



Career Guidance and Life Planning Education Report

2024-2025



La Salle College

La Salle College Careers Team

Career Guidance and Life Planning Education Report (2024-25)

Major Concern 1: To initiate pedagogical changes

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a "✓")						
			NGI	BK	LP	GS	IL	LP	HL
1.1 Structured Career Education Curriculum with interactive elements in form teacher periods A structured career education curriculum incorporating interactive teaching methods was tailored for F.3, F.5, and F.6 form teachers, enabling them to engage students actively during form teacher periods.	Students were motivated to set goals and create study plans, becoming proactive in seeking out information. The incorporation of interactive elements encouraged engagement and fostered a sense of ownership over their career education.	Keep and Improve F5 form teachers materials will be modified in lieu of the new arrangement of form teacher periods.						✓	
1.2 Interactive Career Workshops in Thursday Form Teacher Period - Three interactive workshops have been organized with the NGO Yan Oi Tong. The workshops are: - F.3: 認識自己、強弱項 (Holland's Code) - F.4: 職業性向工作坊 (MBTI) - F.5: 認識自己、強弱項 (Enneagram)	- Students gained a deeper understanding of their academic interests and abilities, which significantly aided their career planning. - The interactive nature of the workshops kept students focused and actively participating, enhancing their learning experience in the classroom.	Keep and Improve F.5 workshop on Enneagram will be changed to Interview Workshop.						✓	
1.3 Guidance Programme for F.5 and F.6 low achievers A peer mentoring mode was implemented where alumni with similar academic backgrounds conducted sharing sessions for F.5 and F.6 low-achieving students. This approach aimed to create a relatable learning environment, enhancing motivation and engagement.	Students identified their academic and career development needs more clearly. They learned effective strategies for gathering information and creating personalized plans that aligned with their unique circumstances, promoting a more tailored approach to their educational journey.	Keep and Improve One more sharing session will be arranged to F.5 students.						✓	

Major Concern 2: To serve and care for others with love and respect

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a "✓")						
			NGI	BK	LP	GS	IL	LP	HL
2.1 F.6 JUPAS Talk - To foster a supportive environment, a talk was organized for all F.6 students, providing updated information on study programmes in local tertiary institutes. - Additionally, a dedicated session for F.6 parents during the PTA AGM aimed to empower them in guiding their children through the JUPAS application process with care and understanding.	- Students were thoroughly informed about the application procedures and admission requirements, empowering them to make thoughtful programme choices. - All students submitted their JUPAS applications before the school's internal deadline, demonstrating their commitment and readiness.	Keep and Improve Information on JUPAS application will be delivered to parents through e-class instead of sharing in the PTA AGM.						✓	
2.2 Individual Counselling to F.6 students - Each F.6 class was assigned a caring career teacher to meet with students individually, focusing on evaluating their programme choices. - A 3-day career counselling session was held at the Careers Centre after HKDSE result release, with special attention given to low-achieving classes, ensuring that every student received personalized support and encouragement.	Through individual counselling, students were supported in making informed choices regarding their tertiary education, considering their interests, abilities, career plans, and expected HKDSE results. This environment encouraged students to seek assistance proactively from the JUPAS Advisor, fostering a culture of care and support.	Keep						✓	
2.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day and Multiple Pathways Videos were created and shared on YouTube to introduce the latest procedures for modifying programme choices and arrangements after HKDSE result and JUPAS offer releases. This initiative aimed to alleviate anxiety and provide clear, respectful guidance to both students and parents.	- Parents and students gained a clear understanding of the procedures for HKDSE results and JUPAS offer releases, ensuring they felt supported during this critical time. - Students were encouraged to reflect on their plans for further studies in light of their HKDSE performance, promoting a respectful dialogue between families and educators.	Keep						✓	

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2.4 Support for Overseas Education Application - Various programmes were organized to assist students in their overseas education journey, including: - UCAS Application Sharing Session - Mainland University Admission Talk - Talk on Overseas Summer Preparation for F.5 students. - Disseminate overseas information to students in google classroom and e-class, ensuring students felt supported and informed.	Students developed a clear understanding of the requirements, procedures, and their own eligibility for programmes at various institutes in different countries. This support helped students feel valued and informed as they navigated their overseas education options.	Keep and Improve Mainland University Admission Talk will be organized once every two years.						✓	
2.5 Elective Subjects Fair for F.3 students - An online sharing session led by senior form students followed the F.3 Career lessons on "Finding Colours of Your Life." - Subject representatives shared their experiences, fostering a respectful and supportive dialogue about studying DSE electives.	Students learned about the curriculum, coursework, and assessment related to elective subjects in senior forms. They reflected on their interests and abilities, fostering a respectful approach to choosing their elective subjects that align with their aspirations.	Keep						✓	
2.6 F.4 Placement Talk for F.3 students and parents - Held in the first term, these talks helped students and parents align interests and abilities with study choices. - An online session on parental roles in career counselling was delivered by an NGO, emphasizing the importance of love and respect in guiding students' futures.	- Students became more aware of their abilities, interests, and suitability for different subject combinations. - Both students and parents gained insights into how their study choices relate to tertiary education and the academic requirements for various careers, reinforcing the importance of mutual respect in decision-making.	Keep						✓	
2.7 F.4 Career Talk Conducted in early September for F.4 students, this programme aimed to help students thoughtfully plan their senior secondary experiences. Focus areas included university and scholarship applications, as well as developing leadership skills and social intelligence, reinforcing our commitment to serving and caring for our students.	- Students recognized the significance of career and academic development starting from F.4. - They were encouraged to engage in extracurricular activities (ECA) to nurture their leadership and social intelligence skills, reflecting our commitment to serving and caring for their holistic growth.	Keep						✓	

Major Concern 3: To nurture moral values and modern day skill sets

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a "✓")						
			NGI	BK	LP	GS	NGI	LP	HL
3.1 Medicine Career Workshop & Interview Practice - To nurture moral values and modern day skill sets, a series of workshops were organized, including: - LSC Medicine Career Workshop: Emphasizing ethical considerations in the medical field. - HKU Medicine Admission Talk: Providing insights into the values of compassion and service in healthcare. - Brain Bee Competition: Encouraging critical thinking skills among participants.	All participants benefited from learning the etiquette and rhetoric expected of a sensible and confident interviewee, fostering a sense of professionalism and respect. Additionally, they were empowered to formulate actionable plans for pursuing a medical profession, aligning their aspirations with moral values of service and dedication to others.	Keep						✓	
3.2 Mock Interview for F.5 students - With LAC lessons cancelled for F.5 students this year, teaching materials on interview skills were shared through Google Classroom. - A comprehensive mock interview was organized for all F.5 students, equipping them with the skills necessary for university and scholarship applications while fostering confidence and professionalism.	Students developed essential skills and attitudes necessary for successful interviews, instilling a sense of confidence and readiness. They also honed their communication skills, which are vital for excelling in school, careers, and community engagement, thereby nurturing their ability to contribute positively to society.	Keep and Improve						✓	
3.3 Speaking & Presentation Skill Workshop for F.5 A workshop focused on speaking and presentation skills was conducted, highlighting essential tips for effective communication. This initiative aimed to develop not only technical speaking skills but also to instill values of clarity, respect, and engagement in public discourse, preparing students for future opportunities.	Students recognized the significance of speaking and presentation skills in their career development, understanding how effective communication is intertwined with moral responsibility. Their high level of involvement, demonstrated through active questioning about application and admission processes, reflected their commitment to learning and personal growth.	Keep						✓	

Other Goal 1: To enrich students' exposure to the world of work

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a "✓")						
			NGI	BK	LP	GS	NGI	LP	HL
4.1 Job Shadowing Programme - A total of 113 job shadowing posts categorized under 24 programmes were provided to F.5 students. - An additional internship program co-organized with MTR will be held in August.	- Students were aware of the demands of the authentic working world. - Students explored their career options and build up values which are essential for their future success.	Keep and Improve Will include more posts on computing & AI sectors as well as global investment sector next year.						✓	
4.2 Career visits and talks - The following career visits and talks were organized - HKU Admission Talk - HKUST Admission Talks - Visit to HKU Inno Wing cum Hands-on Workshop on Emerging LED Technologies - Old Boys Sharing - Decoding the future - the Whats and Hows of AI	- Many students generally pointed out that the university admission talks were informative and down-to-earth. - Students were exposed to wider career options in Computing and AI field.	Keep and Improve - Will invite CUHK to deliver an admission talk next year. - Will invite more old boys in other sectors to share their experience to students next year.						✓	
4.3 LSC x Deloitte Workshop A job shadowing programme were organized with Deloitte and school BAFS department.	- Students were aware of the demands of the authentic working world. - Students were shown the recent development in accounting, fintech and entrepreneurship.	Keep All students attended the job-shadowing punctually. Quite a number of them proactively asked for more information based on their interest and aspiration.						✓	

Other Goal 2: To empower Senior Form Teachers' participation in careers education and student counselling in school

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a "✓")						
			NGI	BK	LP	GS	NGI	LP	HL
5.1 Teachers' Professional Development in Careers and Life Planning - A briefing was given to all F.6 form Teachers regarding JUPAS application and alternative pathways. - F.5 and F.6 teachers were briefed during form teacher meetings to equip them 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. - A briefing was given to all F.3 form teachers on how to conduct the career lessons on Holland's code.	- Teachers were aware of the careers and life planning needs of their students. - Form teachers were more confident in implementing the career education curriculum in their class. - F.6 form teachers were well equipped to provide individual career counselling on students' JUPAS choices.	Keep and Improve Will find more opportunities to conduct sharing to form teachers.						✓	

Financial Report

Expenses	Amount \$
General Expenses	4605
Form teacher period materials	2745
Total	7350