

**Gist of Minutes of the Thirty-third Meeting of**  
**the CDC Committee on Technology Education (2009-2011)**

**Date:** 22 Apr 2010 (Thursday)

**Time:** 2:30 p.m. – 5:10 p.m.

**Venue:** Room W423, 4/F., West Block, Education Bureau Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Hong Kong

- Members were briefed the background for the Technology Education Section of CDI in commissioning a study on reviewing the implementation of Technology Education Key Learning Area (TEKLA) at junior secondary level to a tertiary institute in 2009 by quotation. The related research team then presented to Members their objectives, methodology, initial findings and analysis of the related ‘Advisory Study on Curriculum Implementation in Technology Education Key Learning Area’ at the meeting. They also suggested four different models in organising the TEKLA curriculum.
- Members raised a range of questions to the research team about the details, validity of the findings, interpretation, analysis and models suggested to clarify their understanding about the study.
- Members considered that the study had highlighted the prominent ‘threats’ to the implementation of Technology Education (TE) at junior secondary level in terms of the following :
  - Insufficient lesson time allocated to TE subjects at junior secondary level in some of the schools
  - ‘Marginalisation’ of TE subjects like Home Economics / Design and Technology in some of the schools through discontinuation the offer of Home Economics at both junior and senior secondary levels, replacement with other programmes, reduction of classes and lesson time (e.g. only in S1 and S2, no offer in S3).
  - No continuous support of UGC funded places for training of Home Economics / Design and Technology teachers at the tertiary level.
  - TE teachers considered that mandatory requirements imposed by EDB on lesson time would be a useful support to facilitate their teaching in schools
- Members considered that more details of the models suggested would be required for further discussion.
- Some Members were concerned with pre-service teacher training places for Home Ec / Design and Technology and opined that refresher courses could be organised to familiarise TE teachers with different modes of curriculum design for TE. Statistical information of teaching training places in recent years were to be provided.
- Members were informed that CDI fully supported the development and promotion of TE to schools. The core leaning elements of TEKLA had been specified in the TEKLA Curriculum Guide for school’s reference. EDB would continue to develop learning and teaching examples and resources for reference by teachers of TEKLA.

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