

Evaluation of Departmental Action Plans: Home Economics Department

To provide life-wide learning experiences for partner school students

Strategies / Tasks	Implementation Date	Expenditure	Success Criteria	Evaluation	Person in-charge
To organize and encourage students to participate in various kinds of life-wide learning activities, such as: <ul style="list-style-type: none"> - Home Economics Club activities - subject-oriented competitions - exhibition of students' work - talks conducted by professionals - visits 	Sept 2009 to June 2010	\$1300	Students participate actively in the activities organized.	<ul style="list-style-type: none"> ◆ Five cooking/ handicraft workshops on Saturday mornings were held by the Home Economics Club. Many students were active participants and over 100 attempts were made. In order to achieve a higher participation rate, some activities could be held during weekdays (after school) rather than on Saturdays as many students were required to join regular activities organized by their own schools. ◆ Students joined four external cooking competitions and had pleasing results. Some students entered to the Final in “The 8th Norwegian Salmon Cooking Competition” and “The 6th HK Best Buddy Induction Cooking Competition” out of hundreds participating schools. Two students (DH) won the Third Prize in Main Dish Category and Dessert Category respectively in an online competition called “家傳食譜大募集” organized by Wan Li Book Co., Ltd. and Towngas Cooking Centre. ◆ An Inter-class Needlework Competition for ATEC students was organized and the theme was “Caring for others”. Students were active in joining the competition. ◆ An inter-school cooking competition called “Healthy Recipe Design and Cooking Competition” was held in Feb 2010 for promoting healthy eating and sharing among schools. ◆ A Joint-school Needlework Exhibition was held in April 2010. Over 20 partner and non-partner schools joined this activity. Good needlework articles were 	HE teachers
		\$1000			CYL
		\$1200			SLN

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		\$800		<p>displayed to encourage creative design, good workmanship and appreciation of others' effort.</p> <ul style="list-style-type: none"> ◆ The department had invited professional from Towngas Cooking Centre to give a cooking demonstration to two classes of S1 students in March 2010. ◆ Talks on "Food Hygiene" and "Germs and Healthy Habits" by outside professionals were organized in March & April 2010. Students' awareness on personal health and food hygiene was promoted through participating in such activities. ◆ We had arranged visits for our students. In December 2009, a total of 22 students (AS) went to visit an organic farm in Yuen Long. In January 2010, a total of 37 students from DH went to visit Tao Museum of Food Culture. Also, 26 students from NM joined the Open Day Visit Tour of Jockey Club Government Secondary School in March 2010. Classroom learning was extended for students through such arrangements. ◆ 10 S3 students from AS & MF were nominated and trained as HE Ambassadors. They acted as "student helpers" / "little teachers" in two cooking workshops for the elderly in October 2009 and two handicraft workshops for children of a kindergarten in April 2010. These activities provided students with a precious opportunity to serve the community. ◆ All the above strategies would provide students with a pleasant environment that is conducive to effective learning. Activities of similar kinds would be continued next academic year. 	

To develop collaborative culture among stakeholders

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<p>To enhance teaching pedagogy through teacher collaboration :</p> <ul style="list-style-type: none"> - collaborative lesson preparation - peer- lesson observation - cross-curricular collaboration among subject departments and functional units 	<p>Sept 2009 to July 2010</p>		<p>Positive feedback from HE teachers. Positive feedback from teachers.</p> <p>Teaching skills are further refined. Effective teaching and learning is observed.</p>	<ul style="list-style-type: none"> ◆ Teachers were paired-up and got involved in collaborative lesson preparation and peer-lesson preparation (once for each term). A sharing session was held in April among teachers and the feedback was positive. Teachers found peer-lesson observation could provide opportunities for them to view each other's teaching and expose them to different teaching styles. Teachers agreed that collaborative lesson observation provided opportunities for critical reflection on their own teaching. ◆ Through collaborative lesson preparation, peer support and a collaborative culture among teachers were promoted and teachers' professional development was enhanced. ◆ Subject departments developed cross-curricular project-based learning with specific focus on promoting student-centred learning through stronger sharing among teachers. Students' learning skills were also developed through workshops and group work. ◆ Cross-curricular collaboration is strongly recommended next academic year. 	<p>HE teachers & other subject teachers</p>

To promote active learning

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To provide students with ample opportunities to develop their generic skills through project-based learning.	Sept 2009 to May 2010		<ol style="list-style-type: none"> 1. Students become more active in learning. They acquire learning skills and can learn on their own. 2. Students produce quality assignments which reflect that they have acquired the generic skills. 	<ul style="list-style-type: none"> ◆ Peer group learning among students was promoted and their generic skills were also developed through group work in project-based learning. Themes on “Creative & Healthy Meal Planning”, “Fashion Design” and “Regional & Traditional Food Culture” were assigned to S2 & S3 students. They were encouraged to use IT resources and library facilities in doing the projects. Students demonstrated improvements in communication skills, problem-solving skills and collaborative skills. They had good achievements as indicated by their assignments and performance in lessons. However, students still lack confidence in delivering their presentations in class. In order to assist the students to enhance their presentation skills, more practice and time should be given to individuals in class. Moreover, teachers could give greater encouragement and provide more peer support for students. Students should also be asked to do more reflection on what they had learnt through the use of “Student Learning Portfolio”. 	HE teachers