



**Career Guidance
and Life Planning
Education Plan
2019-2020**



La Salle College

Goal

1. Develop students’ ownership of their career and life planning through school’s curriculum and other learning activities.
2. Integrate effective life planning education into school’s curriculum and other learning activities
3. Guide and assist students to make wise informed choice with reference to students’ interests, abilities and orientations
4. Connect students’ career and academic aspiration with life-long learning

Budget using Life Wide Learning Grant

| | Programme | Amount (\$) |
|-------|---|-------------|
| 1. | Learning materials related to Career and Life Planning activities | 17,000 |
| 2. | Career and Life Planning experiential workshop for F.4 | 30,000 |
| 3. | Discovery Life Workshop for F.2 | 18,000 |
| 4. | Career talks | 3,000 |
| 5. | Career visits | 4,000 |
| Total | | 72,000 |

Target 1: To develop students’ ownership of their career and life planning.

| Strategies / Tasks | Success Criteria | Methods of Evaluation | Resources Required |
|--|--|--|---|
| <p>1.1 Career Education Curriculum in Form Teacher Periods</p> <ul style="list-style-type: none"> • To prepare career education lesson plans in Form Teacher Periods for all Forms. • To review and revise lesson plans from feedbacks of students and Form Teachers. | <ul style="list-style-type: none"> • Form Teachers are able to complete 80% of the lessons. • Students understand their academic interests, abilities and learning style. • Students understand the meaning of work, the skills required and working conditions of different jobs. • Students are motivated to set goals, study plans and are proactive in search for information. | <ul style="list-style-type: none"> • Questionnaires • Feedback from teachers and students • Students’ subsequent performance and attitude | <ul style="list-style-type: none"> • EDB Career Guidance Resources • F.1 – F. 2: School-based lesson materials • F.3: Finding Your Colours of Life • F.4 – F.6: Career Mapping • Breakazine! to work or not to work? |
| <p>1.2 Career and Life Planning Talk for Junior Forms</p> <ul style="list-style-type: none"> • To introduce the importance of career and life planning, and how a junior form student should prepare for his senior secondary school life. | <ul style="list-style-type: none"> • Students are aware of their tasks in the stage as a junior form student in terms of their future career plan. • Students are motivated to set goals and study plans for their secondary school life. | <ul style="list-style-type: none"> • Questionnaires • Feedback from teachers and students • Students’ subsequent performance and attitude | <ul style="list-style-type: none"> • NGOs providing careers and life planning support |
| <p>1.3 Career and Life Planning Talk for Senior Forms</p> <ul style="list-style-type: none"> • To equip students with the skills to do their career and life planning. | <ul style="list-style-type: none"> • Students learned the skills to do their career and life planning. • Students are able to formulate personal plan to workable for achieving his career aspiration. | <ul style="list-style-type: none"> • Questionnaires • Feedback from teachers and students • Students’ subsequent performance and attitude | <ul style="list-style-type: none"> • NGOs providing careers and life planning support |
| <p>1.4 Career and Life Planning Activity for Form 2</p> <ul style="list-style-type: none"> • To help students develop an accurate account of their own | <ul style="list-style-type: none"> • Students are able to describe his personality accurately. | <ul style="list-style-type: none"> • Questionnaires • Feedback from teachers | <ul style="list-style-type: none"> • NGOs providing careers and life planning |

| | | | |
|---|--|--|--|
| <p>personality traits and understand its influence to personal development.</p> | <ul style="list-style-type: none"> Students are aware of the influence of their personality in terms of personal and career development. | <p>and students</p> <ul style="list-style-type: none"> Students' subsequent performance and attitude An evaluation committee formed by Careers Team teachers will observe implementation of the programme, give comments and evaluate effectiveness of the programme. | <p>support</p> |
| <p>1.5 Career and Life Planning Activity for Form 4</p> <ul style="list-style-type: none"> To learn about the concept of career and life planning To experience different stages in life and learn about factors affecting one's planning | <ul style="list-style-type: none"> Students recognize the importance to set objectives in life. Students recognize the factors which affect their planning. Students learn the skills to maximize the chance of achieving objectives in life. | <ul style="list-style-type: none"> Questionnaires Feedback from teachers and students Students' subsequent performance and attitude An evaluation committee formed by Careers Team teachers will observe implementation of the programme, give comments and evaluate effectiveness of the programme. | <ul style="list-style-type: none"> NGOs providing careers and life planning support |
| <p>1.6 Guidance Programme for F.5 A-C & F.6 A-C classes</p> <ul style="list-style-type: none"> To help students recognize their academic and career development needs To help students align career dream with academic performance and personal background To help students formulate a workable plan to realize their career dreams | <ul style="list-style-type: none"> Students recognize their academic and career development needs. Students are able to make career or further study choices that fit their personal circumstances. Students learn the ways to gather information and work out a plan for themselves. | <ul style="list-style-type: none"> Questionnaires Students' secured path after DSE Students' level of satisfaction for the path secured | <ul style="list-style-type: none"> Hok Yau Club guide books Career Guidance Handbook (EDB) |
| <p>1.7 Careers and Further Studies Interest Assessment for Form 5</p> <ul style="list-style-type: none"> To understand careers and further studies interest through the use of professional assessment tools | <ul style="list-style-type: none"> Students recognize their careers and further studies interest in a systematic way Students find the assessment results useful for making careers and further studies choice | <ul style="list-style-type: none"> Observation of students' response in debriefing | <ul style="list-style-type: none"> Careers Interest Assessment Materials |
| <p>1.8 Support for NCS students</p> <ul style="list-style-type: none"> To organize class visits to deliver career and further studies messages to NCS students and to provide guidance in career planning and further studies. Individual guidance for students and parents | <ul style="list-style-type: none"> Participants understand their situation and are motivated to set clear targets NCS students are clear about their future opportunities | <ul style="list-style-type: none"> Casual conversations with students Feedback from Form Teachers, French Teacher, and NCS Chinese Teacher | <ul style="list-style-type: none"> French Lessons |

| | | | |
|---|---|--|--|
| <p>1.9 Hang Lung Young Architect Programme</p> <ul style="list-style-type: none"> To foster an appreciation of architecture and learn about Hong Kong's history and culture. To prepare students for further exploration and showcases of Hong Kong's unique personality | <ul style="list-style-type: none"> Students recognize the work of an architect. Students can assess their potential to develop a career in architecture, surveying, urban planning, and related fields. | <ul style="list-style-type: none"> Observation of students' participation in the programme. Evaluation of the organizer. | <ul style="list-style-type: none"> Programme provided by the organizer – Hang Lung Properties Ltd. |
| <p>1.10 HKFYG 「夢嚮導」計劃中的「好夢有你」</p> <ul style="list-style-type: none"> To help parents and students understand the concept of career planning To help parents appreciate their children and students learn ways of self-appreciation To help parents and children learn how to communicate about their dreams | <ul style="list-style-type: none"> 8 – 10 F.1-3 families participate in the programme 80% attendance in the activities held in the whole year 80% of the participants find the activities useful | <ul style="list-style-type: none"> Evaluation of the organizer Oral and written feedback by participants Reflection submitted by participants | <ul style="list-style-type: none"> Programme provided by the organizer – hkfyg Teacher assistant |

Target 2: To help students implement their career and study plan

| Strategies / Tasks | Success Criteria | Methods of Evaluation | Resources Required |
|--|---|---|--|
| <p>2.1 F.6 JUPAS Talk</p> <ul style="list-style-type: none"> To provide F.6 students updated information about different study programmes in local tertiary institutes and their admissions requirements. To facilitate students in the application process, guide them to make optimal and sensible choices. | <ul style="list-style-type: none"> Students submit JUPAS application and relevant documents on time. Students take the responsibility to carefully select their programme choices. | <ul style="list-style-type: none"> Statistics of JUPAS results | <ul style="list-style-type: none"> Public Exam results, JUPAS offer of past graduates, admission grades of different university programmes |
| <p>2.2 Measures to support JUPAS application of F.6 students</p> <ul style="list-style-type: none"> A Careers Team teacher will be assigned as the advisor to take care of students' JUPAS application. To guide students to make optimal and sensible choices. To give individual counselling to all F.6 students on their JUPAS choices with reference to their career plan. | <ul style="list-style-type: none"> Students are able to make informed choices of their tertiary education. Students are ready to seek assistance proactively from the JUPAS Advisor. Students are able to make a reasonable choice list with reference to their interest, ability, career plan, and the HKDSE results they expect. | <ul style="list-style-type: none"> Feedback from Career Teachers and students Success rate of JUPAS admission Survey on students' satisfaction about their JUPAS offer | <ul style="list-style-type: none"> JUPAS admission scores of past years JUPAS Programmes Requirement Predicted HKDSE grades of students |
| <p>2.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day and Multiple Pathways</p> <ul style="list-style-type: none"> To provide information about HKDSE result release day operation. | <ul style="list-style-type: none"> Students have full understanding of the latest | <ul style="list-style-type: none"> Attendance of students and parents | <ul style="list-style-type: none"> HKEAA arrangement on Result Release Day |

| Strategies / Tasks | Success Criteria | Methods of Evaluation | Resources Required |
|---|---|---|--|
| <ul style="list-style-type: none"> To introduce the characteristics of various university programmes. To introduce the multiple study pathways in addition to JUPAS and overseas studies. To arouse students' awareness of making necessary preparations for further studies and career planning. | <ul style="list-style-type: none"> admission arrangement of various institutions. Students are able to review their plan for further studies with reference to their performance in HKDSE. Students are ready to accept alternative options such as local sub-degree programmes or self-financed Degree Programmes. Students are ready to seek assistance proactively. Students fully understand the procedure and mechanism of modification of Programme Choices. | <ul style="list-style-type: none"> Feedback from Parents, Form Teachers and students | <ul style="list-style-type: none"> and RR procedures JUPAS admission scores of past years JUPAS Programmes Requirement Career Guidance Handbook (EDB) Prospect Guide published by Hok Yau Club. |
| <p>2.4 Support for Overseas Education Application</p> <ul style="list-style-type: none"> To assist students' planning and application for overseas studies in different countries for all levels and academic abilities by providing necessary information and relevant activities. To give support to teachers who are required to give academic reference for students in the process of their applications. | <ul style="list-style-type: none"> Students can have access to all sorts of information about studying abroad via e-class and career library. Students have a clear understanding about the requirements & their own eligibility for study programmes in different institutes in different countries. Students are able to draw reference and benefit from the activities which introduce to them overseas studies experience. Increased rate of successful overseas studies application. To issue recommendation letters and transcripts within 7 working days after student's submission of all documents. | <ul style="list-style-type: none"> Survey on students leaving for overseas studies at different levels Track record of success rate of students enrolling in the overseas institute they desire Feedback & reflection through personal contact | <ul style="list-style-type: none"> Reference books Careers Library Overseas study graduates / returning undergraduates Overseas institute official representatives |
| <p>2.5 Elective subjects Fair for F.3 students</p> <ul style="list-style-type: none"> Help students to know the curriculum, coursework and assessment of the F4 elective subjects. | <ul style="list-style-type: none"> 60% of F.3 students have visited the fair. Senior students' experience sharing provides relevant information to F.3 students. | <ul style="list-style-type: none"> Observation of the event implementation Casual conversations with students | <ul style="list-style-type: none"> Form 5 students of different elective subjects Senior Secondary Subject Choice and Further Studies Guide published by Hok Yau Club |
| <p>2.6 F.4 Promotion Talk for F.3 students and parents</p> <ul style="list-style-type: none"> Working in conjunction with Home-School Cooperation Team Aims at helping students best match their interest & ability with their choice of study and inform them of the opportunities | <ul style="list-style-type: none"> Students fully understand the features & demands of subjects offered in F.4. Students are aware of their own ability, interest & suitability in choosing different subject | <ul style="list-style-type: none"> Survey on the academic performance of students in F.4 Statistics on number of students changing/dropping | <ul style="list-style-type: none"> HKEAA Data JUPAS Data |

| Strategies / Tasks | Success Criteria | Methods of Evaluation | Resources Required |
|---|--|-----------------------|--------------------|
| of tertiary studies and future academic/career options with their choice of subjects. | combination. • Students have an idea of the correlation of choice of study with the tertiary studies & ultimately academic requirement for different careers. • Parents are well informed of school policy and understand their role in providing support to their children. | subject in F.4/5 | |

Target 3: To equip students with careers and life planning skills.

| Strategies / Tasks | Success Criteria | Methods of Evaluation | Resources Required |
|--|--|---|--|
| 3.1 Speaking & Presentation Skill Workshop for F.5 • To understand the importance of speaking & presentation skills in career development • To acquire the skills of a good speaker | • 80% attendance • Students are actively involved in the workshop. | • Survey on students' feedback • Students' response in the workshop | • Guest speaker • TA of Speech Team |
| 3.2 Junior Achievement Hong Kong (JAHK) Workshops • To participate in careers and life planning programmes run by JAHK, e.g. Success Skills Workshop, Personal Finance Workshop, Career Dimensions, etc. • To involve students of both junior and senior forms. | • Students acquire the communication and teamwork skills that help them to excel in school, careers and the community. • Students appreciate the importance of life skills which are necessary in any situation. • Students are interested to discuss business dilemmas and ethical solutions. • 80% attendance rate of enrolled students | • Evaluation Form • Feedback & reflection through personal contact | • JAHK |
| 3.3 Medicine Career Workshop & Interview Practice • To give an overview of careers in medical related field • To prepare students to pursue tertiary education in medicine • To conduct mock interview practice | • F.6 students are able to make a success of the university interview. • All participants can benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee. • All participants can formulate a plan towards a medical profession. | • Students' feedback through causal talk • Success rate in JUPAS admission | • Alumni |

Target 4: To enrich students’ exposure to the world of work.

| Strategies / Tasks | Success Criteria | Methods of Evaluation | Resources Required |
|--|--|--|---|
| <p>4.1 Job Shadowing Programme</p> <ul style="list-style-type: none"> To coordinate with OBA to organize job shadowing programme for F.5 students. To coordinate with NGOs to provide job shadowing opportunities. | <ul style="list-style-type: none"> Students are aware of the demands of the authentic working world. Students are educated about the requirement of different professions. Students are able to learn the right work ethics and protocol. Students may develop their career aspirations and form the first idea of their future career plan. Students explore their career options and build up values which are essential for their future success. Students take their responsibility in attending the activity as scheduled in Jul/Aug. | <ul style="list-style-type: none"> Tracking of students’ performance in the workplace Reports and reflection written by students Feedback from mentors and OBA Feedback from mentors and companies | <ul style="list-style-type: none"> Contact and network with different firms and companies OBA Souvenirs |
| <p>4.2 Careers Day</p> <ul style="list-style-type: none"> To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. To foster a mentor relationship between students and the Old Boys. To advise students on their choice of further studies and career planning. To give students pictures of real-life work field. | <ul style="list-style-type: none"> Students find the information useful for their choice of career. Students find the information useful for their career and study plan. Students can make connections with the old boys. | <ul style="list-style-type: none"> Questionnaire Feedback of the old boys Observation of the discussions | <ul style="list-style-type: none"> OBA and alumni Souvenirs |
| <p>4.3 Career visits</p> <ul style="list-style-type: none"> To organize visits to companies, tertiary institutions and other organizations. To expose students to wider career options including paramedical professions, STEM, etc. To involve students of both junior and senior level. | <ul style="list-style-type: none"> Students are open to different professions by site visit. Students have some preliminary idea of real working situation in a company or firm. Students feel interested in the visit and want to know more. Students form the first idea of future career. | <ul style="list-style-type: none"> Questionnaires Casual conversations with students | <ul style="list-style-type: none"> Business sector and Government Departments, tertiary institutions. School Business Partnership Programme of EDB OBA |
| <p>4.4 Outbound Career Visit</p> <ul style="list-style-type: none"> To introduce to students economic development and career opportunities for Hong Kong young people in Mainland China. | <ul style="list-style-type: none"> Participants are aware of the latest economic development of China Participants are aware of the careers opportunities for Hong Kong young people in Mainland China. | <ul style="list-style-type: none"> Questionnaires Participants’ report of the visit. | <ul style="list-style-type: none"> OBA BAFS panel |

Target 5: To empower teachers' participation in careers education and student counselling in school.

| Strategies / Tasks | Success Criteria | Methods of Evaluation | Resources Required |
|--|--|--|--|
| <p>5.1 Teachers' Professional Development in Careers and Life Planning</p> <ul style="list-style-type: none"> To equip teachers with the concepts of careers and life planning so that they are well aware of the careers and life planning needs of students in the adolescent stage. | <ul style="list-style-type: none"> Teachers understand the concepts of careers and life planning. Teachers are aware of the careers and life planning needs of their students. Form teachers are more confident in implementing the career education curriculum in their class. | <ul style="list-style-type: none"> Questionnaires Teachers' feedback | <ul style="list-style-type: none"> NGOs |