

## Career and Life Planning Grant (2015-2016)

### Work Plan on Careers Guidance and Life Planning Education (2015-2016)

Part A – Major concerns for the school

Major concern 1: To improve the effectiveness of learning and teaching

Major concern 2: To promote careers guidance and life planning education

Strategies / Targets	Time Scale	Success Criteria	Methods of Evaluation	Resources Required
To improve teachers' professional skills in career guidance and life planning education by organising related talks and workshops for teachers	Throughout the year	- 70% of teachers understand their roles in life planning education and know how to counsel the students.	- Questionnaires to teachers	- Human resources, - Financial resources, - Time allocation
To strengthen the roles of class teachers in facilitating life planning education through class teacher periods	Throughout the year	- More than half of the students find the programmes useful.	- Observation - Interviewing students - Questionnaires to participants - Students' responses	- Human resources, - Financial resources, - Time allocation
To provide F.1, F.3, F.5 (2 <sup>nd</sup> term) and F.6 students with individual counselling	Twice each term	- More than half of the students find the counselling useful.	- Observation - Interviewing students - Questionnaires to participants - Students' responses	- Human resources, - Financial resources, - Time allocation
To make full use of the form meetings to share information and experiences between class teachers and form coordinators	Throughout the year	- 70% of teachers share experiences with other form teachers and the form coordinator	- Questionnaires to teachers - Minutes of form meetings	- Human resources, - Financial resources, - Time allocation
To provide more job shadowing opportunities for students so that they understand the world of work, their strengths and limitations	Throughout the year	- More than half of the students find the programmes useful.	- Observation - Interviewing students - Questionnaires to participants - Students' responses	- Human resources, - Financial resources, - Time allocation
To devise and develop school-based materials for	Throughout the year	- More than half of the students find the tutorial	- Observation - Interviewing	- Human resources,

small-group tutorial lessons for F.1, F.2, F.4 and F.5 students		lessons useful.	<ul style="list-style-type: none"> <li>- Questionnaires to participants</li> <li>- Students' responses</li> </ul>	<ul style="list-style-type: none"> <li>- Financial resources,</li> <li>- Time allocation</li> </ul>
To promote cross-curricular collaboration with other departments on life planning education	Throughout the year	<ul style="list-style-type: none"> <li>- More than half of the students find the materials useful.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interviewing students</li> <li>- Questionnaires to participants</li> <li>- Students' responses</li> </ul>	<ul style="list-style-type: none"> <li>- Human resources,</li> <li>- Financial resources,</li> <li>- Time allocation</li> </ul>
Alumni Sharing (for F.5 & F.6 students) <ul style="list-style-type: none"> <li>- Study skills</li> <li>- University life</li> </ul>	In the first term	<ul style="list-style-type: none"> <li>- More than half of the students know the effective ways of studying.</li> <li>- More than half of the students are motivated by the success of old students.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interviewing students</li> <li>- Students' responses</li> </ul>	Time allocation
Alumni Sharing (for all students) <ul style="list-style-type: none"> <li>- Share the world of work</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>- More than half of the students are motivated to find out their own interests.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interviewing students</li> <li>- Students' responses</li> </ul>	Time allocation
<u>Mentorship programme</u> <ul style="list-style-type: none"> <li>- To enhance the connection between alumni and students at school so that students can learn from the alumni's social and work experience</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>- More than half of the students who join the mentorship programme gain insights into the world of work.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Students' feedback</li> <li>- Alumni's feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Human resources,</li> <li>- Time allocation</li> </ul>

Major concern 3: To improve students' confidence and active participation in different activities

Strategies / Targets	Time Scale	Success Criteria	Methods of Evaluation	Resources Required
Target students take part in leadership training programmes organised by the OLE Team. (mainly F.4 & F.5 students)	In the first term	<ul style="list-style-type: none"> <li>- More than half of the students find the programmes useful.</li> <li>- Target students know how to organise an event for students at school.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interviewing students</li> <li>- Questionnaires to participants</li> <li>- Students' responses</li> </ul>	<ul style="list-style-type: none"> <li>- Human resources,</li> <li>- Financial resources,</li> <li>- Time allocation</li> </ul>

The Careers Team organises a career activity for students at school.	In the first term	- More than half of the participants find the activity useful.	- Observation - Questionnaires to participants - Students' responses - Teachers' feedback	- Human resources, - Financial resources, - Time allocation
The Careers Team serve as helpers in programmes co-organised with external parties such as Junior Achievement Hong Kong.	Throughout the year	- More than half of the students display competence in problem-solving and decision-making skills.	- Observation - Students' feedback - Feedback from external parties	- Human resources, - Time allocation

Part B – General aims and objectives (2015-2016)

I. To cater for the developmental needs of all students at different stages and sub-stages

Strategies / Targets	Time Scale	Success Criteria	Methods of Evaluation	Resources Required
<u>Forms 1- 6</u> Goal Setting	In September	All students showed at least one achievement on Parents' Day.	All students set at least 3 goals to accomplish in this year.	
<u>Form One</u> Role of a student - A series of lessons conducted by class teachers  - Small class tutorial lessons (lunch time sessions)  - Individual counselling	Throughout the year	Students finish the worksheets provided.	- Observation - Students' answers in the worksheets - Teachers' feedback	Time allocation
<u>Form Two</u> Identify likes / dislikes as basis for career choices - A series of lessons conducted by class teachers - Small class tutorial lessons (lunch time sessions)	Throughout the year	Students finish the worksheets provided.	- Observation - Students' answers in the worksheets - Teachers' feedback	Time allocation
<u>Form Three</u> Personality types matching	Throughout the year	- Students know their strengths and	- Students keep to their action plans.	- Human resources - Time allocation

<p>individual characteristics and subject choices in senior secondary</p> <ul style="list-style-type: none"> <li>- A series of lessons conducted by class teachers and careers teachers</li> <li>- Individual counselling</li> </ul>		<p>weaknesses.</p> <ul style="list-style-type: none"> <li>- Students complete the action plans.</li> <li>- Students know how to choose the NSS elective subjects.</li> </ul>	<ul style="list-style-type: none"> <li>- Students choose the elective subjects according to their interests and strengths.</li> <li>- Teachers' feedback</li> </ul>	
<p><u>Form Four</u> Develop a positive self-concept / work concept and effective behaviours</p> <ul style="list-style-type: none"> <li>- Talks, workshops and visits organised by tertiary institutions and work organisations</li> <li>- A series of lessons conducted by class teachers</li> <li>- Small class tutorial lessons (regular lesson time)</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>- Students finish the given worksheets.</li> <li>- Students' responses in the talks (and visits)</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interviewing students</li> <li>- Students' answers in the worksheets</li> <li>- Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Human resources</li> <li>- Time allocation</li> <li>- Book: Career Mapping</li> </ul>
<p><u>Form Five</u> Make tentative choices incorporating needs, interests, abilities and identify field of training in tertiary education and possible work roles</p> <ul style="list-style-type: none"> <li>- Talks, workshops and visits organised by tertiary institutions and work organisations</li> <li>- A series of lessons conducted by class teachers <ul style="list-style-type: none"> <li>- CII</li> </ul> </li> <li>- Small class tutorial lessons (regular lesson time)</li> <li>- Individual counselling (second term)</li> </ul>	Throughout the year	<ul style="list-style-type: none"> <li>- Students finish the given worksheets.</li> <li>- Students' responses in the talks (and visits)</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interviewing students</li> <li>- Students' answers in the worksheets</li> <li>- Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Human resources</li> <li>- Time allocation (Sessions on co-curricular days; Class teacher periods)</li> </ul>
<u>Form Six</u>	Throughout	- Students know how to	- Observation	- Human resources

Relate self-knowledge to educational and occupational opportunities - Talks, workshops and visits organised by tertiary institutions and work organisations - A series of lessons conducted by class teachers and careers teachers - JUPAS requirements & various pathways to further education (Book: Career Mapping) - Interview techniques - Studying and Training opportunities after graduation - Individual counselling	the year	seek for studying and training opportunities. - Students' responses in the talks (and visits)	- Interviewing students - Teachers' feedback	- Time allocation (Sessions on co-curricular days; Class teacher periods)
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II. To connect actively with parents, alumni and external parties to equip students with educational and occupational alternatives

Strategies / Targets	Time Scale	Success Criteria	Methods of Evaluation	Resources Required
<u>Parents' Meeting Form Three</u> - Introduce the structure of the NSS curriculum of the school - Form 4 subject allocation procedure	In the second term	Parents and students know the criteria for choosing elective subjects.	- Observation - Parents' feedback - Teachers' feedback	Time allocation
<u>Parents' Meeting Form Four</u> - Applied learning courses - University entrance requirements - Pathways for further education	In the first term	Parents and students know the educational opportunities available.	- Observation - Parents' feedback - Teachers' feedback	Time allocation
<u>Parents' Meeting Form Six</u> - University entrance requirements	In the first term	Parents and students know the educational opportunities available.	- Observation - Parents' feedback - Teachers' feedback	Time allocation

- Pathways for further education				
<u>Mentorship programme</u> - To enhance the connection between alumni and students at school so that students can learn from the alumni's social and work experience	Throughout the year	Students who join the mentorship programme gain insights into the world of work.	- Observation - Students' feedback - Alumni's feedback	- Human resources, - Time allocation
<u>External parties</u> (e.g. Junior Achievement, YES, HKACMGM, tertiary institutions, NGOs, work organisations, etc.) - To arrange Career-related Experience (CRE) activities - Students participate in a range of activity-based education programmes - To help students understand the world of work - To develop students' work readiness, entrepreneurial thinking, financial literacy and life-wide values	Throughout the year	Students gain life skills and a correct attitude towards work.	- Observation - Interviewing students - Students' feedback	- Time allocation, - Human resources, - Financial resources

### III. To conduct personality and career tests for students' personal and career development

Strategies / Targets	Time Scale	Success Criteria	Methods of Evaluation	Resources Required
<u>The Career Key</u> (John Holland's Theory of Career Choice) - For Form 2 / 3 students	During the talks for F.2 / F.3 students	- Students know how to make good career choices. - Students know which school programmes, college majors or jobs that best fit them. - Students understand the meanings of the codes	- Observation - Interviewing students - Students' feedback	Time allocation
<u>DISC assessment</u> - For Form 4 / 5 students	F.4	- Students know their own personality traits and	- Observation - Interviewing	Time allocation

		needs. - Students understand the test results.	students - Students' feedback	
<u>Career Interest Inventory Test</u> (an online test to help identify career choices and educational directions) - For Form 5 students	In the second term	- Students know how to make occupational and educational choices that are congruent with their personal qualities such as talents, interests and abilities. - Students understand the test results. - Students complete the JUPAS choice forms (simulated).	- Observation - Interviewing students - Students' choice forms - Students' feedback	- Time allocation, - Venue (MMLC)

IV. To manage administrative tasks and responsibilities to facilitate further education or employment of all students

Strategies / Targets	Time Scale	Success Criteria	Methods of Evaluation	Resources Required
Conduct surveys on career paths of graduates	At the beginning of the school year	-	-	- Human resources (clerical staff), - Time allocation
Provide individual / group guidance and counselling to assist students to understand their aspirations, abilities and needs and plan their career paths.	Throughout the year	- Students know how to make the best career choices.	- Observation - Students' feedback	Time allocation
Assist school leavers and Form 6 graduates to make the best informed career choices.	Throughout the year	- Students know the choices available. - Students know how to make the best career choices.	- Observation - Students' feedback	Time allocation
Collect, update and disseminate information on further education, vocational training opportunities, job opportunities and requirements of different jobs.	Throughout the year	-	-	- Human resources, - Time allocation

(email F. 6 students the relevant information after mock examination)				
Application for educational opportunities: - JUPAS - E-APP - Applied Learning Courses	Throughout the year	-	-	- Human resources (clerical staff), - Time allocation
Preparing transcripts and writing testimonials and recommendation letters for further studies and vocational purposes	Throughout the year	-	-	- Human resources (clerical staff), - Time allocation



Budget Estimate (Career and Life Planning Grant at \$541,560.00) (2015-2016)

Staff Cost	\$372,456.00
Soci-game KTS 2016 (F3 students)	\$10,000.00
Cambridge Occupational Analysts	\$4,000.00
Career Explorer	\$15,000.00
Reference Books	\$1,000.00
Total	\$402,456.00