

Provision of Professional Development Programmes for New Senior Secondary Subjects

Curriculum Development Institute
Education and Manpower Bureau
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Subject : Chinese Language

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places		1200	480	840	480	540	Will continue to provide the courses in accordance to needs.
	Focus area		<ul style="list-style-type: none"> • Overview of NSS curriculum framework • Deep understanding of Chinese Language Curriculum Framework (rationale, aims, content, and relationship between Compulsory Part and Elective Part,) • Migration to 334 and interface with the Junior Secondary Curriculum • Principles of curriculum design, curriculum planning & T&L in the Chinese Language Curriculum: <ul style="list-style-type: none"> ➢ Guidance for teachers to develop a school-based Chinese Language Curriculum ➢ Guidance for students on selecting elective modules • Resources development and professional capacity building 					
B Assessing Student Learning	No of Training Places			480	840	480	630	
	Focus area			<ul style="list-style-type: none"> • Guidance on how to deliver assessment in schools for effective learning • School assessment framework planning (assessment for learning, assessment of learning, assessment is an integral part of the school curriculum) • Standards-referenced Assessment (SRA) – what it is and how it benefits students • School-based Assessment (SBA) - what it is and how it benefits students 				
C Learning & Teaching Strategies (Note 1)	No of Training Places			1440	2250	1440	2340	
	Focus area			<ul style="list-style-type: none"> • Rationale of the elective modules • Deep understanding of aims, learning objectives & learning outcomes of the modules • Specific learning & teaching strategies for the relevant modules • Assessment of the elective modules (Setting Assessment objectives, designing learning activities/assignments for formative & summative assessment) 				
D Enriching Knowledge	No of Training Places			(Note 2)	(Note 2)	(Note 2)	(Note 2)	
	Focus area			<ul style="list-style-type: none"> • Knowledge on the specific modules • Reference materials of the modules 				

Note 1: According to the Survey, some teachers would like to have training in 2008-09. In this connection, 3000 training place (1500 per half year) will be provided in this school year.

Note 2: Courses in category (C) & category (D) are related and will be bundled together.

Subject : English Language

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places		360	300	600	300	600	Will continue to provide the courses in accordance to needs.
	Focus area		Overview of the NSS English Language Curriculum with a view to helping teachers understand the similarities and differences between the existing and the new curriculum frameworks, the considerations for curriculum planning, how to build a language-rich environment and to plan for the Elective Part, etc.					
B Assessing Student Learning	No of Training Places			200	400	400	800	
	Focus area			A range of assessment literacy topics, such as assessment for learning, developing appropriate assessment tasks, using portfolios, etc. to form the basis for further courses on specific assessment topics (e.g. SRA, SBA for NSS).				
C Learning & Teaching Strategies	No of Training Places			480	960	480	960	
	Focus area			Learning and teaching of the eight modules in the Elective Part (Note: The number of training places indicated above is based on the assumption that each participating teacher will focus on two of the modules.)				
D Enriching Knowledge	No of Training Places							
	Focus area							

Subject : Mathematics

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep- Aug
A Understanding & Interpreting the Curriculum	No of Training Places	1520	300	400	600	400	400	Will continue to provide the courses in accordance to needs.
	Focus area	Understanding & Interpreting the New Senior Secondary Mathematics Curriculum						
B Assessing Student Learning	No of Training Places		1. 1200	1. 800 2. 800	1. 600 2. 400	2. 800	2. 600	
	Focus area		1. Assessment for Learning	1. Assessment for Learning 2. Diversified Modes of Assessment in the New Senior Secondary Mathematics Curriculum		2. Diversified Modes of Assessment in the New Senior Secondary Mathematics Curriculum		
C Learning & Teaching Strategies	No of Training Places	200	400	200	800	200	700	
	Focus area	Permutation & Combination, Statistics, Further Applications and Use of IT						
D Enriching Knowledge	No of Training Places	300	600	200	800	300	1000	
	Focus area	Recreational Mathematics, Sampling Techniques and History of Mathematics						

Subject : Liberal Studies

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	700	900	950	950	Will continue to provide this course in accordance to needs.		Will continue to provide the courses in accordance to needs.
	Focus area	<ul style="list-style-type: none"> Understand the rationale behind LS curriculum design such as knowledge building, issue-enquiry approach, critical thinking. Design teaching plan for the LS curriculum framework. 						
B Assessing Student Learning	No of Training Places			800	900	900	900	
	Focus area	Enhance assessment literacy through setting quality assignment & assessment tasks and assessing students' works.						
C Learning & Teaching Strategies	No of Training Places	400	700	700	700	650	650	
	Focus area	Develop a variety of context specific learning & teaching strategies (18 hr will be allocated to each Area of Study). This course will also help enriching participants' understanding and knowledge related to the three respective Areas of Study.						
D Enriching Knowledge	No of Training Places	The course content will be included in the above course 'Learning & Teaching Strategies'.				800	800	
	Focus area	Enrich participants' knowledge and perspectives in relation to a deeper understanding of the three Areas of Study.						
E Independent Enquiry Study	No of Training Places			700	900	900	1000	
	Focus area	Enable participants to develop different strategies to guide students, to conduct different modes of Independent Enquiry Study; and to master criteria in assessing student project works.						

Subject : Chinese Literature

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places		270		270		210	Will continue to provide the courses in accordance to needs.
	Focus area		<ul style="list-style-type: none"> • Overview of NSS curriculum framework • Deep understanding of Chinese Literature Curriculum Framework (rationale, aims, content, and relationship between Compulsory Part and Elective Part) • Migration to 334 and interface with the Junior Secondary Curriculum • Principles of curriculum design, curriculum planning & T&L in the Chinese Literature Curriculum: <ul style="list-style-type: none"> ➢ Guidance for teachers to develop a school-based Chinese Literature Curriculum ➢ Guidance for students on selecting elective modules • Resources development and professional capacity building 					
B Assessing Student Learning	No of Training Places				270	210	270	
	Focus area				<ul style="list-style-type: none"> • Guidance on how to deliver assessment in schools for effective learning • School assessment framework planning (assessment for learning, assessment of learning, assessment as an integral part of the curriculum) School-based Assessment (SBA) - what it is and how it benefits students 			
C Learning & Teaching Strategies (<i>Note 1</i>)	No of Training Places			300	480	300	480	
	Focus area			<ul style="list-style-type: none"> • Rationale of the elective modules • Deep understanding of aims, learning objectives & learning outcomes of the modules • Specific learning & teaching strategies for the relevant modules • Assessment of the elective modules (Setting Assessment objectives, designing learning activities/assignments for formative & summative assessment) 				
D Enriching Knowledge	No of Training Places			(<i>Note 2</i>)	(<i>Note 2</i>)	(<i>Note 2</i>)	(<i>Note 2</i>)	
	Focus area			<ul style="list-style-type: none"> • Knowledge on the specific modules • Reference materials of the modules 				

Note 1: According to the 2nd Survey, some teachers would like to have training in 2008-09. In this connection, 600 training place (300 per half year) will be provided in this school year. 5

Note 2: Courses in category (C) & category (D) are related and will be bundled together.

Subject : Literature in English

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places		40					Will continue to provide the courses in accordance to needs.
	Focus area		Overview of the Literature in English Curriculum with a view to helping teachers understand the similarities and differences between the existing and the new curriculum frameworks, how to plan for the three-year curriculum, etc.					
B Assessing Student Learning	No of Training Places				40			
	Focus area				A range of assessment literacy topics, such as assessment for learning, developing appropriate assessment tasks, using portfolios, etc. to form the basis for further courses on specific assessment topics (e.g. SRA, SBA for NSS).			
C Learning & Teaching Strategies	No of Training Places						40	
	Focus area						Learning and teaching of the various literary genres	
D Enriching Knowledge	No of Training Places							
	Focus area							

Subject : Chinese History

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places		700					Will continue to provide the courses in accordance to needs.
	Focus area		Understanding the design of the core module and elective modules 1 to 6					
B Assessing Student Learning	No of Training Places		450		350		200	
	Focus area		School-based Assessment of Chinese History		Portfolio Assessment of Chinese History		Standards-referenced Assessment of Chinese History	
C Learning & Teaching Strategies	No of Training Places	300		200	200	100	100	
	Focus area	Use of information technology and related resource material in the learning and teaching of Chinese History		Teaching methodologies that promotes enquiry learning in Chinese History	Teaching methodologies that promotes reading to learn in Chinese History	Teaching methodologies that promotes higher order thinking skills in Chinese History		
D Enriching Knowledge	No of Training Places	250	500	250	250	250	250	
	Focus area	Modern Chinese History	Enriching knowledge of elective modules 1 and 6	Enriching knowledge of elective modules elective module 2	Enriching knowledge of elective modules elective module 3	Enriching knowledge of elective modules elective module 4	Enriching knowledge of elective modules elective module 5	

Subject : Economics

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	800		200		300		Will continue to provide the courses in accordance to needs.
	Focus area	Latest development of NSS Economics: The content knowledge and skills expected will be explained. Learning and teaching compatible will the requirements will be outlined.		Latest development of NSS Economics: The content knowledge and skills expected will be explained. Learning and teaching compatible will the requirements will be outlined.		Latest development of NSS Economics: The content knowledge and skills expected will be explained. Learning and teaching compatible will the requirements will be outlined.		
B Assessing Student Learning	No of Training Places	50	250	150	250	150	50	
	Focus area	Assessment for Learning: Assessment strategies and methods that would have positive effects on learning of Economics will be explored. More specifically, diagnostic and formative functions of classroom assessment practices will be developed through workshop activities and subsequent trial in the classroom, followed by sharing, modification and consolidation.						
C Learning & Teaching Strategies	No of Training Places	50	200	150	200	100	150	
	Focus area	Learning and Teaching in NSS Economics: Student centred and constructivist approach to learning in Economics will be the focus so that learning to learn could be enhanced in Economics classrooms. Through workshops, hands-on experiences and trial in classroom will be an important element of design. Teacher sharing and collaborating would be a standard feature for these workshops.						
D Enriching	No of Training Places		150		300		300	

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
Knowledge	Focus area		Updating relevant NSS content topics for teachers: Teachers will be updated on newly introduced elements in macroeconomics and microeconomics.		Updating relevant NSS content topics for teachers: Teachers will be updated on newly introduced elements in macroeconomics and microeconomics.		Updating relevant NSS content topics for teachers: Teachers will be updated on newly introduced elements in macroeconomics and microeconomics.	

Subject : Ethics and Religious Studies

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	120	120					Will continue to provide the courses in accordance to needs.
	Focus area	The design of curriculum and current trends of Ethics education	The design of the elective parts: Religious Traditions and current trends of Religious education in the world					
B Assessing Student Learning	No of Training Places		60		70		40	
	Focus area		School-based Assessment of ERS		Faiths in Action of ERS		Standards-referenced Assessment of ERS	
C Learning & Teaching Strategies	No of Training Places		40	40	40	25	25	
	Focus area		Teaching methodologies that promotes moral reasoning and enquiry learning	Teaching methodologies that promotes higher order thinking skills in the learning and teaching of ERS	Use of information technology and related resource material in the learning and teaching of ERS	Role of teacher as facilitator and the strategies in promoting collaborative learning in Faiths in Action		
D Enriching Knowledge	No of Training Places		40	60		50	50	
	Focus area		<ul style="list-style-type: none"> Enriching Knowledge of Normative Ethics Familiarizing teachers with major ethical theories 	Enriching Knowledge of Personal and Social Issues Views of different ethical scholars towards some major ethical issues		Enriching Knowledge of Buddhism	Enriching Knowledge of Christianity	

Subject : Geography

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	500	300					Will continue to provide the courses in accordance to needs.
	Focus area	Understanding the design of the NSS Curriculum and current trends of geographical education in the world						
B Assessing Student Learning	No of Training Places		200	200	200	200	200	
	Focus area		Using fieldwork to assess students' performance in Geography	Organizing problem / enquiry-based fieldwork		"Assessment for Learning strategies" for NSS Geography		
C Learning & Teaching Strategies	No of Training Places	120	320	240	240	120	120	
	Focus area	Using GIS for the learning and teaching of Geography	Using GIS for the learning and teaching of Geography and experience-sharing by pilot school teachers	1. Intermediate Level GIS course 2. Enquiry learning in Geography 3. Proper use of resources 4. Higher-order thinking skills in Geography				
D Enriching Knowledge	No of Training Places		400	400	400	400		
	Focus area		Knowledge updating (Elective Part of the NSS Curriculum)	Knowledge updating (Compulsory Part of the NSS Curriculum)	Knowledge updating (Elective Part of the NSS Curriculum)	Knowledge updating (Compulsory Part of the NSS Curriculum)		

Subject : History

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	120	120	120	120			Will continue to provide the courses in accordance to needs.
	Focus area	Understanding and interpreting the History curriculum - Basic Principles and their Applications						
B Assessing Student Learning	No of Training Places			120	120	120	120	
	Focus area			Assessment for Learning in History curriculum				
C Learning & Teaching Strategies	No of Training Places		120	120	120	120	120	
	Focus area		Learning and teaching Strategies for the History Curriculum - the compulsory part					
D Enriching Knowledge	No of Training Places	120		120	120	120	120	
	Focus area	Enquiry into 20th Century World - Teaching strategies of Southeast Asian History		Enriching knowledge of the 20th Century Asia				

Subject : Tourism and Hospitality Studies

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	80	80	40		40		Will continue to provide the courses in accordance to needs.
	Focus area	Principles and Structure of NSS THS Curriculum: <ul style="list-style-type: none"> • Rationale of the THS approach – transition from CE T&T • Interpreting the Compulsory and the Elective Part • Understanding the knowledge, skills and values set out in the framework 				Principles and Structure of NSS THS Curriculum: <ul style="list-style-type: none"> • Rationale of the THS approach – transition from CE T&T • Interpreting the Compulsory and the Elective Part • Understanding the knowledge, skills and values set out in the framework 		
B Assessing Student Learning	No of Training Places			90	90	60		
	Focus area			Assessment for learning in THS curriculum				
C Learning & Teaching Strategies	No of Training Places		60	60	60	60		
	Focus area		<ul style="list-style-type: none"> • Linkage between content and pedagogy Learning and teaching materials and resources					
D Enriching Knowledge	No of Training Places		50	40	60	60	30	
	Focus area		<ol style="list-style-type: none"> 1. Tourism 2. Hospitality 3. MICE (Events) and Attractions 					

Subject : Biology

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	600		120	80	80		Will continue to provide the courses in accordance to needs.
	Focus area	Aims & rationale, curriculum structure & organization, curriculum emphases and curriculum planning for the Biology curriculum						
B Assessing Student Learning	No of Training Places			240	360	120	240	
	Focus area			Assessment for learning, formative & summative assessment practices, and SBA				
C Learning & Teaching Strategies	No of Training Places			250	250	150	150	
	Focus area			<ol style="list-style-type: none"> 1. Scientific inquiry 2. STSE Connection 3. Nature and history of Biology 4. Problem/issue-based learning 				
D Enriching Knowledge	No of Training Places		360	120	240	120	240	
	Focus area		<ul style="list-style-type: none"> • Biotechnology • Biodiversity and evolution 	<ul style="list-style-type: none"> • Microbiology • Applied ecology 	<ul style="list-style-type: none"> • Human physiology • Health and diseases 			

Subject : Chemistry

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	600		120		40		Will continue to provide the courses in accordance to needs.
	Focus area	<ul style="list-style-type: none"> • Knowledge, skills, values & attitudes, and generic skills • Investigative study in chemistry • Curriculum planning 						
B Assessing Student Learning	No of Training Places			240	400	120	180	
	Focus area			Assessment for learning, assessment of practical work, assessment of investigative study, and SBA				
C Learning & Teaching Strategies	No of Training Places			240	300	120	240	
	Focus area			<ul style="list-style-type: none"> • Scientific inquiry and investigative study • Problem-based learning • IT for interactive learning • Catering for learner differences 				
D Enriching Knowledge	No of Training Places	400	400	200	200	200	200	
	Focus area	<ul style="list-style-type: none"> • Drugs • Green chemistry 	<ul style="list-style-type: none"> • Forensic science • Materials chemistry 	<ul style="list-style-type: none"> • Industrial chemistry 	<ul style="list-style-type: none"> • Analytical chemistry 	<ul style="list-style-type: none"> • Advance in chemistry I 	<ul style="list-style-type: none"> • Advance in chemistry II 	

Subject : Physics

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	800	800	100	100			Will continue to provide the courses in accordance to needs.
	Focus area	<ul style="list-style-type: none"> Understanding and interpreting the compulsory part and Investigative Studies (IS) Sharing on IS 	<ul style="list-style-type: none"> Understanding and interpreting the elective part 	<ul style="list-style-type: none"> Understanding and interpreting the compulsory part and Investigative Studies (IS) Sharing on IS 	<ul style="list-style-type: none"> Understanding and interpreting the elective part 			
B Assessing Student Learning	No of Training Places			300	200	200	300	
	Focus area			<ul style="list-style-type: none"> Assessment for learning Assessment strategies: (a) SBA for practical and non practical related tasks, and (b) Assessment of IS 				
C Learning & Teaching Strategies	No of Training Places			300	200	200	200	
	Focus area			<ul style="list-style-type: none"> How to conduct IS Pedagogies: e.g. contextual approach, use of IT and reading to learn Teaching activities of elective topics 				
D Enriching Knowledge	No of Training Places		400		300		400	
	Focus area		Content knowledge of the elective topics; Updated knowledge of the elective topics		Content knowledge of the elective topics; Updated knowledge of the elective topics		Content knowledge of the elective topics; Updated knowledge of the elective topics	

Subject : Science (Integrated)

Component		05-06		06-07				07-08				08-09
		Sep-Feb	Mar-Aug	Sep-Feb		Mar-Aug		Sep-Feb		Mar-Aug		Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places	300	300									
	Focus area	Nature of Science	Learning beyond facts: identifying unifying concepts across science contents									
B Assessing Student Learning	No of Training Places					200					160	
	Focus area					Ideas, evidences and argumentation					Ideas, evidences and argumentation	
C Learning & Teaching Strategies	No of Training Places			240					160			
	Focus area			Assessment for learning and SBA					Assessment for learning and SBA			
D Enriching Knowledge	No of Training Places		160	160	160	160	160	160	160	160	160	160
	Focus area		Elective Module (E1): Weather, Energy & air quality	Compulsory Module (C8): From genes to life	Compulsory Module (C4): Chemical patterns	Compulsory Module (C7): Radiation and us	Compulsory Module (C2): Balancing within our body	Compulsory Module (C1): Water for living	Compulsory Module (C3): Science in a sprint	Compulsory Module (C6): Balance in Nature	Compulsory Module (C5): Electrical Enlightenment	Elective Module (E2): Keeping ourselves healthy

Will continue to provide the courses in accordance to needs.

Subject : Business, Accounting and Financial Studies

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places		400	300				Will continue to provide the courses in accordance to needs
	Focus area		<ul style="list-style-type: none"> • Overview of BAFS curriculum • Breadth & Depth of the curriculum 					
B Assessing Student Learning	No of Training Places				200	200	300	
	Focus area				<ul style="list-style-type: none"> • Assessment for Learning • Public Assessment e.g. Written Exam, School-based Assessment 			
C Learning & Teaching Strategies	No of Training Places			100	200	200	200	
	Focus area			<ul style="list-style-type: none"> • Understanding how student learn • Student-centred teaching approaches • How to design L & T activities for BAFS • Strategies for balancing between theoretical and applied learning 				
D Enriching Knowledge	No of Training Places		100	200	200	100	100	
	Focus area		Contemporary business topics Compulsory Part, such as <ul style="list-style-type: none"> • Personal Financial Management • Entrepreneurship & SMEs Management • Corporate Governance Elective Part, such as <ul style="list-style-type: none"> • ICT Applications in Business • Marketing: Customer Relationship Management (CRM) • HRM: Performance Management 					

Subject : Design and Applied Technology

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places		180					Will continue to provide the courses in accordance to needs
	Focus area		Introduction to DAT: learning targets, curriculum planning, translating the curriculum into teaching plan					
B Assessing Student Learning	No of Training Places			45	90	45	45	
	Focus area			<ul style="list-style-type: none"> Assessment literacy in DAT context, assessment for learning, learning outcomes framework, internal assessment & public assessment Standards-referenced reporting of assessments School-based Assessment (SBA) 				
C Learning & Teaching Strategies	No of Training Places			60	60	30	60	
	Focus area			<ul style="list-style-type: none"> Learning and teaching approaches, teachers' role, case studies Problem solving, technological exploration, design project Sharing of good practices 				
D Enriching Knowledge	No of Training Places			60	60	30	60	
	Focus area			<ol style="list-style-type: none"> Compulsory part: <ul style="list-style-type: none"> Design & innovation, Technological principles, Technology & design in society Elective part: <ul style="list-style-type: none"> Automation Creative digital media Design implementation & material processing Electronics Visualization & CAD modeling 				

Subject : Health Management and Social Care

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places		40	40		40		Will continue to provide the courses in accordance to needs
	Focus area		Positioning in NSS, rationale, aims, learning targets and objectives, curriculum framework and curriculum planning		Positioning in NSS, rationale, aims, learning objectives and targets, curriculum framework and curriculum planning			
B Assessing Student Learning	No of Training Places				50		40	
	Focus area				Learning outcomes, assessment principles, assessment modes and criteria, Standards-referenced reporting and designing School-based Assessment		Learning outcomes, assessment principles, assessment modes and criteria, Standards-referenced reporting and designing School-based Assessment	
C Learning & Teaching Strategies	No of Training Places				40		40	
	Focus area				<ul style="list-style-type: none"> • Pedagogies for HMSC: How students learn and how to cater for student diversity • Lesson design to promote deep understanding • Designing student assignments and learning activities • Development of quality learning and teaching materials 		<ul style="list-style-type: none"> • Pedagogies for HMSC: How students learn and how to cater for student diversity • Lesson design to promote deep understanding • Designing student assignments and learning activities • Development of quality learning and teaching materials 	

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
D Enriching Knowledge	No of Training Places		40	40		40		Will continue to provide the courses in accordance to needs
	Focus area		<ul style="list-style-type: none"> • Health and social care organizations and professions • Development of health and social care policies • Contemporary health and social care issues • Disease prevention and health promotion • Introduction to psychology • Field Learning 		<ul style="list-style-type: none"> • Health and social care organizations and professions • Development of health and social care policies • Contemporary health and social care issues • Disease prevention and health promotion • Introduction to psychology • Field Learning 			

Subject : Home Economics

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places		30	30		30		Will continue to provide the courses in accordance to needs
	Focus area		Positioning in NSS, rationale, aims, learning targets and objectives, curriculum framework and curriculum planning			Positioning in NSS, rationale, aims, learning objectives and targets, curriculum framework and curriculum planning		
B Assessing Student Learning	No of Training Places				40	40		
	Focus area				Learning outcomes, assessment principles, assessment modes and criteria, Standards-referenced reporting and designing School-based Assessment			
C Learning & Teaching Strategies	No of Training Places				30		30	
	Focus area				<ul style="list-style-type: none"> • Pedagogies for HEc: How students learn and how to cater for student diversity • Lesson design to promote deep understanding • Designing student assignments and learning activities (including experiments) • Development of quality learning and teaching materials 		<ul style="list-style-type: none"> • Pedagogies for HEc: How students learn and how to cater for student diversity • Lesson design to promote deep understanding • Designing student assignments and learning activities (including experiments) • Development of quality learning and teaching materials 	

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
D Enriching Knowledge	No of Training Places		1. Food Science & Technology (FST) Strand– 40 2. Fashion, Clothing & Textiles (FCT) Strand – 30		1. FST – 40 2. FCT – 20		1. FST – 40 2. FCT – 20	Will continue to provide the courses in accordance to needs
	Focus area		<ul style="list-style-type: none"> • Family and society • Food chemistry • Food technology • Food industry • Textile technology • Contemporary fibres and fabrics • Apparel industry • Image design 		<ul style="list-style-type: none"> • Family and society • Food chemistry • Food technology • Food industry • Textile technology • Contemporary fibres and fabrics • Apparel industry • Image design 		<ul style="list-style-type: none"> • Family and society • Food chemistry • Food technology • Food industry • Textile technology • Contemporary fibres and fabrics • Apparel industry • Image design 	

Subject : Information and Communication Technology

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places		1200				200	Will continue to provide the courses in accordance to needs
	Focus area		Curriculum aims, learning targets, curriculum organization and planning, linking the curriculum with learning and teaching				Curriculum aims, learning targets, curriculum organization and planning, linking the curriculum with learning and teaching	
B Assessing Student Learning	No of Training Places			240	360	240	360	
	Focus area			Assessment Literacy for NSS ICT Teachers (Assessment for learning, formative assessment, SBA and Standards-referenced reporting)				
C Learning & Teaching Strategies	No of Training Places			240	360	240	360	
	Focus area			Elements for active learning, learning and teaching approaches, teacher's roles, sharing of good practice				
D Enriching Knowledge	No of Training Places	1650	270	200		200		
	Focus area	<ul style="list-style-type: none"> • e-Learning • Database • Networking 	Networking	<ul style="list-style-type: none"> • Multimedia technology and applications • ICT knowledge and technology update 		<ul style="list-style-type: none"> • Multimedia technology and applications • ICT knowledge and technology update 		

Subject : Music

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places		50			50		Will continue to provide the courses in accordance to needs
	Focus area		<ul style="list-style-type: none"> • Direction and rationale of the curriculum • Interface between the junior and senior secondary curricula 			<ul style="list-style-type: none"> • Direction and rationale of the curriculum • Interface between the junior and senior secondary curricula 		
B Assessing Student Learning	No of Training Places			50		50		
	Focus area			<ul style="list-style-type: none"> • Assessment of learning • SBA and public examination 		<ul style="list-style-type: none"> • Assessment of learning • SBA and public examination 		
C Learning & Teaching Strategies	No of Training Places			100	100	100	100	
	Focus area			<ul style="list-style-type: none"> • Listening • Composing 	<ul style="list-style-type: none"> • Performing • Project Learning 	<ul style="list-style-type: none"> • Listening • Composing 	<ul style="list-style-type: none"> • Performing • Project Learning 	
D Enriching Knowledge	No of Training Places		100		100		100	
	Focus area		<ul style="list-style-type: none"> • Popular music • Cantonese Operatic music • Elementary composition 		<ul style="list-style-type: none"> • Chinese instrumental music • Arrangement • Elementary composition 		<ul style="list-style-type: none"> • Popular music • Cantonese Operatic music • Elementary composition 	

Subject : Visual Arts

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Aug
A Understanding & Interpreting the Curriculum	No of Training Places		400					Will continue to provide the courses in accordance to needs
	Focus area		<ul style="list-style-type: none"> Direction and rationale of the curriculum Interface between the junior and senior secondary curricula 					
B Assessing Student Learning	No of Training Places		200		200		200	
	Focus area		Assessing student learning		<ol style="list-style-type: none"> Assessing student learning SBA and public examination 		SBA and public examination	
C Learning & Teaching Strategies	No of Training Places		200		100		100	
	Focus area		<ul style="list-style-type: none"> Critical dialogue & critical writing VA appreciation & criticism and VA making 		<ul style="list-style-type: none"> Critical dialogue & critical writing VA appreciation & criticism and VA making 		<ul style="list-style-type: none"> Critical dialogue & critical writing VA appreciation & criticism and VA making 	
D Enriching Knowledge	No of Training Places		200		100		100	
	Focus area		<ul style="list-style-type: none"> Art appreciation and criticism in context Understanding Chinese culture, Western culture and local culture through their art Theory and practices on art appreciation & criticism: Visual arts with function 		<ul style="list-style-type: none"> Art appreciation and criticism in context Understanding Chinese culture, Western culture and local culture through their art Theory and practices on art appreciation & criticism: Visual arts with function 		<ul style="list-style-type: none"> Art appreciation and criticism in context Understanding Chinese culture, Western culture and local culture through their art Theory and practices on art appreciation & criticism: Visual arts with function 	

Subject : Physical Education

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep
A Understanding & Interpreting the Curriculum	No of Training Places	200	100					Will continue to provide the courses in accordance to needs
	Focus area	Rationale & aims, curriculum structure & learning outcomes, curriculum planning & progression of studies						
B Assessing Student Learning	No of Training Places		150		150			
	Focus area		<ul style="list-style-type: none"> Assessment for learning Internal assessment 		<ul style="list-style-type: none"> Assessment for learning Internal assessment 			
C Learning & Teaching Strategies	No of Training Places			200		100		
	Focus area			<ul style="list-style-type: none"> L&T strategies Catering for learner differences 		<ul style="list-style-type: none"> L&T strategies Catering for learner differences 		
D Enriching	No of Training Places				200		100	

Component		05-06		06-07		07-08		08-09
		Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep-Feb	Mar-Aug	Sep
Knowledge	Focus area				<ul style="list-style-type: none"> • Body maintenance – human body, fitness & health, sport injuries • Self enhancement – movement analysis, training methods, psychological skills • Community concern – history & development, social aspects, sport and recreation management 		<ul style="list-style-type: none"> • Body maintenance – human body, fitness & health, sport injuries • Self enhancement – movement analysis, training methods, psychological skills • Community concern – history & development, social aspects, sport and recreation management 	