

Evaluation of Action Plans 2012-2013: 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
<ol style="list-style-type: none"> 1. To conduct a subject-based “Month of Innovation” in forms of project work/ video appreciation/ games/ talks or other activities follow up with worksheets or other form of assessments. 2. To display student works or records after completion at the Lobby for sharing among students as well as teachers. 3. To provide opportunities for students to explore the conservation of resources for environmental protection. 	<p>2-2013 to 4-2013</p>	<p>\$1,000</p>	<ol style="list-style-type: none"> 1. At least one activity related to “Month of Innovation” is conducted. 2. Students’ creativity is shown in the works displayed. 3. At least one learning activity for junior students concerning the conservation of resources for environmental protection is implemented. 	<ol style="list-style-type: none"> 1. Theme-based learning activity on “Garment Transformation” was conducted in the S3 classes of SH, SL, AS, MF & NM. Students had selected some old garments and reconstructed them into various household products. 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 (a follow-up activity, namely “小Teen裁·大改造”) was conducted in Apr 2013 at the lobby for the “Innovation Fortnight”. Over 20 high quality students’ works were displayed. Students’ creativity and innovative ideas were shown in their works. 	<p>Head of Department TL Teachers</p>

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
4. To organize competitions/ workshops or other activities in order to stimulate students' creativity and showcase their talents.	10-2012 to 5-2013	\$3,000	The cultivation of creativity is reflected in students' performance in competitions/ workshops or other activities.	<ol style="list-style-type: none"> 1. A joint school healthy recipe design & cooking competition was held in Jan 2013. Feedback from students and teachers was very positive. They found that it was a good opportunity for promoting and sharing healthy eating habits among our youngsters. Students' talents were showcased. 2. A fruit platter design competition was organized in Apr 2013. The activity was smoothly run and the response was very encouraging. Over 100 entry forms were collected. Students' creativity was stimulated through participating in this activity and the interest in fruit eating was also boosted on the campus. 3. Students had participated in external competitions actively. Two S2 students of SL had participated in a cooking contest, namely “樂也營營-食譜設計及烹飪比賽” organized by “Yan Chai Hospital Social Services Department” and entered to the final. In April 2013, another two S3 students of AS had joined “The 9th HK Best Buddy Induction Cooking Competition” organized by “Fu Hong Society” and obtained “Merit Award” in the final. In May 2013, a S3 student of AS had participated in another external cooking competition, namely “食得有營-全港師生烹飪比賽” organized by “Hong Kong Federation of Education Workers” and won the “Second Prize” in out of hundreds participating schools. Students could apply knowledge and skills acquired and showcase their talents in those competitions. 4. More than 200 high quality needlework articles were selected and displayed in the Open Days in 	Head of Department TL Teachers

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
				<p>May 2013 to encourage creative design, good workmanship and appreciation of others' effort. The displays also attracted the attention of many students, teachers and parents. Their feedback had been encouraging.</p>	
<p>5. To develop reading to learn skills in technology education, such as the latest developments in food / textile technology.</p>	<p>Whole Year</p>		<p>Variety of reading materials (at least one for each level) will be provided for students.</p>	<p>Around 20 library sessions were arranged for S1 students. Well-designed follow-up worksheets were also assigned to them. For S2 & S3 students, subject-related short video clips were broadcasted to them irregularly during lessons. They were asked to discuss and share views with peers after watching the videos. Through direct observation and inspection of the worksheets, it was found that the love of reading and the development of students' independent learning skills had been promoted.</p>	<p>TL Teachers</p>
<p>6. To encourage students to have learning reflection in their learning portfolios.</p>	<p>Whole Year</p>		<p>Students form the habit/culture of reflecting on what they have learnt.</p>	<p>Students had been encouraged to assess their own performance in lessons; they had given their own feedback and suggestions for improvement and marked down into their portfolio. From teachers' feedback, it had been found that the learning portfolio acted as a useful tool to promote reflective practice among students.</p>	<p>TL Teachers</p>

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
7. To conduct a survey on students' feedback of lessons held.	1-2013 & 5-2013		Each teacher should conduct at least one survey from students of different forms and different schools.	Each TL teacher had conducted a survey for different forms and different schools on their feedback of lessons held. The results had been studied and discussed in departmental meetings. Suggestions were given by the teachers in order to modify the TL curriculum.	TL Teachers
8. To incorporate key elements of NSS curriculum in the existing S.3 curriculum. 9. To devise strategies in order to bridge the gap between the current junior secondary curriculum and the NSS curriculum.	9-2012 Whole Year		The revised S.3 curriculum will be implemented and students will become more familiar with the SS curriculum.	Some key elements of SS curriculum, such as food science & technology, nutrition & diet, were incorporated in the existing S.3 curriculum in order to bridge the gap between the current junior secondary curriculum and the senior curriculum. As a result, students would be more prepared for taking related senior secondary courses.	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
<p>1. To organize learning activities related to the theme of 'Courtesy and Respect'.</p> <p>2. To provide opportunity for students to keep in touch with the real world, serve the community and develop a sense of social responsibility.</p>	<p>11-2012</p> <p>Whole Year</p>	<p>\$500</p> <p>\$2,000</p>	<p>1. Positive feedback from teachers and students.</p> <p>2. Students participate actively in the activities organized.</p>	<p>1. A Saturday workshop on “Western Cuisine & Dining Etiquette” was held in Nov 2012. Social manners & posture at the table and correct use of tableware for different course were highlighted in that workshop through demonstration and practice. Students not only found the activity interesting but also very practical for them.</p> <p>2. Several activities were organized in order to arouse the awareness of students on social responsibility and let them care for the community. Sixteen S3 students had participated in “Touch Art Exhibition, The First Hong Kong Touch Art Festival” (Jun. 2013), organized by Centre for Community Cultural Development. Students had learnt some simple “Braille”, such as “hello”, “hi”, “good” & “love”, etc. and then made some mini soft toys which were decorated with those touchable messages. The finished work was exhibited so as to promote art through touch for blind people. A game booth related to “healthy eating”, designed by three S1 students of AS was held at Yiu On Estate, Ma On Shan in Jan 2013. In addition, a cooking workshop for the elderly was held in May 2013. 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</p>	<p>TL Teachers</p>

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
				<p>community and develop a sense of social responsibility.</p> <p>3. A family cooking workshop on “Strawberry Layered Cake” was arranged in Jan 2013. Students and their parents worked together to set up the stage and share their ideas with each other. Another fun filled chocolate cooking workshop on the account of Mother’s Day was also held in May 2013. It was an opportunity to forge closer family relationships. Feedback from the participants was positive. They also enjoyed the activity and had a lot of fun.</p>	

Major Concern 3: To enhance professional development of teachers

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge																				
<p>1. To facilitate discussion in class so that students can share and compare views, ideas and knowledge with peers.</p> <p>2. To help students recognize the links between different subjects through cross-curricular collaboration among subject departments or schools.</p>	<p>Whole Year</p>	<p>\$2,000</p>	<p>1. Students become more active in sharing views and ideas.</p> <p>2. Students participate actively in the activities organized.</p>	<p>1. Classroom discussion was conducted during lessons. Several topics were selected for discussion, such as “Microwave Cooking (S1), “Raising Agents (S2)”, “Nutritional Disorders (S3)”, etc. Through discussion, students had learnt to listen to others, respect each other and express their thoughts in a logical way.</p> <p>2. Co-curricular activities were launched to enhance collaboration among teachers and students. The details were as follows:</p> <table border="1" data-bbox="1115 518 1787 710"> <thead> <tr> <th>Level</th> <th>School</th> <th>Project Title</th> <th>Subjects involved</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>SH</td> <td>Embroidered Red Banners</td> <td>JTE, VA</td> </tr> <tr> <td>1</td> <td>MF</td> <td>Healthy Recipe Design</td> <td>TL, VA</td> </tr> <tr> <td>3</td> <td>SL</td> <td>Touch Art</td> <td>JTE, VA</td> </tr> <tr> <td>3</td> <td>MF</td> <td>Stenciled Cookies</td> <td>TL, VA</td> </tr> </tbody> </table> <p>Students’ learning skills had also been developed through workshops and group work.</p> <p>3. A visiting lesson for the students of Chi Lin Buddhist Secondary School was arranged in Apr 2013. Fifteen S5 students from Chi Lin had worked in groups with twenty S3 students of MF and worked on a healthy packed meal. By direct observation and feedback from the teachers of both schools, students showed interest in this activity. Good working relationship had also been built up.</p> <p>4. In addition, a professional sharing session was arranged in Jan 2013 among the TL teachers of Sacred Heart Canossian College and ATEC. All teachers agreed that it was very helpful to them. Also, it had been found that, the sharing session could provide opportunities for teachers to have critical reflection on their own teaching.</p>	Level	School	Project Title	Subjects involved	1	SH	Embroidered Red Banners	JTE, VA	1	MF	Healthy Recipe Design	TL, VA	3	SL	Touch Art	JTE, VA	3	MF	Stenciled Cookies	TL, VA	<p>HOD TL Teachers</p>
Level	School	Project Title	Subjects involved																						
1	SH	Embroidered Red Banners	JTE, VA																						
1	MF	Healthy Recipe Design	TL, VA																						
3	SL	Touch Art	JTE, VA																						
3	MF	Stenciled Cookies	TL, VA																						