

HOME ECONOMICS

I. AIMS

1. To enable students to analyse contextual factors contributing to the well-being of individual, family and society, by applying knowledge from food science and technology or fashion and design.
2. To foster an aesthetic sense and to stimulate ideas of creativity.
3. To acquire knowledge and to develop skills required for organization and management of resources.
4. To have an appreciation of society, culture, economy and technology on family and community living.

II. SITUATIONAL ANALYSIS

A. Strengths

1. Practical nature of the subject - students are able to relate what they have learnt to their daily life experiences.
2. Good source of relevant materials available – teaching materials are available from both the library and from the Internet.
3. Good IT facilities – IT equipment and software are used to support the implementation of multi-media teaching, which will stimulate interactive learning.
4. Sufficient provision of utensils and equipment – enable student to learn theory through experiments/practical activities.

B. Weaknesses

1. Language barrier - students find it difficult to express themselves fully in English, especially in the discussion section.
2. Management skills – some of the students’ self-management skill is satisfactory only.
3. Students’ attitude and behaviour – a drop of standard has shown, students lack sense of responsibilities and self-centered.
4. Focus of students and parents are placed in most of the academic subjects.

III. MAJOR CONCERNS 2008-09

Committee/Subject Major Concerns		Address to School Major Concern
1.	Healthy living – awareness of the importance of a healthy lifestyle, including nutrition and a balanced diet, to personal development	A3,B1-4, C3
2.	Knowledge in food processing – applying the principles of food preparation and processing	A3, B1-4, C3
3.	Aesthetic sense in design – appreciation of the functional and aesthetic aspects of a design; knowing how to equip one’s wardrobe for different activities	A3, B1-4, C3
4.	Resources management – learning how to management time, human and physical resources to make a quality home	B1-4, C3

School Major Concerns for 2008-2009

- A3 - To strength the English Proficiency in Communication
- B1 - To equip students with thinking skills
- B2 - To strengthen students’ essential learning skills
- B3 - To enrich students’ exposure and hands-on experience
- B4 - To strengthen students’ reading skills
- C3 - To plan the NSS curriculum both in school and subject levels for implementation

IV. OPERATIONAL STRATEGIES

Task	Description	Expected Outcomes	Success Criteria/ Evaluation Method	Time Scale	Resources Required/ Budget	Person-in-charge
Major Concern 1: Healthy living						
1. Lessons on Nutrition (S.3)	Learning on nutrition, the importance of a balanced diet, and healthy living	Be aware of the importance of healthy lifestyle	Ss have a good understanding of the relationship between nutrition, balanced diet and healthy living/ Quiz on theories	Sept	up-to-date references/ resources on the Internet	SMY
2. Meal Planning (S.2)	Planning a nutritional balanced meal	Cook a nutritional balanced meal for themselves and meet the needs of families	Ss are able to cook a delicious and nutritional balanced meal for themselves and supply the needs of their families/ Practical test	Mar-Apr	cook books/ cooking utensils in Rm 208	SMY
Major Concern 2: Knowledge in food processing						
1. Food Experiments (S2.3)	Understanding of basic food functions/ the principles of food preparation and processing	Apply knowledge in food science in food preparation and processing	Ss are able to apply theories in required cooking task/ Assessment on practical skills (formative)	Sept/ Oct	experimental equipment	SMY
2. Practical: Cooking (S1-3)	Understanding the principles of food preparation and processing	Apply skills in food preparation and processing	Ss are able to complete the required cooking task on time/ Assessment on practical skills (formative)	various time throughout the year	cooking utensils in Rm 208	SMY
Major Concern 3: Aesthetic sense in design						
1. Lessons on Fashion & Design (S2, S3)	Basic understanding of design elements/ wardrobe planning	Have aesthetic sense in design/ wardrobe planning; knowledge in basic designing skills	Ss know how to equip one's wardrobe for different activities and have basic designing skills/ Assessment on final product	May (S2) Sept (S3)	up-to-date references	SMY
2. Project: Fashion Draping (S2, S3)	Producing half size skirts/ dresses through fashion draping	Apply basic design elements, skills in skirt/ dress construction	Ss are able to produce skirts/ dresses with aesthetic sense/ Assessment on final product	May-June (S2) Sept-Oct (S3)	equipment for fashion draping	SMY
Major Concern 4: Resources management						
1. Practical work (S1-3)	Learning of time, human and physical resources management	Complete task within required time frame with group members	Ss are able to complete the required task within the time frame and work cooperatively with group members Assessment during practical sections (formative)	various time throughout the year	cooking utensils in Rm 208	SMY
2. Project work (S1-3)	Learning of time, human and physical resources management	Complete task within required time frame	Ss are able to complete the required task within the time frame and work cooperatively with group members Assessment during practical sections (formative)	refer to the table below	refer to the table below	SMY

Others							
1.	Reading to learn (S.2-3)	Newspaper/ article reading	To bring Ss awareness of the importance of food and health	Students show interest in reading/ demonstrate extra input in project work through research	Sep - Aug	Up-to-date reading materials/ Internet recourses	SMY
2.	IT in interactive learning & teaching	Using IT equipment in demonstration (S1-3)	To arouse Ss learning interest, and to enhance teaching efficiency	Students showing good response during lessons	Sep - Aug	IT support	SMY
		Development of dress sense (S2)	To foster an aesthetic sense and to stimulate ideas of creativity	Students apply fashion design concepts to plan their own wardrobe	May	IT support	SMY
3.	Project learning	Apron decorating (S.1)	To gain basic sewing stitches and embroidery stitches	Students apply basic sewing/ embroidery techniques in decorating apron Students are able to mend clothes/ Assessment on final product	Sept/ Jan	Supply of sewing equipment	SMY
		Fashion draping (S.2)	Apply basic design elements, skills in skirt construction	Ss are able to produce skirts with aesthetic sense/ Assessment on final product	May - June	equipment for fashion draping	SMY
		Meal planning (S.2)	To plan a nutritional balanced lunch.	Ss are able to cook a delicious and nutritional balanced meal for themselves and supply the needs of their families/ Practical test	Mar - Apr	cook books, computer	SMY
		Fashion draping (S.3)	Apply basic design elements, skills in party dress construction	Ss are able to produce party dress with aesthetic sense/ Assessment on final product	Sept - Oct	equipment for fashion draping	SMY
		Food Product Development (S.3)	Apply the basic knowledge of Food Science & Technology into their project learning (Food Product Development of Healthy Snack)	Students are able select and employ appropriate techniques and equipment; outline the design and development process for food products; design, produce and evaluate a food product, work collaboratively	Mar	Up-to-date product development references, well maintained utensils/ equipment/ IT support	SMY
		4.	Integrating moral and civic education	Home management	Have the basic knowledge of recycling of materials/ environmental friendly household products.	Students demonstrate caring attitude towards our environment	Sep - Aug
5.	EMI policy	Vocabulary learning	Ss should be able to pronounce and use the key vocabulary in Home Economics subject.	Students are competent in using the key vocabulary in Home Economics subject.	Sep - Aug	Time allocated for teaching vocabulary and the usage.	SMY

6.	Catering for learning difference	Peer teaching: Upgrading high achievers	Cultivate Ss caring attitude/ and to assist the low achievers in learning.	Students have the abilities to assist fellow students in learning	Sep - Aug	capable students	SMY
		Peer learning: Improving low achievers	Build up Ss confidence.	Students work collaboratively with fellow students	Sep - Aug	student helpers	SMY
7.	Staff development	Teachers enhancement programme for NSS	To have a better understanding of the NSS curriculum so as to derive a well related junior secondary curriculum	Knowledge on curriculum	depends on EDB training calendar	Training programme provided by EDB	SMY
8.	Assessment policy	Continual Assessment	Assessment of students working skills and attitudes during class activities	Only one to two skills are accessed in each lesson	Sep - Aug	Assessment form with clear rubrics	SMY
		Project Work	Students have the opportunities to enquire, analyse, explore, experiment, create and apply their problem solving skills	Ss are able to complete the required task within the time frame and resources available and to work cooperatively with fellow classmates	Refer to the project work section	Clear guidelines for assessment	SMY
		Practical Test	Complete task within required time frame and resources available	Ss are able to complete the required task within the time frame and resources available Assessment during practical and on final product (formative)	Apr	Assessment form with clear rubrics	SMY
		Quiz	Students have a good understanding of subject theories	Passing rate: 80% Short quizzes	at least one quiz per semester	Well set quiz paper	SMY
9.	Extra-curricular activities	Visit to Towngas Cooking Centre	To widen Ss' exposure in gourmet cooking	Students develop their interest in cooking	Post exam/ during CNY holiday	Depends on Towngas Cooking Centre	SMY
		Cooking Demonstration - Towngas	To widen Ss' exposure in gourmet cooking	Students develop their interest in cooking	Post exam	Depends on Towngas Cooking Centre	SMY
10.	Administration	Meetings Conduct meetings to draw up * programme plan * budgeting * annual report * fund application	Draw up effective plans to address school major concern	Effectiveness of programme implementation	Sep - Aug	Working schedule provided by school	SMY
		Filing Keep records on * meetings * internal, external circulars * evaluation forms	Establish orderly filing systems	Information accessibility	Sep - Aug	Support from panel	SMY

V. EVALUATION METHODS ON MAJOR CONCERNS

Various evaluations are use and they are as follows:

1. Students' and teacher's self-reflection at the end of project work/ learning module.
2. Students' and teacher's appraisal on objective achievement at the end of each project/ learning module.

VI. TEAM MEMBERS

1. Miss Shiu Man Yin (SMY)