Planning and Teaching of
Technology Education Key Learning Area Curriculum and Business Learning Elements
at Junior Secondary Level (Refreshed)
規劃及教授
初中科技教育學習領域課程
及商業學習元素 (修訂)

CSD020240116

Technology Education Section, EDB

11 March 2024

Part 1 第一部分

The implementation of TE KLA curriculum (including business learning elements) through holistic curriculum planning at junior secondary level
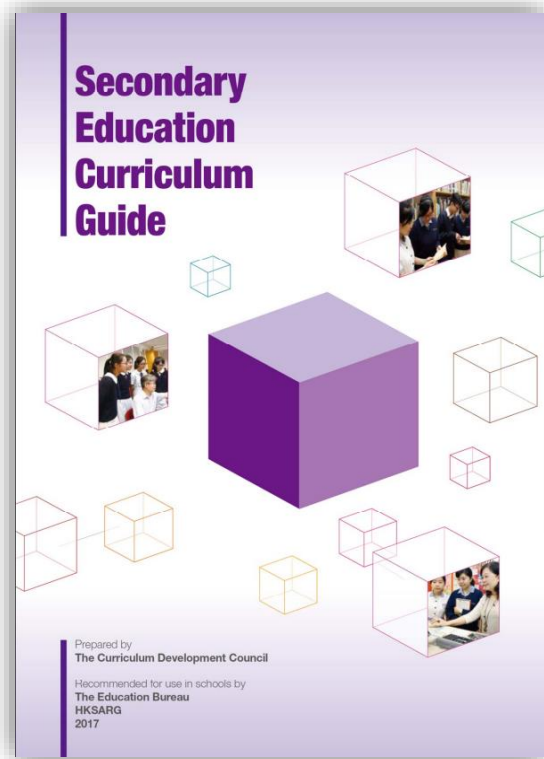
學校於初中階段通過整體課程規劃以實施科技教育學習領域課程

Highlights of issues when planning and implementing business learning elements at junior secondary level
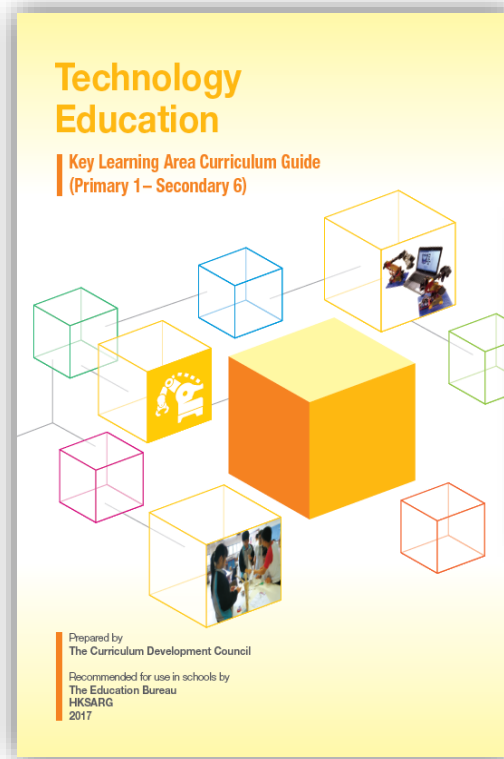
在規劃與實施初中商業學習元素時的重點事項

Business Learning in S1-S6

Secondary Education Curriculum Guide (Secondary 1 – 6) (2017)

Technology Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)

Focus: whole-school curriculum planning and implementation in school

4

The Updated Seven Learning Goals of Secondary Education

To enable students to:

- become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture and respect for pluralism in society; **National & Global Identity**

- acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels; **Breadth of Knowledge**

- become proficient in biliterate and trilingual communication for better study and life; **Language Proficiency**

- develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work; **Generic Skills**

- use information and information technology ethically, flexibly and effectively; **Information Literacy**

- understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career; and **Life Planning**

- lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts. **Healthy Lifestyle**

Source: Secondary Education Curriculum Guide (Secondary 1 – 6) (2017), Booklet 2, Figure 2.6, p.11-12
https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%202_en_20180831.pdf

Figure 2.6 Components of the JS Curriculum and Allocation of Time [Note 1]

Component of the JS Curriculum		% of Time Allocation	No. of Hours
Key Learning Area	Chinese Language Education	17-21%	468-578
	English Language Education	17-21%	468-578
	Mathematics Education	12-15%	331-413
	Science Education	10-15%	276-413
	Personal, Social and Humanities Education [Note 2]	15-20%	413-551
	Technology Education [Note 3]	8-15%	220-413
	Arts Education	8-10%	220-276
	Physical Education	5-8%	138-220
Sub-total of the lower range of lesson hours over 3 years		92%	2 534

| Across Key Learning Areas | Flexibility is provided for:
• Values education (including moral and civic education, Basic Law education) and guidance to complement values education across KLAs
• Additional common reading time
• School Assembly/Class teacher period to complement values education across KLAs
• Remedial or enhancement studies in KLA(s) or across KLAs
• Other cross-curricular activities and broadening learning experiences such as community service, co-curricular activities, and aesthetic and physical activities to complement life-wide learning

Remarks:
The deployment of flexible time may vary from term to term (e.g. life skills education in the 1st term, remedial study of Chinese Language in the 2nd term of the year and enhancement study of English Language throughout the school year). | 8% | About 220 hours over 3 years |
| Total lesson hours over 3 years | | 100% | 2 754 |

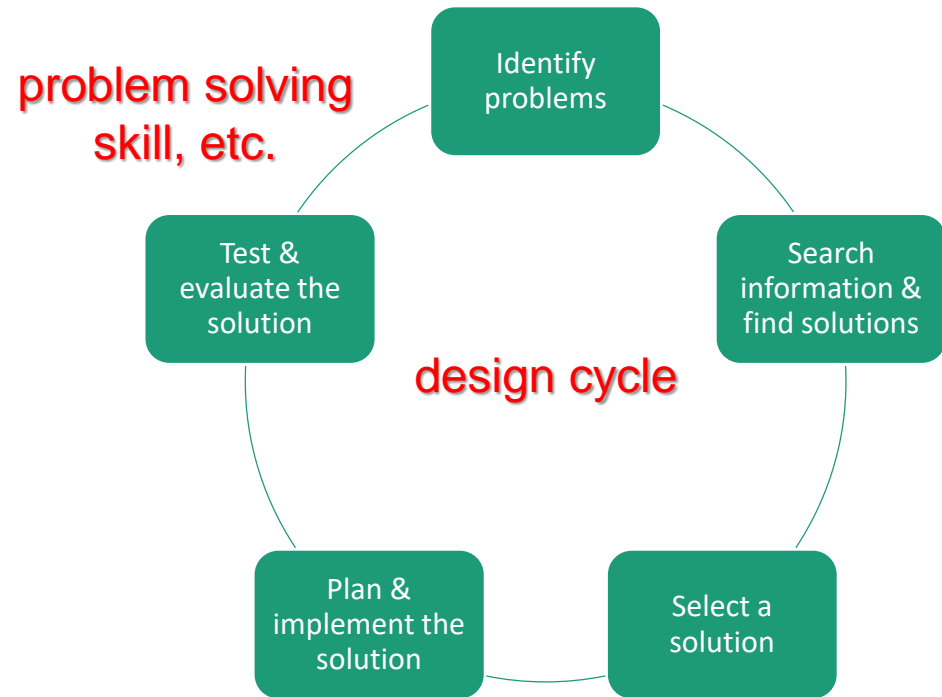Note 1 As there is an increasing need for schools to organise cross-curricular learning and teaching (e.g. STEM education, Language across the Curriculum, values education) while closely integrating these with life-wide learning activities for students' consolidated learning, application and whole-person development, the allocation of time for respective KLA/subjects can be more flexibly and integratively handled with due regard for individual school contexts and needs.

Note 2 All secondary schools should allocate about 5% of the total lesson time for the JS level, or about two lessons per week, to the study of Chinese History under the PSHE KLA at the JS level.

Note 3 All secondary schools should allocate about 25 lesson hours to the teaching of programming concepts including coding within the Information & Communication Technology knowledge context under the TE KLA at the JS level.

Note 3 All secondary schools should allocate about 25 lesson hours to the teaching of programming concepts including coding within the Information & Communication Technology knowledge context under the TE KLA at the JS level.

Learning of Technology Education in school curriculum

- Technology is the **_purposeful application_** of knowledge, skills and experience in using resources to create products [tools/services] or systems to meet human needs

- Technology education is the learning of how human beings **_solve_** their daily **_problems_** and how the process could be replicated and transferred to solve new problems that arise from time to time

- Students are provided with ample opportunities to realise their ideas through hands-on experiences which cater for their interests and learning styles

problem solving skill, etc.

Identify problems

Search information & find solutions

design cycle

Test & evaluate the solution

Select a solution

Plan & implement the solution

design and make

Co-curricular activities and Other Learning Experiences to complement life-wide learning

TE KLA Curriculum Framework (S1-6)

Aims:
- Technological literacy –
  - technological capability,
  - technological understanding and
  - technological awareness

Curriculum Framework:
- Junior Secondary Level
  - An open and flexible curriculum framework. The **six TE knowledge contexts with 16 core and 10 extension learning element modules**
- Senior Secondary Level
  - The updated curriculum framework in KS4 with the five elective subjects

Primary Level (P1 - 6)	Junior Secondary Level (S1 - 3)	Senior Secondary Level (S4 - 6)
General Studies	**TE KLA Curriculum (S1-3)** (fully implemented in the 2016/17 school year)	**Elective Subjects:** • Business, Accounting and Financial Studies (BAFS) • Design and Applied Technology (DAT) • Health Management and Social Care (HMSC) • Information and Communication Technology (ICT) • Technology and Living (TL) (Food Science and Technology/Fashion, Clothing and Textiles)

Note: The TE KLA Curriculum (S1-3) comprises 6 Knowledge Contexts, namely Information & Communication Technology, Materials & Structures, Operations & Manufacturing, Strategies & Management, Systems & Control, and Technology & Living.

Source: *Technology Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6), page 6, Figure 1*

TE KLA Curriculum Framework (S1-3)

Aims:
- Technological literacy –
  - technological capability,
  - technological understanding and
  - technological awareness

Curriculum Framework:

- Junior Secondary Level
  - An open and flexible curriculum framework. The **six TE knowledge contexts with 16 core and 10 extension learning element modules**

- Senior Secondary Level
  - The updated curriculum framework includes KS 4 with the five elective subjects

Primary Level (P1 - 6)	Junior Secondary Level (S1 - 3)	Senior Secondary Level (S4 - 6)
General Studies	**TE KLA Curriculum (S1-3)** (fully implemented in the 2016/17 school year)	**Elective Subjects:** • Business, Accounting and Financial Studies (BAFS) • Design and Applied Technology (DAT) • Health Management and Social Care (HMSC) • Information and Communication Technology (ICT) • Technology and Living (TL) (Food Science and Technology/Fashion, Clothing and Textiles)

Note: The TE KLA Curriculum (S1-3) comprises 6 Knowledge Contexts, namely Information & Communication Technology, Materials & Structures, Operations & Manufacturing, Strategies & Management, Systems & Control, and Technology & Living.

Source: *Technology Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6), page 6, Figure 1*

TE KLA Curriculum Framework (S1-3)

Aims:

- Technological literacy –
  - ➢ technological capability,
  - ➢ technological understanding and
  - ➢ technological awareness

Curriculum Framework:

- Junior Secondary Level
  - ➢ An open and flexible curriculum framework. The **six TE knowledge contexts with 16 core and 10 extension learning element modules**

- Senior Secondary Level
  - ➢ The updated curriculum framework includes KS 4 with the five elective subjects

Source: *Technology Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6), page 54, Figure 8*

Figure 8 Modules of Learning Elements (Core and Extensions) under the Six Knowledge Contexts at the Junior Secondary Level

Knowledge contexts	Modules*		Learning objectives
Information and Communication Technology (ICT)	K1	Computer Systems	Understand and apply ICT as a prime tool for learning and in our daily life
	K2	Programming Concepts	
	K16	Information Processing and Presentation	
	E1	Computer Networks	
Materials and Structures	K3	Materials and Resources	Understand the importance of materials and resources in the design process
	K4	Structures and Mechanisms	
	E2	Material Processing	
Operations and Manufacturing	K5	Tools and Equipment	Understand how to manage the resources and processes required to realise their design solutions
	K6	Production Process	
	E3	Project Management	
Strategies and Management	K7	Business Environments, Operations and Organisations	Understand the concepts of business and management
	E4	Resources Management	
	E5	Marketing	
Systems and Control	K8	Concepts of System	Understand the concepts, applications and implications of both micro and macro systems
	K9	Application of Systems	
	E6	System Integration	
	E7	Control and Automation	
Technology and Living	K10	Food and Nutrition	Understand how technology affects our lives and enhances the nurturing of quality people and quality homes
	K11	Food Preparation and Processing	
	K12	Fabric and Clothing Construction	
	K13	Fashion and Dress Sense	
	K14	Family Living	
	K15	Home Management and Technology	
	E8	Fabric and Clothing Construction	
	E9	Fashion and Dress Sense	
	E10	Home Management and Technology	

K denotes **Core modules** and *E* denotes **Extension modules**.

TE KLA Curriculum Framework (S4-6)

Aims:
- Technological literacy –
  - technological capability,
  - technological understanding and
  - technological awareness

Curriculum Framework:
- Junior Secondary Level
  - An open and flexible curriculum framework. The six TE knowledge contexts with 16 core and 10 extension learning element modules

- **Senior Secondary Level**
  - The updated curriculum framework includes KS4 with the five elective subjects

Primary Level (P1 - 6)	Junior Secondary Level (S1 - 3)	Senior Secondary Level (S4 - 6)
General Studies	TE KLA Curriculum (S1-3) (fully implemented in the 2016/17 school year)	Elective Subjects: • Business, Accounting and Financial Studies (BAFS) • Design and Applied Technology (DAT) • Health Management and Social Care (HMSC) • Information and Communication Technology (ICT) • Technology and Living (TL) (Food Science and Technology/Fashion, Clothing and Textiles)

Note: The TE KLA Curriculum (S1-3) comprises 6 Knowledge Contexts, namely Information & Communication Technology, Materials & Structures, Operations & Manufacturing, Strategies & Management, Systems & Control, and Technology & Living.

Source: *Technology Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6), page 6, Figure 1*

Latest Development for TE KLA

(EDBCM 109/2023)

高小

- 2023/24 學年開始，學校於高小安排每年每級10-14小時的編程教育
- 「高小增潤編程教育課程單元」涵蓋編程和計算思維的基本概念包括抽象化、算法和自動化，以及連接實物、運用感測器和執行器與環境進行互動等，讓學生透過學習編程以培養他們計算思維，以及學習創科的興趣和能力

初中

- 在「資訊和通訊科技」知識範圍安排不少於百分之三十的課時教授程式編寫的概念
- 於2023/24學年開始在初中推行「初中人工智能課程單元」，單元佔10至14小時
- 涵蓋人工智慧基礎、人工智慧倫理、電腦視覺、電腦語音和語言、虛擬實境、機械人、社會影響和未來工作等課題，進一步鞏固學生的計算思維和加強創科學習

高中

- 2023年修訂的高中ICT課程
- 必修部分(144小時)
  - 計算思維與程式編寫 (由24課時增至48課時)
  - 加入創新科技的課題，例如人工智能
- 選修部分 (76小時)
  - 三選二
    - 數據庫
    - 網絡應用程式開發
    - 算法與程式編寫

升學/就業

- 熟練地運用資訊及通訊科技作為支援學科的學習工具
- 持續進修資訊及通訊科技，以達至業界認可程度，並在工作上有效地運用資訊及通訊科技
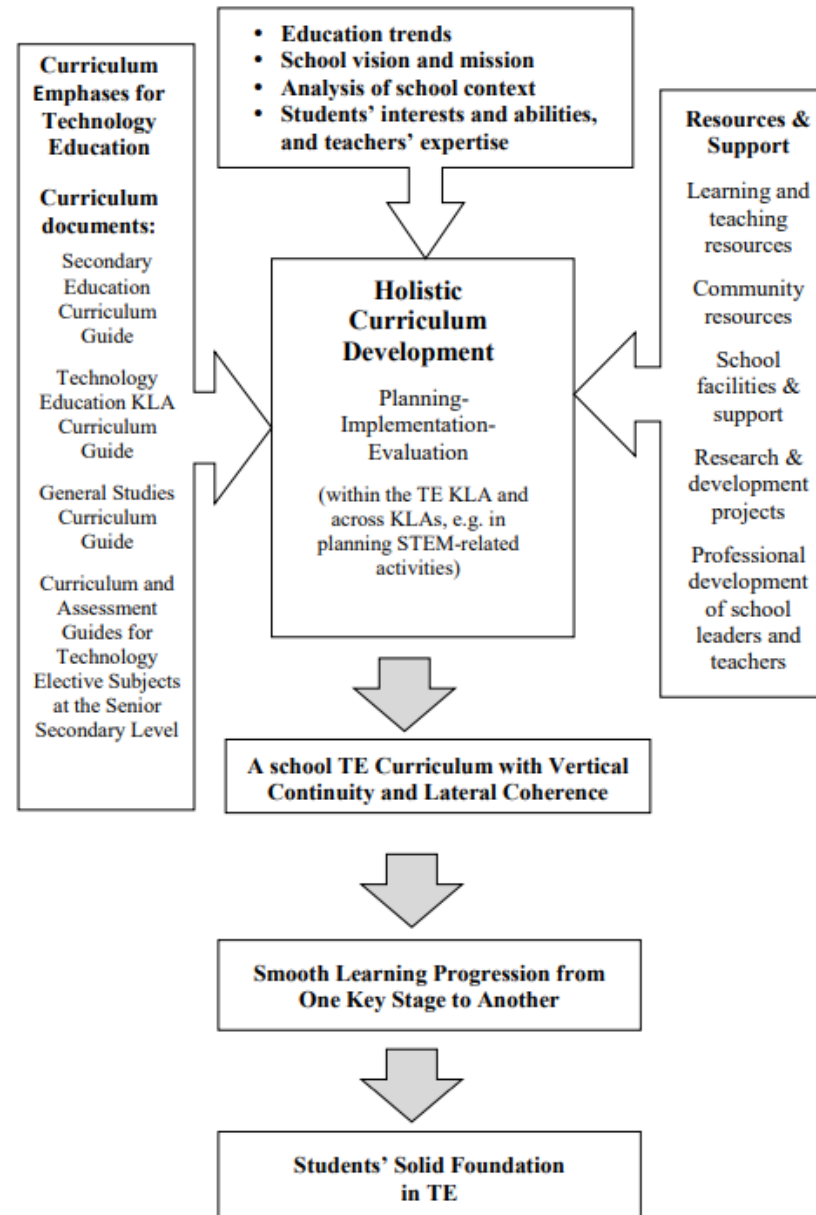- 成為具道德操守的科技使用者
- 應用創科能力，造福社會及世界

Holistic Curriculum Development in School

Source: *Technology Education Key Learning Area Curriculum Guide (Primary 1 to Secondary 6), Fig.9, page 103*
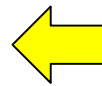

Figure 9   Holistic Curriculum Development in the Technology Education KLA

Curriculum Emphases for Technology Education
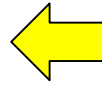
Curriculum documents:

Secondary Education Curriculum Guide

Technology Education KLA Curriculum Guide

General Studies Curriculum Guide

Curriculum and Assessment Guides for Technology Elective Subjects at the Senior Secondary Level

- Education trends
- School vision and mission
- Analysis of school context
- Students' interests and abilities, and teachers' expertise

Holistic Curriculum Development

Planning-Implementation-Evaluation

(within the TE KLA and across KLAs, e.g. in planning STEM-related activities)

Resources & Support

Learning and teaching resources

Community resources

School facilities & support

Research & development projects

Professional development of school leaders and teachers

A school TE Curriculum with Vertical Continuity and Lateral Coherence

Smooth Learning Progression from One Key Stage to Another

Students' Solid Foundation in TE

103

Implementation of TE KLA Curriculum
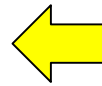
- Subject-based learning

  ← e.g. Computer Literacy, Design & Technology, Home Economics/Technology and Living
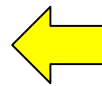
- Aligning subjects/ knowledge contexts

  ← e.g. projects, cross-KLA studies

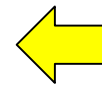- Collaborative teaching of subjects/knowledge contexts

  ← e.g. learning elements of different subjects clustered to form modules, cross-KLA studies

- Theme-based learning

  ← e.g. projects, LWL, cross-KLA studies

- Life experiences of students

  ← e.g. projects, LWL, cross-KLA studies,

- Others

Implementation of TE KLA Curriculum

- Subject-based learning

- Aligning subjects/ knowledge contexts

- Collaborative teaching of subjects/knowledge contexts

- Theme-based learning

- Life experiences of students

- Others

e.g.

➢ Remedial or enhancement studies in KLA(s) or across KLA(s)

➢ School Assembly / Class teacher period to complement values education across KLAs

➢ Moral and Civic Education to complement values education across KLAs

➢ Class reading sessions

➢ ECA & OLE to complement LWL

Part 1 第一部分

The implementation of TE KLA curriculum (including business learning elements) through holistic curriculum planning at junior secondary level

學校於初中階段通過整體課程規劃以實施科技教育學習領域課程

Highlights of issues when planning and implementing business learning elements at junior secondary level

在規劃與實施初中商業學習元素時的重點事項

Business Learning Elements included in the TE KLA Curriculum Framework

Source: *Technology Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6), page 5, para.1.3*

1.3   Position of the Technology Education Key Learning Area in the School Curriculum

1.3.1   TE is one of the eight KLAs that each student is entitled to study. It provides students with the essential knowledge contexts that are related to the improvement of everyday living, and the social and economic development. TE helps keep Hong Kong students abreast of technological advancement in the world. The contexts within which technology operates include areas like home, design, food, business and finance, information and communication, creative media, engineering, etc. which should be updated whenever required.

central curriculum

1.3.2   Technology learning experiences focus on how human beings solve their daily life problems and how the process could be replicated and transferred to solve new problems that arise from time to time. Hence technology education is also an effective platform for nurturing students' problem solving skills, creativity and critical thinking skills, and for promoting learning by doing. Students are provided with ample opportunities to realise their ideas through hands-on experiences which cater for their interests and learning styles. Technology education helps students develop the knowledge and skills for further studies, for work, or both, as well as cultivate their attitude as lifelong learners for the betterment of their adult life.

implementation

1.3.3   The existing school subjects under the TE KLA curriculum (see Figure 1) are of diversified orientations. Schools should gradually move towards a balanced study of knowledge, key concepts, skills, values and attitudes promulgated in the TE curriculum to satisfy the diverse interests and needs of students. Some subjects will be phased out and new ones phased in to align with the changes in the school curriculum and academic structure.

content coverage

Business Learning Elements included in the TE KLA Curriculum Framework … recap

Technological literacy –
* technological capability,
* technological understanding and
* technological awareness

Business Learning →

Technological literacy	Example for illustration
technological capability	• *using IT tools* to help identify needs/ problems/opportunities in business • being able to make informed choices in business (*design thinking in business*: empathize>define>ideate>prototype>test)
technological understanding	• keep abreast with technological trend for *better adoption/adaptation to innovative technology* (using AI in social media marketing success)
technological awareness	• the *impact of technological change on business* (impact on business model, changes in deployment of resources, etc.)

Business Learning Elements included in the TE KLA Curriculum Framework … recap

11

TE KLA Curriculum Framework (S1-3)

Aims:
- Technological literacy –
  - technological capability,
  - technological understanding and
  - technological awareness

Curriculum Framework:
- Junior Secondary Level
  - An open and flexible curriculum framework. The **six TE knowledge contexts with 16 core and 10 extension learning element modules**
- Senior Secondary Level
  - The updated curriculum framework includes KS 4 with the five elective subjects

Source: Technology Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6), page 54, Figure 8

Figure 8 Modules of Learning Elements (Core and Extensions) under the Six Knowledge Contexts at the Junior Secondary Level

Knowledge contexts	Modules*		Learning objectives
Information and Communication Technology (ICT)	K1	Computer Systems	Understand and apply ICT as a prime tool for learning and in our daily life
	K2	Programming Concepts	
	K16	Information Processing and Presentation	
	E1	Computer Networks	
Materials and Structures	K3	Materials and Resources	Understand the importance of materials and resources in the design process
	K4	Structures and Mechanisms	
	E2	Material Processing	
Operations and Manufacturing	K5	Tools and Equipment	Understand how to manage the resources and processes required to realise their design solutions
	K6	Production Process	
	E3	Project Management	
Strategies and Management	K7	Business Environments, Operations and Organisations	Understand the concepts of business and management
	E4	Resources Management	
	E5	Marketing	
Systems and Control	K8	Concepts of System	Understand the concepts, applications and implications of both micro and macro systems
	K9	Application of Systems	
	E6	System Integration	
	E7	Control and Automation	
Technology and Living	K10	Food and Nutrition	Understand how technology affects our lives and enhances the nurturing of quality people and quality homes
	K11	Food Preparation and Processing	
	K12	Fabric and Clothing Construction	
	K13	Fashion and Dress Sense	
	K14	Family Living	
	K15	Home Management and Technology	
	E8	Fabric and Clothing Construction	
	E9	Fashion and Dress Sense	
	E10	Home Management and Technology	

K denotes **Core modules** and *E* denotes **Extension modules**.

Business Learning Elements included in the TE KLA Curriculum Framework … recap

Knowledge context – *Strategies and Management*	*Module K7* Business Environments, Operations and Organisations	720 mins i.e. 18 lessons (40 minutes a lesson)
	Module E4 Resources Management	210 mins i.e. 5-6 lessons (40 minutes a lesson)
	Module E5 Marketing	150 mins i.e. 3-4 lessons (40 minutes a lesson)

Primary Level (P1 - 6)	**Junior Secondary Level (S1 - 3)**	**Senior Secondary Level (S4 - 6)**
Business Learning	TE KLA Curriculum (S1-3) (fully implemented in the 2016/17 school year)	**Elective Subjects:** • Business, Accounting and Financial Studies (BAFS) • Design and Applied Technology (DAT) • Health Management and Social Care (HMSC) • Information and Communication Technology (ICT) • Technology and Living (TL) (Food Science and Technology/Fashion, Clothing and Textiles)

Note: The TE KLA Curriculum (S1-3) comprises 6 Knowledge Contexts, namely Information & Communication Technology, Materials & Structures, Operations & Manufacturing, Strategies & Management, Systems & Control, and Technology & Living.

Source: *Technology Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6), page 6, Figure 1*
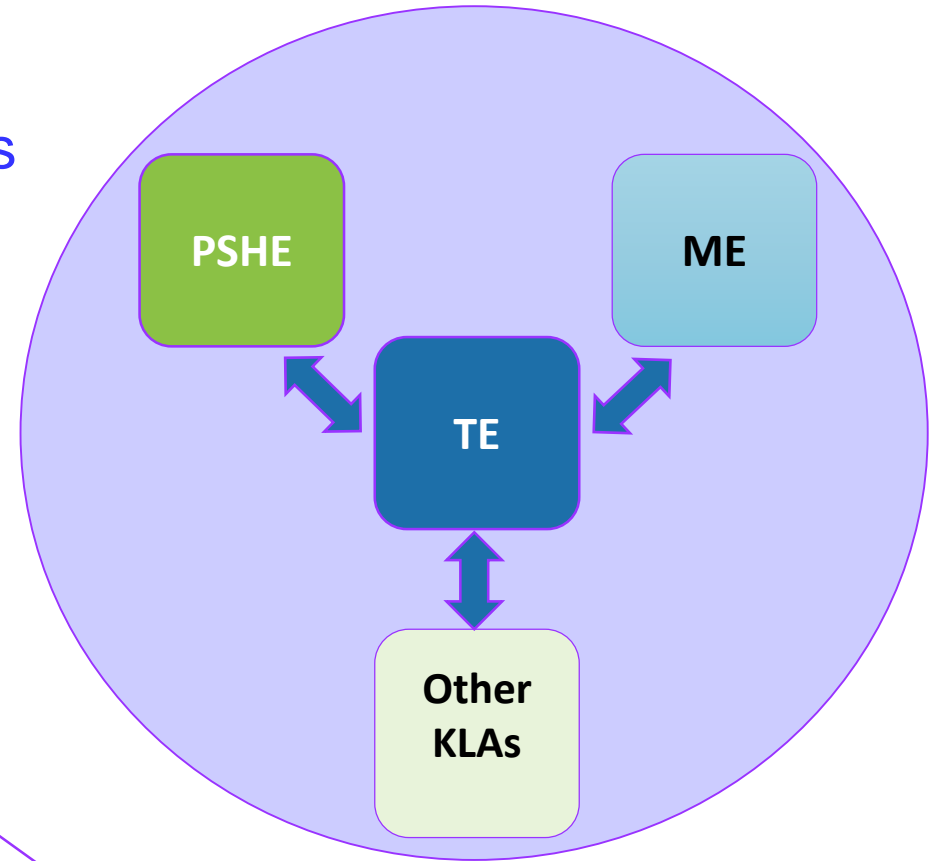
Business Learning Elements included in the TE KLA Curriculum Framework

Source: *Technology Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6), page 80*

Knowledge context	Learning element	Content

Strategies and Management	(K7) Business Environments, Operations and Organisations	<u>Business environments: economic, technological, cultural & physical, social-political-legal</u>
		• Main industries in Hong Kong
		• Characteristics of business environment of Hong Kong
		  - Economic – a separate free market economy
		  - Technological – sophisticated telecommunication systems and transportation infrastructure
		  - Physical – close to Mainland, serving as the bridge between China and other parts of the world
		  - Cultural and Social –a skilled and high quality workforce
		  - Political-legal –Types of intellectual property rights include copyright, trademark, patent and registered design; and understand the value of intellectual property and possible ways of protection
		• Impact of globalisation on business in Hong Kong
		
		<u>Different types of business organisations</u>
		• Major forms of business organisations: sole proprietorship, partnership and limited company
		• Characteristics of an entrepreneur
		
		<u>Decision making, planning, organisation, control, evaluation, and quality assurance in business operations and projects</u>
		• Functions of planning, organising, leading and controlling in management
		• Responsibilities of a business in providing a safe environment

Business-related learning across KLAs at junior secondary level

- Collaboration among KLAs and subjects **achieves synergy** in enhancing the **overall effectiveness of learning** and teaching in school

- To develop knowledge and skills to facilitate the acquisition of **knowledge, skills, values and attitude**

- To provide subject-based or **real-life contexts** to promote a deeper learning and for consolidation, integration and application of knowledge and skills

PSHE

ME

TE

Other KLAs

Design thinking skills, IT skills, MIL, entrepreneurial spirit, entrepreneurship, communication skills, financial literacy

Implementation of Business Learning Elements … recap

Implementation of TE KLA Curriculum
15

Source: *Technology Education Key Learning Area Curriculum Guide (Primary 1 to Secondary 6), Fig.10, page 121*

- Subject-based learning → e.g. Computer Literacy, Design & Technology, Home Economics/Technology and Living

- Aligning subjects/ knowledge contexts → e.g. projects, cross-KLA studies

- Collaborative teaching of subjects/knowledge contexts → e.g. learning elements of different subjects clustered to form modules, cross-KLA studies

- Theme-based learning → e.g. projects, LWL, cross-KLA studies

- Life experiences of students → e.g. projects, LWL, cross-KLA studies,

- Others

...tation of TE KLA Curriculum
16

...ucation Key Learning Area Curriculum Guide (Primary 1 ..., page 121
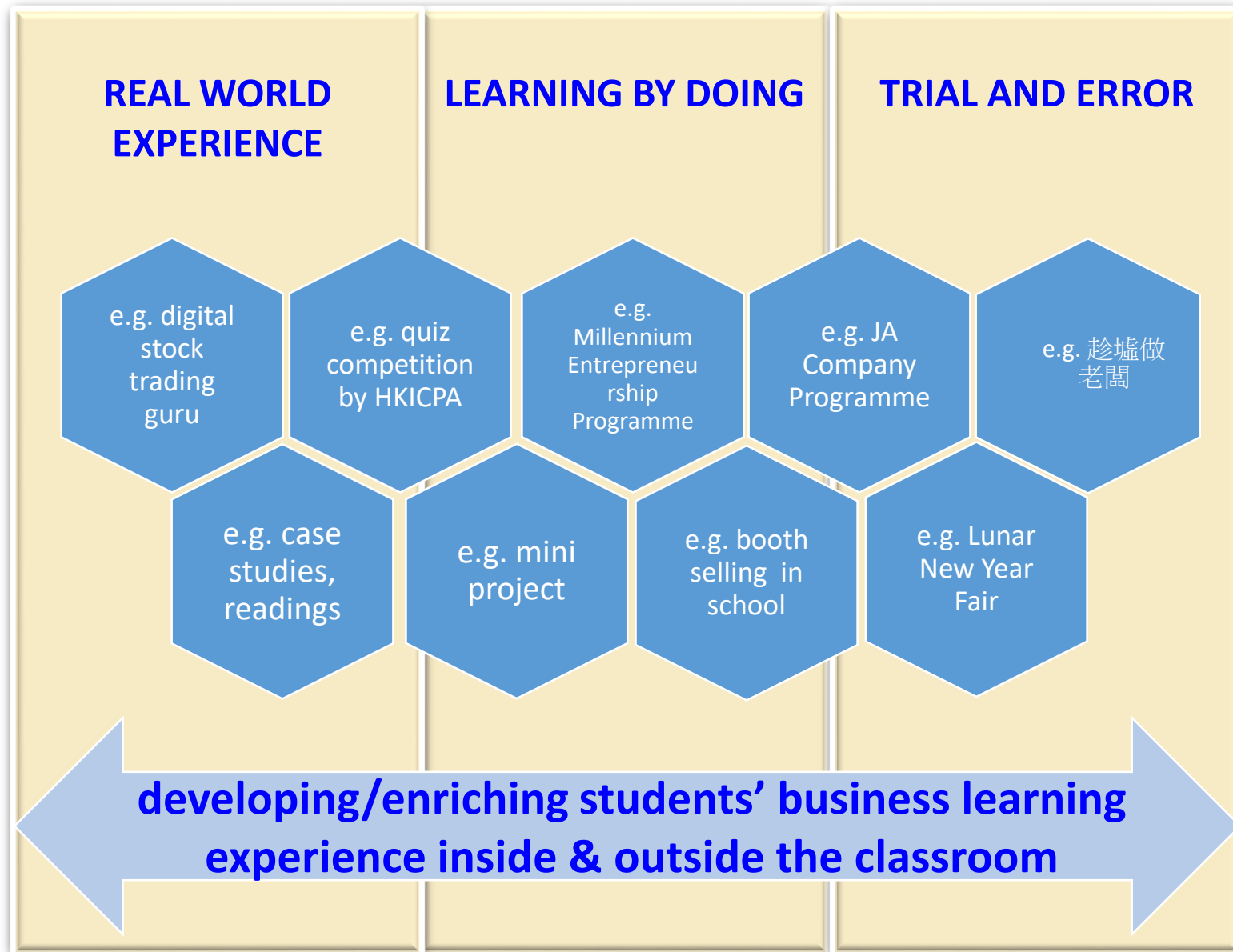
- Life experiences of students

- Others →

e.g.
➢ Remedial or enhancement studies in KLA(s) or across KLA(s)
➢ School Assembly / Class teacher period to complement values education across KLAs
➢ Moral and Civic Education to complement values education across KLAs
➢ Class reading sessions
➢ ECA & OLE to complement LWL

Implementation of Business Learning Elements

REAL WORLD EXPERIENCE

LEARNING BY DOING

TRIAL AND ERROR

- e.g. digital stock trading guru
- e.g. quiz competition by HKICPA
- e.g. Millennium Entrepreneurship Programme
- e.g. JA Company Programme
- e.g. 趁墟做老闆
- e.g. case studies, readings
- e.g. mini project
- e.g. booth selling in school
- e.g. Lunar New Year Fair

developing/enriching students' business learning experience inside & outside the classroom

Implementation of Business Learning Elements

Mindset

e.g. how to think? how to put idea into action?
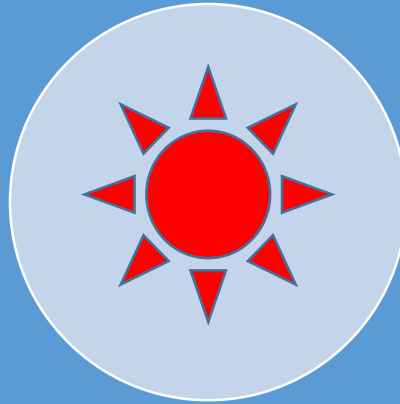
Attitude

e.g. how to deal with uncertainty, changes, challenges, volatility…?

Values

e.g. stay positive, be perseverance, responsibility, compliance…

Mind · Action/Behaviour · Decision Making/Choice
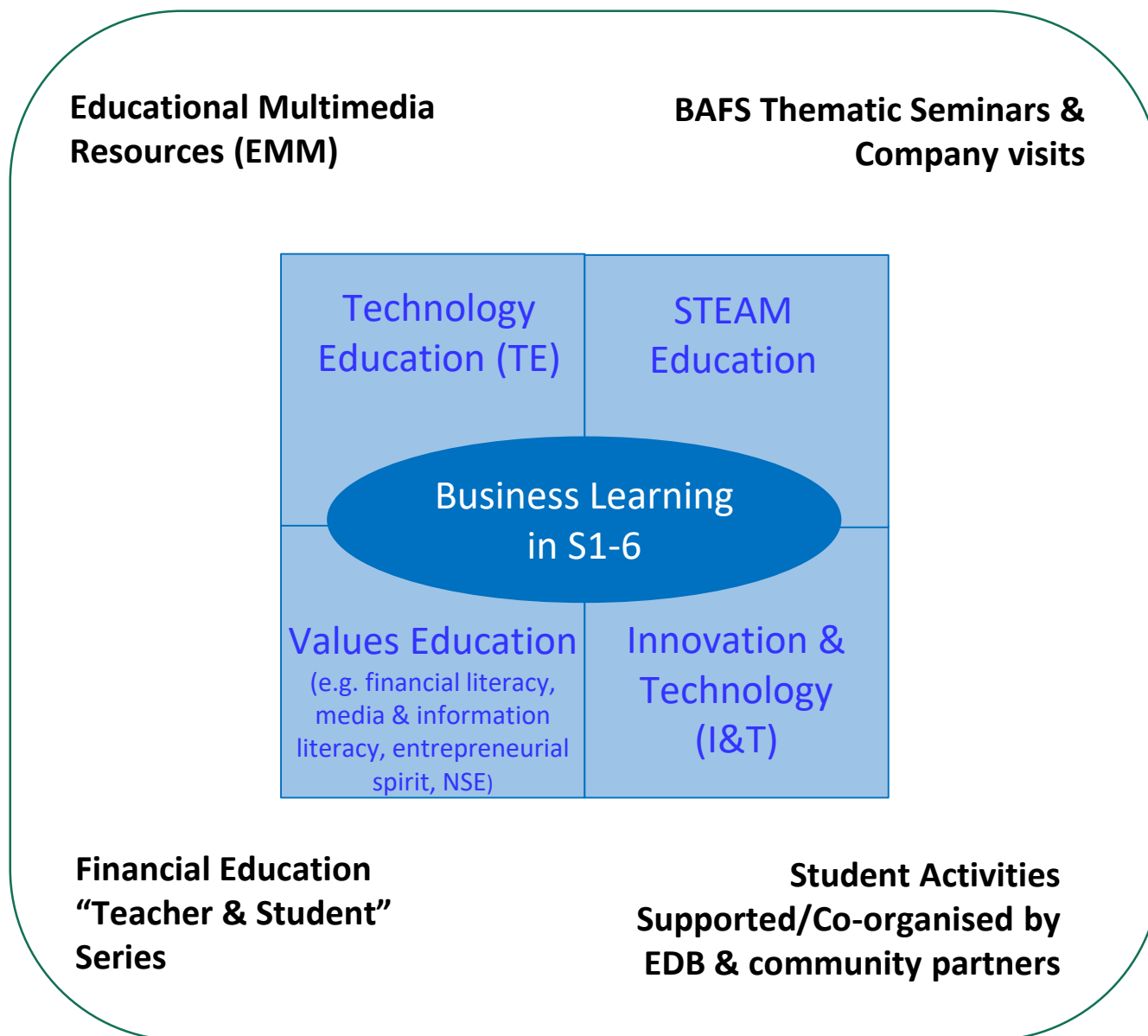
Implementation of Business Learning Elements

- Subject-based learning

- Aligning subjects/ knowledge contexts

- Collaborative teaching of subjects/knowledge contexts

- Theme-based learning

- Life experiences of students

- Others

Points-to-note
(For Business Learning in S1-3)

Subject name

Subject code

Business learning in S1-S3

vs

BAFS in S4-S6

(age appropriateness)

content coverage of TE KLA

authentic learning experience/activities

(sharing media articles, reading books, collecting case studies...)

allocation of lesson time
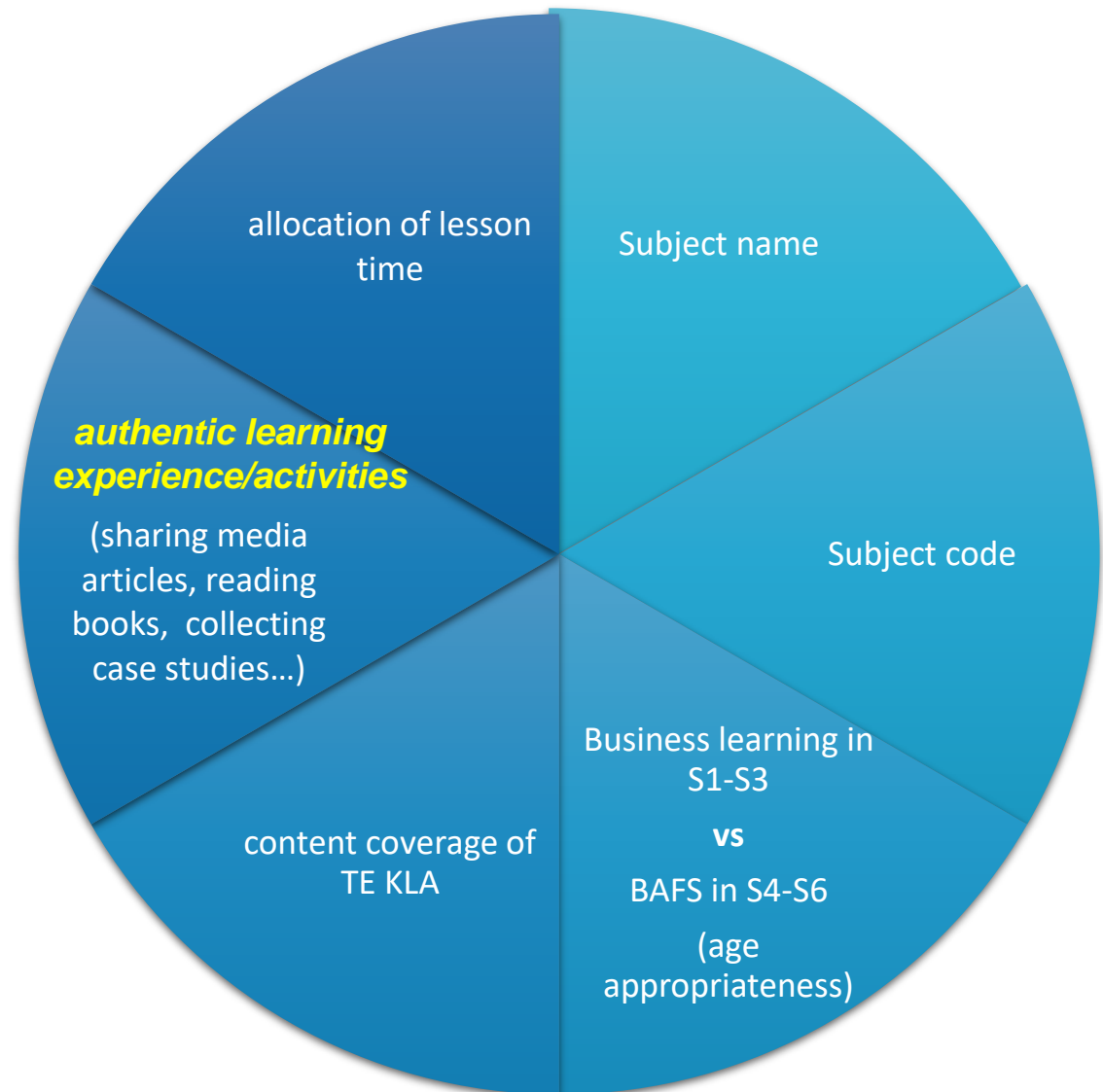
Support Measures to Enhance Business Learning in S1-6

Educational Multimedia
Resources (EMM)

BAFS Thematic Seminars &
Company visits

Technology
Education (TE)

STEAM
Education

Business Learning
in S1-6

Values Education
(e.g. financial literacy,
media & information
literacy, entrepreneurial
spirit, NSE)

Innovation &
Technology
(I&T)

Financial Education
"Teacher & Student"
Series

Student Activities
Supported/Co-organised by
EDB & community partners

To recap…PDPs for Teachers & Students

Briefing Session on 13 Oct 2023

Financial Education "Teacher & Student" Series: Basics of Fintech (New) (Online Course)
理財教育「師生」系列：基礎金融創科 (新辦)(網上課程)
CSD020240118

Date 日期	:	23/03/2024 (Saturday 星期六)
Time 時間	:	10:30 am – 11:30 am
Delivery Mode		Zoom Meeting (Details will be sent to participants via email after successful enrolment in TCS)
進行模式	:	Zoom Meeting (經培訓行事曆成功取錄的參加者，將獲發電郵通知詳情)

2024.03.23

Briefing Session on 19 Oct 2023

FinEdu (Teacher & Student) Series 1 March 2024

To recap…Student Activities

https://www.dflp4youth.com/tc/index.html

https://www.hkicpa.org.hk/en/Membership/smp/Experiential-business-learning-programme

https://wsemep.org/mep-24/

To recap…FinEdu School Award Scheme

Dates	Important events
26 June to 31 November 2023	➢ Issuance of EDBCM No.103/2023 ➢ Briefing Sessions on The Scheme on 10 July & 14 Sept 2023 ➢ Application period of The Scheme (2023/24)
October 2023 to June 2024	A series of financial education activities for teachers and students to participate in
Mid-June to 15 July 2024	Participating schools' submission of "Tier 1 Record Form" or/and "Tier 2 Record Form" from school applicants
August to September 2024	Assessment process of The Scheme (2023/24)
Mid October 2024	Prize Presentation Ceremony cum Awarded Schools' Sharing for the "Financial Education School Award Scheme (2023/24)"

Business,
Accounting
and Financial Studies

EN 繁体

BAFS Learning and Teaching Resources Platform
https://cd1.edb.hkedcity.net/cd/te/bafs_platform/en/events-professional-development-programmes.html

Course Code: CSD020230622
BAFS Thematic Seminar (6) : Design Thinking in Business (Online Seminar) (New)

The captioned PDP will be conducted on 7 May 2024. Please click on the URL below for course details and enrolment.

Eng	https://tcs.edb.gov.hk/tcs/admin/courses/previewCourse/forPortal.htm?courseId=CSD020230622&lang=en
Chi	https://tcs.edb.gov.hk/tcs/admin/courses/previewCourse/forPortal.htm?courseId=CSD020230622&lang=zh

Course Code: CSD020230621
BAFS "Entrepreneur Stories" : A Grassroots Leader Being the Super-connector in the Greater Bay Area (New)

The captioned PDP will be conducted on 11 April 2024. Please click on the URL below for course details and enrolment.

Eng	https://tcs.edb.gov.hk/tcs/admin/courses/previewCourse/forPortal.htm?courseId=CSD020230621&lang=en
Chi	https://tcs.edb.gov.hk/tcs/admin/courses/previewCourse/forPortal.htm?courseId=CSD020230621&lang=zh

Course Code: CSD020240118
Financial Education "Teacher & Student" Series: Basics of Fintech (New) (Online Course)

The captioned PDP will be conducted on 23 March 2024. Please click on the URL below for course details and enrolment.

Eng	https://tcs.edb.gov.hk/tcs/admin/courses/previewCourse/forPortal.htm?courseId=CSD020240118&lang=en
Chi	https://tcs.edb.gov.hk/tcs/admin/courses/previewCourse/forPortal.htm?courseId=CSD020240118&lang=zh