>• School Management</li> <li>• Professional Leadership</li> </ul>
L. Library, Media Centre and Information Technology (IT) Provision	
M. Finances and Financial Management	
N. Communication and Links with the College's Own Alumni, the National Committee and Local Network of UWC Alumni	Domain III: Student Support and School Ethos <ul style="list-style-type: none"> <li>• Student Support</li> <li>• Partnership</li> </ul>

- With agreement reached on the adoption of the proposal, a visit was paid by the ESR team leader and his deputy to the College on 27 September 2011 to discuss with the Principal the detailed on-site review arrangements. Another visit was made by the ESR team leader, accompanied by his deputy, another team member and a Senior School Development Officer of the Sha Tin District School Development Section, on 12 October 2011 to explain to the teachers the objectives, focuses and processes of the customised ESR, to address their immediate concerns and to meet the students selected for shadowing and those selected for the review of their school work.
- During the on-site visit, the ESR team used the following methods to review the performance of the College:
  - Scrutiny of the documents provided by the College related to its self-review;
  - Meetings with the Chair of the Governing Board, the Principal, the College consultant, the College librarian, a teacher representative of the Faculty Consultative Committee, student representatives of the Student Consultative Committee, six selected students on the review of their assignments, the College nurse, and a number of other teachers and students;
  - Validating the College's self-review through attending the fourteen focus group meetings covering all UWC review sections;
  - Attending a demonstration of the use of an e-learning platform designed for students taking IB courses;
  - Shadowing three students, one from Year 1 and two from Year 2, of different nationalities from 7: 30 am to around 2: 00 pm to learn about their college life;

- Observation of 14 lessons taught by 11 teachers; and
- Observation of evening tutorial activities as part of the residential life and Quan Cai activities, including Yearbook publication, English debating and Playback, the latter being a theatrical form which involves the audience in sharing their feelings and stories which are then ‘played back’ by the performers through improvisational movements and sounds.

## 2. College Performance

### 2.1 Management and Organisation

- The development of the College is well guided by the UWC mission that aims to deliver a challenging and transformative educational experience to a diverse cross section of students to foster international understanding, peace and justice. The quality of the educational services provided is high. Students' whole-person development is at the centre of the development planning of the College. It is well catered for through the provision of rich and wide-ranging learning experiences, which students acquire through the academic curriculum, the Quan Cai programme and the residential life in a pleasant and favourable learning environment on the campus.
- Apart from the College's vision and mission, aims and priorities, the objectives, areas for development and a mix of broad and specific success criteria in each focused development area, such as governance, whole college initiatives and the academic curriculum, are set out in the annual development plan. A summary of achievements made against the objectives set in the annual plan is duly presented in the College's annual report. To better guide implementation and review, more attention could be given to the planning of specific tasks to address the areas for development identified and the criteria for success could be better defined in terms of the expected improvement in the focused areas.
- The self-review that the College conducted for the review by the UWC Review Team is comprehensive and sincere. It serves effectively as a genuine reflective practice that helps inform strategic planning for, and lends good support to, the sustainable development of the College. It also demonstrates the professionalism and commitment of those involved in the development of the College.
- As a review process, the self-review provided ample opportunity for different members of the College to contribute to its development. Members of the Governing Board, teaching and non-teaching staff, representatives from students and alumni formed themselves into groups, each focusing on one of the fourteen specific areas of review under the UWC evaluation framework. Every staff member, in particular, was involved in the self-review of at least two areas, one related to his/her own duties and one involving a college-wide aspect. In a four-month period, between May and August 2011, members of each group examined, shared views and collected evidence through such means as questionnaire surveys for their evaluation of the practices in the focused area of college work. The entire process was carried out in accordance with the *UWC Guide to School and College Evaluation*, which provided explicit requirements and standards to guide the review.

- As outcomes of this rigorous review process, the fourteen section reports and the summary report, as a whole, provide detailed accounts of current practices and a critical analysis that pinpoints the College's areas for development, as well as its strengths, in a way that reflects the integrity of the review.
- Given the timing of the two concurrent external reviews, the College has yet to engage members of different self-review groups in sharing and deliberating on the findings in the entire range of review areas. There is a need to develop a shared understanding of the strengths and areas for development identified and the proposals for improvement put forward, and to set priorities and improvement targets to inform development planning. To maximise the benefits of such a comprehensive review, the College could consider developing a strategic plan that sets out the priorities, the improvement strategies and targets for a longer-term development period that allows adequate time for building capacity and addressing the prioritised development areas. With such a strategic development plan in place, a clear timeframe could be set for the next round of holistic self-review to drive continuous improvement.
- The development of the College in the last few years, which has been impeded by a lack of determined leadership to address emerging issues and conflicts, is given new impetus with the completion of the self-review, complemented by two concurrent external reviews, and the change of headship. It is the expectation of the Governing Board of the College that the Principal should act as the Chief Executive Officer making decisions for steering and managing the day-to-day running of the College and also as the key link person between the Board and the staff. However, in the last few years, as reflected in the self-review, the lack of timely steering and management to 'nip problems in the bud' has left some contentious issues in the areas of communication, workload, staff development and appraisal. These have impacted adversely on staff morale and relationships.
- With a new College Principal taking the helm since August in the last school year and a timely self-review complemented by two concurrent external ones, the momentum for change has been created. Since his arrival, apart from familiarising himself with the various College practices, the new Principal has been engaged in the final phase of the self-review and in making preparations for the external reviews. At the same time, he has been exploring means and strategies that could help tackle the development issues facing the College, with support from the College consultant hired by the Governing Board. To enhance staff communication and to boost the team spirit, he has initiated some changes. There have been more regular briefings and more attention to celebrating small successes and giving recognition to staff members' contributions.
- Added to the force that drives the development of the College is the expertise and support of the Governing Board, whose members include veteran educators, UWC alumni and professionals in various fields. The commitment of the Chair and the hard work and voluntary service of the members of the Board contribute considerably to the provision of high quality education that honours the philosophy and goals of UWC. There has been an increasing number of alumni representatives on the Board and

they have given strong support to the development of the College. With their contribution and active engagement, new initiatives have been launched to promote the College, to enhance coordination of fund-raising activities, and to set plans to enrol students from a wider range of socio-economic backgrounds.

- To address staff members' shared concern reflected in the self-review about issues of communication, morale, workload and appraisal, the College leadership needs to put in place a management structure which contributes to the transparency of, and staff participation in, policy making. Under this structure, mechanisms need establishing to help address equity issues, such as those related to workload. It is of equal importance that good work is recognised and celebrated. Now that the Faculty Consultative Committee is not functioning well as an avenue for the staff to share their views, concerns and suggestions with the Board, active steps need to be taken by the College leadership and its staff to re-establish channels of communication. The shelved staff review system needs to be revamped with a staff development and appraisal system that serves to identify and address staff development needs, to monitor and manage performance against specific and open standards, and to provide feedback for improvement and time for professional sharing. Staff development planning needs to correspond to the professional development needs identified in the self-review. Apart from those focusing on the IB curriculum, the professional development programmes, which teachers are provided with funding to attend, could cover a wider scope of educational issues and developments and serve the support needs of teachers to play their role as tutors and Quan Cai programme coordinators. Anticipating the increased diversity brought about by the enrolment of local students from a broader range of socio-economic backgrounds, teachers could be provided with more opportunities to attend training programmes on, and engage in experience sharing of, pedagogical approaches to catering for learner differences, such as differentiated instruction. Further, to better cater for the diverse needs of the coming generations of students, it would be advisable for the College to start planning the use of resources for the development of a barrier-free environment on the campus as part of the holistic planning for its long-term development.
- Composed of heads of key functional committees and the Principal, the College Executive Committee has made good contributions to the smooth running of the College. To address the above development issues, apart from playing an advisory and supportive role as a collaborative leadership team, it needs to take on the function of steering, and building capacity and collegiality for, the long-term development of the College.
- In response to the recommendations of the Audit Commission of the Government of the Hong Kong Special Administrative Region, the College has taken note of the relevant requirements in EDB's guidelines and circulars for DSS schools and taken active steps to follow up on the issues of concern identified in the Audit Commission Report. These include setting aside the required amount of school fee income for fee remission and scholarship schemes and providing information on the College website regarding the criteria for fee remission. The College has also stepped up efforts to ensure

compliance with the accounting requirements in preparing annual audited accounts. On the whole, the management of the College finances is prudent under the Finance Sub-committee of the Board.

## 2.2 Learning and Teaching

- The College offers the two-year IB Diploma Programme, leading to a qualification that enables students to apply for degree courses offered by a good choice of universities worldwide. Students study six subjects in the Diploma Programme, one in each of the six subject groups. They also engage in a variety of learning activities provided under the common core curriculum, comprising the Theory of Knowledge (ToK), Extended Essay and the Quan Cai programme based on the CAS programme of the IB Diploma. The common core curriculum is designed and delivered in a way that helps to stretch students, realise their potential and foster their whole-person development.
- Despite the resource constraints owing to the manpower and the number of classrooms available, the College has made good efforts to provide a broad and balanced curriculum that caters well for both the requirements of the Diploma Programme and students' diverse learning needs. Different language options are offered by the Languages Department, including a number of College-supported self-taught courses for overseas students on the learning of their first language. A reasonable number of subjects are offered by the Humanities, Science, Mathematics and Arts Departments to meet the requirements of the non-language subject groups. A range of courses at both the higher level and the standard level is provided to suit students with different abilities. A good variety of Quan Cai activities is also arranged to provide the essential learning experiences for CAS. The popularity of the Quan Cai activities, with a participation rate of some Year 1 students being well above the minimum requirement, shows that students are well aware of the breadth and benefits of the curriculum and are making good use of it for personal growth.
- In line with the vision and mission of UWC, the College has given due attention to the treatment of global issues in the College curriculum. Students have exposure to different global issues in their formal studies and in other college activities. The College has also taken full advantage of the cultural diversity of students and staff to promote and maximise the benefits of the study of global issues. Students from different countries and cultural backgrounds are encouraged to share their viewpoints and, in the process, they learn to accept, respect and appreciate each other as mature learners. As regards environmental education, apart from offering related courses, the College provides adequate opportunities and facilities for raising students' awareness of environmental issues. For example, students are engaged in debates on existing practices in their residential life, such as the use of air-conditioners. While not necessarily able to work out immediate solutions, students can acquire a better understanding of the issues identified and benefit from the exchange of views with their peers and tutors.

- The College is well aware of the language needs of a number of students whose mother tongue is not English. A part-time English as an Additional Language (EAL) teacher has been recruited to work collaboratively with the subject teachers to provide additional support. Given the favourable immersion environment for language learning on the campus, most of these students have shown marked improvement in their English proficiency, as indicated in the progress made when they study at Year 2. In the future, the College may need to direct more attention to the early identification of students who have difficulty in adapting to the full use of English for learning and communicating on the campus and who need additional support. Action plans need to be developed in a timely way to address their needs, as recommended in the College's self-review report.
- In general, students' learning and study skills are duly fostered through daily classroom learning and teaching and in ToK and are effectively used to facilitate learning and completion of assignments. With good IT infrastructure on the campus, personal computers are widely used by students, in and outside the classroom, to support independent and collaborative learning.
- A wide range of student work, such as artwork portfolios, extended essays that require self-directed research, literary critical commentaries and interpretations of historical events from different perspectives, is assigned to develop students' creativity and critical thinking skills and prepare them for further study at the tertiary level. There is a good balance of group and individual assignments to foster students' independent and collaborative learning. Students demonstrate ownership of their work, especially those assignments on self-selected topics. They understand the learning objectives and take pleasure in going through the enlightening learning process. Teachers' feedback, including encouraging remarks and specific suggestions for further improvement, is provided in a timely manner and, sometimes, with a personal touch to enable students to build confidence in, reflect on and improve their learning.
- To optimise the use of learning time, the College has revised the timetable in recent years. The change allows teachers more lesson time in each period for engaging students in purposeful learning activities, despite a reduction in the number of free periods for both teachers and students. A good range of challenging learning activities was observed during the review, indicating that both teachers and students are adapting well to the revised timetable and making appropriate use of the lesson time to enhance learning and teaching.
- The assessment policy is in line with the IB Diploma Programme and the assessment methods adopted by the different subject departments correspond to the requirements specified for the IB Diploma examinations. A variety of assessment methods are used, for both internal and external assessments. Internal grades are given to students for each subject twice a year, reflecting their attainment and effort. The report card for students at the end of the school year is supplemented with comments by teachers of all subjects. The feedback covers a good range of aspects relating to the performance of students, including their work habits, progress, effort, capabilities and areas for improvement. Comments from coordinators of non-academic activities are also provided as feedback, making the report card a comprehensive

summary to support students' further development. Students' assessment results are provided for their parents and tutors so that timely support and/or recognition can be given.

- The management of the College curriculum is, in general, good. The Director of Studies is playing the coordinating role fittingly and the Heads of Departments are capable of planning and facilitating the smooth delivery of the different subject curricula. Most teachers of the College are experienced IB Diploma trainers or examiners and are well equipped to prepare students for the IB Diploma examinations. For sustainable and continuous development, the College may need to promote more experience sharing and to plan for the adoption of new pedagogical and support measures to cater for the increasingly diverse learning needs of students, such as those associated with the academic readiness of students from local schools under the New Academic Structure for Secondary Education. This would have an effect on curriculum planning at the college level and require corresponding changes in planning at the subject department level. It would also entail a more rigorous curriculum evaluation that focuses on assessing the impact of the new measures adopted, in order to provide feedback for continuous improvement.
- A student-centred teaching approach is widely adopted to provide students with opportunities for interactive and independent learning. Students are highly motivated and engaged in the good range of learning activities designed for them. They are enthusiastic and confident in responding to questions, contributing ideas and expressing their views. A lively and engaging learning atmosphere prevails in the classroom.
- Students, on the whole, demonstrate good mastery and use of independent learning and IT skills. They prepare well for their lessons and take an active part in the learning process. Equipped with a notebook computer, they actively use Internet tools to facilitate their learning. In the course of interacting with the teacher and their peers, they make suggestions, take notes and pose questions to seek clarification or probe deeper into a given topic. They follow instructions well and most of them show good understanding of the learning content. They are able to apply their pre-lesson preparation work, prior knowledge and skills when processing and completing the learning tasks assigned to them.
- Lessons are well prepared and systematically organised with a clear focus and, in some cases, explicit learning targets that are shared with students. Most teachers appropriately set the scene for learning by checking students' prior knowledge or revising the key concepts learnt in the previous lesson. Teachers' explanation is clear and elaborate. IT, including online subject resources, is effectively used in many lessons to facilitate understanding of concepts.
- A range of learning activities, with various levels of difficulty, is organised to engage different learners in active learning. In many lessons, challenging learning tasks, such as conducting experiments, presenting commentaries from different perspectives and writing up conversations in a foreign language such as Mandarin for overseas students, are aptly arranged to develop students' critical thinking and communication skills. In lessons where pair or group work is assigned, most students play an active role in

interacting and collaborating with classmates. To further enhance the effectiveness of peer learning, more structured peer interaction could be arranged.

- Teachers make good use of questioning not only to check understanding, but also to scaffold learning of new concepts. Through a wide range of questions, teachers effectively assess students' understanding of the learning content and provide them with specific feedback to improve learning. In some lessons, teachers pose follow-up and probing questions, as a classroom assessment strategy, to guide students through identifying and rectifying their misconceptions. Nevertheless, teachers could give more attention to the small number of relatively quiet students, by directing questions to them and allowing more thinking time.

### **2.3 Student Support and School Ethos**

- The College provides comprehensive and good quality support for student development, with the adoption of a whole-school approach. All teachers are actively involved in the student support network. They live on the campus, take up the role of a tutor and are responsible for the supervision of Quan Cai activities. Students are encouraged to explore the four key dimensions of their College experience – community building, individual development, innovation and challenge. A close-knit support network among students has been well developed and it plays a prominent role in cultivating harmony and peace in the College.
- The College succeeds in providing a wide range of life-wide learning activities and services to enhance students' whole-person development. Based on the CAS programme of the IB Diploma, the Quan Cai Programme covers Community Service, Campus Service, Creativity and Action. There are more than eighty activities, including opportunities for campus and community services, offered to students. Students have to choose at least one activity from each category and they are required to write a reflective journal after the completion of each activity. With keen interest, a majority of them are taking part in more than four activities. Year 1 students have to take part in China Week through which they engage in community service and acquire a better understanding of Chinese culture, the social and economic aspects of life in Mainland China. Project Week provides a valuable opportunity for students to plan a trip, under teachers' guidance, related to service, cultural, environmental or interrelated aspects of life in countries and regions around Hong Kong. All these activities can broaden students' perspectives and heighten their social, national and global awareness. They also help them set personal goals for learning and foster their self-management ability.
- To enhance their whole-person development, a well-structured strategy is adopted to develop students' leadership skills. Year 2 students are encouraged to become leaders of Quan Cai activities and peer counsellors. Appropriate training is provided to develop their skills and to realise their potential. Students are highly motivated and they take an active part in the above-mentioned activities and services. Given the abundance of life-wide

- The College has effectively developed a comprehensive support system for student development. Through a well-structured Orientation Week, extensive support is provided for Year 1 students to help them adapt to campus life. The programmes include Quan-Cai Day, Academics Day and International Evenings. Comprehensive support is provided through an outstanding pastoral care support network formed by the Head of Residence, Head of Houses, tutors and an outside counsellor. The role of tutors is essential in supporting students' growth, as they provide different types of support for tutees, ranging from helping them face their academic challenges in the College to giving them guidance to cope with emotional issues. As reflected in the self-review, to enhance the functioning of the tutor system, professional development programmes, such as training in counselling skills and sharing among tutors, could be provided, especially for teachers who have relatively little experience in being a residential tutor. Students' development in areas other than academic, such as their spiritual and emotional development, is well catered for by the Student Support System, which is a life-skills programme delivered throughout the two years of the Diploma Programme. Counselling support for students in the process of making applications to universities and colleges, is adequate. Academic counselling and advice on the selection of post-secondary academic institutions are duly provided. Visits by different university admission officers are arranged. Information is also provided for students through the Career Fair organised by the alumni. To strengthen support, guidance on career pathways could be provided.
- With respect to physical health, each student is involved in some physical activities in the Quan Cai Programme. Students also benefit from the provision of a good range of sports facilities on the campus. Varieties of meals are provided and generally meet students' needs. Medical support provided on the campus is sufficient and appropriate.
- The College has made an admirable effort in promoting a harmonious campus life. The residential life of students, teaching and non-teaching staff plays a vital role in fostering cultural harmony and respect. Among students, discussion of room rules among roommates, informal room activities and regular house meetings facilitate understanding and harmony on the campus. Good arrangements are made for a balanced combination of Year 1 and Year 2 students of different nationalities and gender in each tutor group, contributing to the promotion of international and intercultural understanding. Tutor group activities play a significant role in cultivating mutual understanding and respect among students. Students look forward to each tutor group meeting where they engage in different activities, such as sharing their college life, celebrating festivals of different cultures and preparing different culinary dishes. Tutors are dedicated to their role and able to create a home-like atmosphere during the meeting. Cultural evenings, with cultural shows and dinner arranged by students, encourage them to embrace differences with appreciation and respect. On the campus, there are various

channels, such as Block Meetings, College Meetings and a Comment Book in the Canteen, for students to voice their opinions. Given the relatively low attendance rate, however, there is a need to improve the arrangements for the College Meetings.

- Teachers and students make a concerted effort to build a supportive and multi-cultural learning environment on the spacious College campus. The richness of the cultural backgrounds that both the teachers and students bring helps to make the College a cultural melting pot that cultivates respect, appreciation and peace. Teachers are committed and concerned about students' well-being. Students are proud of being a member of UWC. Most of them understand its mission well and they appreciate and respect the cultural practices of other countries. They show a serious attitude towards learning and are proactive in taking part in activities and service. Student leaders exhibit outstanding leadership with confidence and passion in organising and conducting campus and community services.

### 3. Concluding Remarks

Li Po Chun United World College of Hong Kong provides a high-quality all-round education and valuable life experiences for students. The effective delivery of the academic curriculum and the provision of the wide-ranging activities and multifarious learning experiences, through the Quan Cai and residential life programmes, cater well for both students' learning and development needs. As a member of the UWC movement, the College places emphasis on fostering international and intercultural understanding and strives to build a supportive and multicultural learning community for, and jointly with, the staff and students, who themselves come from diverse cultural backgrounds. In this community, differences are respected and embraced. A good range of opportunities is provided for students to stretch themselves and to realise their potential. The quality of learning and teaching is high. A student-centred approach is widely adopted and an engaging and interactive learning atmosphere prevails in the classroom, where students demonstrate good performance as self-directed learners with strong motivation and readiness for intellectual challenge.

While the development of the College in the last few years has been impeded by a lack of determined leadership to address emerging issues, the timely self-review and change of headship bring a good opportunity for the College to refocus attention and effort on its continuous improvement. In the course of development planning, the College could give priority to the following area of concern:

#### **3.1 Reflecting on the review experiences and findings and building consensus, collegiality and capacity for the College's sustainable development**

- To develop a shared picture of college development, the College leadership needs to engage the staff in reflecting on the experiences and findings of the reviews, both the self review and the two external ones. Consensus needs to be built on the priorities to inform strategic planning for the mid to long term development of the College. Given the weakening morale over the last few years, communication among staff members and that between the staff and the leadership, including the Board, need to be strengthened. Mechanisms for enhancing staff members' participation in policy making need to be established. In this respect, the setting of development priorities and improvement targets and the formulation of implementation strategies could be a good opportunity to engage staff in consensus building and shared decision making. The shelved staff review system needs to be revamped with a staff development and appraisal system that serves to promote professional learning and sharing, to build a collegial team and to develop capacity for the College's continuous improvement.