

Evaluation of Action Plans 2013-2014: Technology & Living Department

Major Concern 1: To enhance the effectiveness of learning & teaching

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
1. To conduct a subject-based 'Creativity Fortnight' and display related student works or records after completion at the Lobby for sharing among students as well as teachers.	2/2014 to 4/2014	\$ 1500	1. An activity related to 'Creativity Fortnight' is conducted. 2. Students' creativity is shown in the works displayed.	1. Theme-based learning activity on 'Transformation of Leftovers' was conducted in some S2 & S3 classes of SH, SL, AS, MF & NM. Students had created and tried-out many unique recipes with leftovers to minimize food waste. Through participating in this activity, students had explored the conservation of resources for environmental protection. Their creativity was also enhanced. 2. Display of students' work was conducted in Apr. 2014 at the lobby for the 'Creativity Fortnight'. Twenty high quality students' works were displayed. Creativity was shown in their works. Students had put their creative ideas in action by designing and trying-out all those unique recipes.	HOD TL Teachers

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
2. To organize competitions/workshops or other activities in order to stimulate students' creativity and showcase their talents.	4/2014 to 5/2014	\$2000	<ol style="list-style-type: none"> 1. At least one competition or related activity is held. 2. The cultivation of creativity is reflected in students' performance in competitions/workshops or other activities. 	<ol style="list-style-type: none"> 1. An inter-class needlework competition was organized in Jan. 2014. High quality needlework articles were selected and displayed. Students' talents were also showcased. 2. In Mar. 2014, two S2 students of NM had joined "The 10th HK Best Buddy Induction Cooking Competition" organized by "Fu Hong Society" and obtained 'Merit Award' out of hundreds of participating schools. 3. A cross-curricular activity with the Cleanliness & Health Committee named as 'Healthy Fruit Snack Design Competition (「滋味水果小食」健康食譜設計比賽)' was organized in Apr. 2014. This activity was smoothly run and the response was very encouraging. Over 90 entry forms were collected. Students' creativity was stimulated through participating in it and the interest in fruit eating was also boosted on the campus. It was a good opportunity for promoting and sharing healthy eating habits among youngsters. 4. Over 100 high quality needlework articles were selected and displayed in the Open Days in May 2014 to encourage creative design, good workmanship and appreciation of others' effort. The displays also attracted the attention of many other students and guests. Their feedback had been encouraging. 	<p>AHOD (CYL) TL Teachers</p> <p>HOD</p> <p>HOD & HOC (CWC)</p> <p>HOD TL Teachers</p>

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
3. To develop reading to learn skills in technology education, such as the latest developments in food / textile technology.	Whole Year		<ol style="list-style-type: none"> 1. A library period is held for S1 students. 2. Variety of reading materials, such as videos, articles, reference books and charts (at least one for each level) are provided for students or utilized during lessons. 	<ol style="list-style-type: none"> 1. Twenty-five library sessions were arranged for S1 students. For S2 & S3 students, subject-related short video clips were broadcasted irregularly during lessons. They were asked to discuss and share views with peers after watching the videos. Through direct observation, it had been found that the love of reading and the development of students' independent learning skills were encouraged. 2. A subject matter-based vocabulary sheet was designed, produced and distributed to all junior form students. Positive feedback was received from them. Students found the vocabulary sheet was a useful tool for them to study new words effectively. 	<p>TL Teachers</p> <p>TL Level Co-ordinators</p>
4. To encourage students to have learning reflection on their work.	Whole Year		<ol style="list-style-type: none"> 1. Students form the habit/culture of reflecting on what they have learnt. 	<ol style="list-style-type: none"> 1. Students had been encouraged to assess their own performance in lessons. Their feedback and suggestions for improvement were marked down into the spaces provided in some of the worksheets. That particular part of the worksheet was found to be an effective tool for promoting reflective practice among students. 	TL Teachers
5. To conduct a survey on students' feedback of lessons held.	1/2014 and 6/2014		<ol style="list-style-type: none"> 1. Each teacher should conduct at least one survey from students of different forms and different schools. 	<ol style="list-style-type: none"> 1. Each TL teacher had conducted a survey for different forms and different schools on their feedback of lessons held. The results has been studied and discussed in departmental meetings. Suggestions were given by the teachers in order to modify the TL curriculum. 	HOD TL Teachers

Major Concern 2: To inculcate positive core values and proper behaviour among students

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
1. To establish an award scheme related to the theme of 'Responsibility'.	Whole Year	\$500	1. Positive feedback from teachers and students. 2. Students participate actively in the activities organized.	1. Forty-six junior form students were nominated and awarded in the scheme of 'Responsible Student Award of Technology & Living'. Certificates were given to them for recognition by the end of the school term. Positive feedback was received from all TL teachers. They agreed that the aim of the scheme was achieved, i.e. students had a better self-awareness of 'being more responsible' in their schooling.	HOD TL Teachers
2. To provide opportunity for students to keep in touch with the real world, serve the community and develop a sense of social responsibility.	1/2014 and 5/2014	\$1500	1. Positive feedback from teachers and students. 2. Students participate actively in the activities organized.	1. Two activities were organized in order to arouse the awareness of students on social responsibility and let them care for the community. In Jan. 2014, a game booth related to 'Promoting Reading at Home', designed by five S2 students of AS was held at Yiu On Estate, Ma On Shan. In addition, a cooking workshop for the elderly collaborated with Moral, Environ. & National Education Committee was held in May 2014. Feedback from the teacher in-charge and participants had been very encouraging. Through participating in community services, students had been provided an opportunity to keep in touch with the real world, serve the community and develop a sense of social responsibility.	LKY & HOC (CKY)

Major Concern 3: To enhance professional development of teachers

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge												
1. To facilitate discussion in class so that students can share and compare views, ideas and knowledge with peers.	Whole Year	\$1000	1. Students become more active in sharing views and ideas.	1. Classroom discussion was conducted during lessons. Several topics were selected for discussion, such as 'One-dish Meal (S1)', 'Recipe Modification (S2)', 'Wisely use of Leftovers' (S.3), etc. Through discussion, students had learnt to listen to others, respect each other and express their thoughts in a logical way.	HOD TL Teachers												
2. To help students recognize the links between different subjects through cross-curricular collaboration among subject departments or schools.	Whole Year	\$1000	1. At least one Co-curricular activity is conducted. 2. Students participate actively in the activities organized	1. Co-curricular activities were launched to enhance collaboration among teachers and students. The details were as follows: <table border="1" data-bbox="1263 663 1928 836"> <thead> <tr> <th>Level</th> <th>School</th> <th>Project Title</th> <th>Subjects involved</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>AS</td> <td>Stamped Buns</td> <td>JTE, VA</td> </tr> <tr> <td>3</td> <td>SL</td> <td>Touch Art</td> <td>JTE, VA</td> </tr> </tbody> </table> Students' learning skills had also been developed through workshops and group work. 2. A visiting lesson to Chi Lin Buddhist Secondary School was arranged in Nov. 2013. Fifteen S4 students from Chi Lin had worked in groups with twenty-four S2 students of AS and practiced a healthy vegetarian meal. Through direct observation and feedback from the teachers of both schools, students showed interest in this activity. Good working relationship had also been built up.	Level	School	Project Title	Subjects involved	2	AS	Stamped Buns	JTE, VA	3	SL	Touch Art	JTE, VA	LSH, WHL LKY, LMY LKY
Level	School	Project Title	Subjects involved														
2	AS	Stamped Buns	JTE, VA														
3	SL	Touch Art	JTE, VA														

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
3. To invite panel members to share their training/ teachers during meetings.	1/2014 and 7/2014		1. At least two sharing sessions among teachers are held.	1. A total of thirty training courses/ seminars/ workshops organized by EDB or HKIEd were attended by teachers. Two sharing sessions were arranged in Jan. & July 2014 respectively among all TL teachers. All teachers agreed that the sharing sessions were very helpful to them. The sharing session could provide opportunities for teachers to have critical reflection on catering students' learning needs and to have a better understanding on the latest curriculum changes.	HOD TL Teachers