

## Evaluation of Action Plans 2011-2012: Technology & Living Department

### Major Concern 1: To provide life-wide learning experiences for partner school students

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
<ol style="list-style-type: none"> <li>1. To organize and encourage students to participate in various kinds of life-wide learning activities, such as:               <ul style="list-style-type: none"> <li>- T&amp;L Club activities</li> <li>- subject-oriented competitions</li> <li>- exhibition of students' work</li> <li>- talks conducted by professionals</li> <li>- visits</li> </ul> </li> <li>2. To organize learning activities related to healthy eating and healthy lifestyle.</li> <li>3. To incorporate learning activities into school or community events.</li> </ol>	Whole year	\$5000	<ol style="list-style-type: none"> <li>1. Students participate actively in the activities organized.</li> <li>2. Students demonstrate good understanding in healthy eating and healthy lifestyle.</li> </ol>	<ol style="list-style-type: none"> <li>1. Five cooking workshops (TL Club activities) on Saturdays mornings were held throughout the year and many students were active participants. Students' personal development by broadening their interests was promoted.</li> <li>2. An inter-school cooking competition and a healthy recipe design competition were held in December 2011. 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 in different schools.</li> <li>3. A talk on "Bacteria and Our Health" was held in January 2012. The talk involved the participation of more than two hundred students from AS &amp; SY. Students were very responsive to the speaker. Their awareness on personal health was promoted through participating in this activity.</li> <li>4. An inter-class needlework competition was organized in February 2011. High quality needlework articles were selected and displayed to encourage creative design, good workmanship and appreciation of others' effort.</li> <li>5. A "Flame Cooking" Ambassador from Towngas Cooking Centre was invited to give a cooking demonstration to S1 students from MF in March 2012. Students could gain contextual knowledge and experiences about flame cooking. They could also communicate with the professional directly.</li> <li>6. Students had participated in external competitions actively. In March 2012, four S3 students from AS joined "The 8th HK Best Buddy Induction Cooking Competition" organized by "Fu Hong Society". In May 2012, four students from AS and MK entered to the final in another external cooking competition, namely "全港師生烹飪比賽 - 低碳廚藝獻母親" organized by "Hong Kong Federation of Education</li> </ol>	HOD TL Teachers

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
				<p>Workers” and obtained pleasing results. Two S6 students from MK had obtained “Merits”. Another two S3 students from AS had won the “Second Prize” and “The Most Creative Dish Award” (「最具創意菜式設計大獎」) out of hundreds of participating schools. Students could apply knowledge and skills acquired on the competition and learn through team work and collaboration by participating in such subject-oriented competitions.</p> <p>7. A cultural interflow with Chi Lin Buddhist Secondary School was organized in April 2012 and the theme was “Balanced Meat Diet and Vegetarian Diet”. We invited twenty S5 students from Chi Lin to work in groups with eighteen S2 students from KT to plan, design and make a balanced meal. Through this activity, student learned how to develop a good working relationship. They also learned to be more open and responsive, and they had also supported and shared their ideas and effort with others.</p> <p>8. Visits were also arranged to S1 to S3 students. In January 2012, thirty-three S2 students from AS went to an exhibition of Food Science at Hong Kong Science Museum. In February 2012, twenty-six S3 students from SL visited the “Fashion Visionaries” exhibition at Hong Kong Heritage Museum. In April 2012, a total of twenty-three S1 students from SH visited the Health Education Exhibition &amp; Resource Centre at Tsim Sha Tsui. Classroom learning was extended for students through such arrangements.</p> <p>9. Exhibition boards on “Food poisonings” and “Fruits and vegetables for health” were set up at the school lobby in October 2011 and April 2012. Short quiz was arranged as a follow-up activity. Through direct observation and inspection of the returned quiz forms, we found that students’ awareness on food hygiene and personal health was enhanced.</p> <p>To conclude, all the above provided students with a pleasant environment that was conducive to effective learning.</p>	

**Major Concern 2: To develop collaborative culture among stakeholders**

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
<ol style="list-style-type: none"> <li>1. Students are encouraged to serve as Student Ambassadors and serve the community.</li> <li>2. Teachers and students work together to establish a school-based data resource bank on healthy food recipes.</li> <li>3. To organize Family Cooking Class for students and their parents.</li> <li>4. To enhance teaching pedagogy through teacher collaboration:               <ul style="list-style-type: none"> <li>- collaborative lesson preparation</li> <li>- peer-lesson observation</li> <li>- cross-curricular collaboration among subject departments and functional units</li> </ul> </li> </ol>	Whole year	\$4000	<ol style="list-style-type: none"> <li>1. Positive feedback from teachers and students.</li> <li>2. A resource bank has been established and updated.</li> <li>3. Students participate actively in the activities organized.</li> </ol>	<ol style="list-style-type: none"> <li>1. Twenty S3 students from AS and MF were nominated and trained as TL Ambassadors. They acted as student helpers at two cooking workshops for the elderly in November 2011, one carnival booth related to environmental protection at Yiu On Estate, Ma On Shan in February 2012 and our Open Days in March 2012. These activities provided students with a precious opportunity to serve the community.</li> <li>2. A “Healthy Fruit Recipe Design Competition” was organized in March 2012. This event was sponsored by the School Healthy Eating Promotion Fund from the Hong Kong College of Cardiology (HKCC). Students (S2 &amp; S3) from 10 JTE/TL classes were encouraged to design healthy fruit recipes. The outcome was very encouraging. Over one hundred students joined this competition. Students were eager to seek for teachers’ advice when designing and modifying their recipes. Their recipes were creative, workable and consistent with healthy eating. Students’ awareness on fruit eating for better health was promoted, at the same time, sharing and collaboration between teachers and students were also enhanced. The top ten recipes were uploaded to the school website and also kept in our intranet ‘T Drive’ as reference for future use.</li> <li>3. A family cooking workshop on “Fruit Mousse Cake” was arranged in January 2012. Students and their parents worked together set the stage for conversation and sharing. It was opportunity to</li> </ol>	HOD TL Teachers

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge																				
				<p>forge closer relationships. Feedback from the participations was positive. They also enjoyed the activity and had a lot of fun.</p> <p>4. Co-curricular activities were launched to enhance collaboration among teachers and students. The details were as follows:</p> <table border="1" data-bbox="1261 448 1928 671"> <thead> <tr> <th>Level</th> <th>School</th> <th>Project Title</th> <th>Subjects involved</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>SL</td> <td>Food Packaging</td> <td>JTE, VA</td> </tr> <tr> <td>1</td> <td>MF</td> <td>Paper &amp; Fabrics</td> <td>TL, VA</td> </tr> <tr> <td>2</td> <td>MF</td> <td>My Home-made Jam</td> <td>TL, VA</td> </tr> <tr> <td>3</td> <td>MF</td> <td>Logo Design, Stenciling and Food Decoration</td> <td>TL, VA</td> </tr> </tbody> </table> <p>Students' learning skills were also developed through workshops and group work.</p> <p>5. Teachers had carried out peer lesson observation during the year. A sharing session was held in June 2012 among teachers and the feedback was positive. It had been found that, peer lesson observation could provide opportunities for teachers to have critical reflection on their own teaching.</p>	Level	School	Project Title	Subjects involved	1	SL	Food Packaging	JTE, VA	1	MF	Paper & Fabrics	TL, VA	2	MF	My Home-made Jam	TL, VA	3	MF	Logo Design, Stenciling and Food Decoration	TL, VA	
Level	School	Project Title	Subjects involved																						
1	SL	Food Packaging	JTE, VA																						
1	MF	Paper & Fabrics	TL, VA																						
2	MF	My Home-made Jam	TL, VA																						
3	MF	Logo Design, Stenciling and Food Decoration	TL, VA																						

### Major Concern 3: To promote active learning of students

Activities	Implementation Date	Expenditure	Success Criteria	Result of Evaluation	Person in-charge
<ol style="list-style-type: none"> <li>1. Theme-based project work will be conducted in some S2 &amp; S3 classes which require students to develop their generic skills through project-based learning. Students are also encouraged to use library resources and integrate the use of IT resources in presenting their project or written work.</li> <li>2. To facilitate discussion in class so that students can share and compare views, ideas and knowledge with peers.</li> <li>3. To encourage students to have learning reflection in their learning portfolios.</li> </ol>	Whole year		Students become more active in learning. Their generic skills are being developed.	<ol style="list-style-type: none"> <li>1. A “Recipe Makeover” project was assigned to S2 students of MF and NM. Students have to investigate, analyze and evaluate through modifying their chosen recipes. Peer group learning among students was promoted and their generic skills were also developed through group work. Students had satisfactory achievements as indicated by their assignments and performance in lessons. They demonstrated improvements in communication skills, information technology skills and collaborative skills.</li> <li>2. Five-minute subject-related short video clips were broadcasted to students irregularly during lessons. With teacher’s guiding questions, students were asked to discuss and share their views with peers after watching the videos. Through discussion, students were motivated to be more confident and active in expressing their opinions among teachers and peers.</li> <li>3. Students were encouraged to assess their own performance in lessons; they gave their own feedback and suggestions for improvement and marked down into their portfolios. From teachers’ feedback, it had been found that the learning portfolio was a useful tool to promote reflective practice among students.</li> </ol>	HOD TL Teachers