

Work Plan on Life Planning Education and Career Guidance
Baptist Lui Ming Choi Secondary School
School Year: 2017 – 2018

I. Summary of Career and Life Grant (CLPG) Budget (2017 – 2018)

*CE: Career Education; LE: Life Education

| No. | Area | *CE /LE | Budget (17-18)(\$) |
|--------------|-----------------------|---------|--------------------|
| 1 | Programme / activity | Both | 84,500.00 |
| 2 | Subsidy | Both | 26,000.00 |
| 3 | Publication | Both | 2,000.00 |
| 4 | External Services | CE | 26,400.00 |
| 5 | Enhancement Programme | CE | 12,000.00 |
| Total | | | 150,900.00 |

| Area | *CE /LE | Budget (17-18)(\$) |
|------------------|---------|--------------------|
| Career Education | CE | 83,900.00 |
| | | |
| Life Education | LE | 67,000.00 |
| Total | | 150,900.00 |

| No. | Area | CE /LE | Details | Budget (\$) |
|-----|----------------------|--------|---|-------------|
| 1 | Programme / activity | CE | ASK Programme (ASK Talks and Careers Day) (F. 2 – F. 6) | 1,000 |
| | Programme / activity | CE | Mentorship Programme and Job Shadowing Scheme (F. 4 & F. 5) | 6,500 |
| | Programme / activity | CE | Careers Visit (F. 3) | 26,000 |
| | Programme / activity | CE | DSE Mock Result Release / DSE Guidance Talk (F.5 & F. 6) | 3,000 |
| 2 | Subsidy | CE | Subsidy on Mock Interview Workshop (F.6) | 3,000 |
| | Subsidy | CE | Subsidy on participants for career-related visits and programmes (F.4 – F. 6) | 5,000 |
| 3 | Publication | CE | Issue of publications (F.1 – F.6) | 1,000 |
| 4 | External Services | CE | Membership fee of HKACMGM | 400 |
| | External Services | CE | Proofreading students' self-accounts and OEA (F.6) | 25,000 |
| | External Services | CE | Resources from organization/websites such as Ming Pao or others (F. 1 – F. 6) | 1,000 |

| | | | | |
|----------------------------|------------------------------|----|--|-----------|
| 5 | Enhancement Programme | CE | Reference books for careers teachers | 2,000 |
| | Enhancement Programme | CE | Subsidy on teachers on careers training | 10,000 |
| | Sub-total (Career Education) | | | 83,900 |
| 6 | Programme / activity | LE | Leap Programme (F.2) | 8,000.00 |
| | Programme / activity | LE | Workshops or seminars for parents to help children cope with anxiety (F.1 – F.5) | 10,000.00 |
| | Programme / activity | LE | Workshops or seminars for helping children cope with anxiety (F.1 – F.5) | 12,000.00 |
| | Programme / activity | LE | Visits / Programs for enriching student learning (F.3 -5) | 18,000.00 |
| 7 | Subsidy | LE | Subsidy for organizing self-initiated class activities (F.1 – F.3) | 15,000.00 |
| | Subsidy | LE | Subsidy for teachers (F.1 – F.6) | 3,000.00 |
| 8 | Publication | LE | Designing and printing of the booklet 'On My Way' (F.1 – F.2) | 1,000.00 |
| Sub-total (Life Education) | | | 67,000.00 | |
| Total | | | 150,900.00 | |

II. Objectives

1. Our current state:

- a. The Life Education Team aims to help students to adapt to physiological and psychological changes in their adolescence so as to enhance their personal growth and encourage the development of sound values. The team also targets at helping students develop their talents and positive attitude to life, thus allowing them to make contributions to society.
- b. The Careers and Guidance Team aims to help students understand their own interests, abilities, needs and aspirations so as to make a wiser choice in further studies, vocational training and career planning. It also helps equip students with job-related and life skills, such as interview skills, communication skills, decision-making and social skills; and inculcate students with a correct attitude towards work at an early stage.
- c. Both teams conduct life planning and career education through General Assembly Periods (GAPs) and Class Teacher Periods (CTPs) to fulfill the intended objectives. Team members, guest speakers from NGOs, organisations, institutions and alumni are also invited as guest speakers in GAPs and CTPs. Besides, information or news concerning a myriad of activities, courses, talks, seminars, competitions, scholarships and awards related to life and career education has been currently posted on our school homepage, or sent through the intranet and posted on the boards of the two teams, so that students and teachers can gain access to and share among themselves the useful information. Publications and resources concerning further studies are placed and regularly updated on the shelves in the school library as well as uploaded to our school intranet.
- d. Both teams assist students in managing and adapting to the transition from school to work, understanding their career / academic aspirations and developing a positive attitude towards work and learning.

2. Our plan

a. Integration of life and career planning curricula into school curricula

- Building a holistic curriculum of career and life planning is one of our major concerns in skill-based teaching and learning for the future in 2017-2018. We plan to collaborate with other subject panels such as English and Chinese Departments and other subject departments and teams.
- With the recurrent fund, we plan to enrich the contents of the Individual Student Planning (ISP) materials to help students understand their own capabilities, career / academic aspiration and develop a positive attitude towards work and learning, which are essential for whole-person development and life-long learning.
- We plan to modify and enrich the contents of the Individual Student Planning (ISP) materials with external services of professional help.

b. Try out a pilot scheme of careers guidance support for F.6 class teachers

- At least 1 class in F.6 is supported by 3 or more subject teachers in terms of career education and guidance
- A set of support measures and point-to-note is summarized for review and further implementation.
- We hope at least 70% students are satisfied with the trial measures.

c. Encouraging more students to actively participate in career-related activities and programmes with provisions of subsidies in collaboration with various NGOs and organisations in order to help students get up-to-date career information, skills and pathways of different occupations and workplaces.

d. Funding students with various subsidies to join form-based activities or group-based activities to boost students' self-exploration, self-confidence and motivation through joining various life skill and career-related activities.

e. Helping students to develop their values, knowledge, skills and attitude by organizing activities with the help of NGOs or professional bodies.

f. Encouraging more careers and life education teachers to receive professional training in life planning and career guidance in the coming years.

g. Encouraging students to do self-directed learning and serving community.

III. Strategies

1. Ways to achieve the objectives set

- a. In order to build up a school-based curriculum of life education and career guidance, the GAPs and ISPs have to be reviewed or rearranged to align with the themes of each form to avoid overlaps and repetition with form coordinators of Career and Guidance Team as well as Life Education Team.
- b. The grant can initiate a whole-school approach to life education and career guidance, including life education and career planning for teachers, students and parents. Life planning facilitates personal growth and positive attitude through joining volunteer and community services while career guidance can help students develop career knowledge, skills and attitude through planned programmes.
- c. Students can grasp understanding of workplace skills, knowledge and work ethnics through joining work-related visits, job-shadowing, internship and ASK programmes. Students need to write some reflections and share their thoughts and experience in weekly assemblies.
- d. Collaborating with external professional bodies like some NGOs, we can provide students with some experiential and career-related activities. Activities

like Leap Programme (F.2), career visits (F.3) and mock interview workshop (F. 6) will be organized by police volunteers, the Hong Kong Federation of Youth Groups and Hong Kong Women's Christian Association respectively. They are believed to have rich experience and professional strategies in planning and running the programmes. The overall planning and implementation of the programmes will be conducted by registered social workers or experts in specific fields.

- e. 6 students will be trained by Hok Yau Club as careers ambassadors in the first term and then they will help implement activities or programmes for the Careers Club and Careers Team in the whole year.
- f. Other resources like alumni can provide students with enhanced life-planning and career guidance support like ASK programmes and careers days.
- g. English teachers from other schools and alumni were good sources of aids. They have been asked to proofread the Jupas self-accounts for F6 students with the payment which comes from the grant.
- h. With the grant, we can provide education subsidy which encourages students to organize class activities for better classroom management, which is one of the main concerns this year.
- i. Volunteer or community services will be organized to students in order to boost their civil awareness and render contributions to society.

IV. Career and Life Grant (CLPG) Budget on different items (2017 – 2018)

1. Curricula of career and life planning: Align with the major concern (1): Skill-based teaching and learning for the future

- a. One of the main concerns of career and life education is to align with the major concern (1): Skill-based teaching and learning for the future. Careers and life planning education can be incorporated into school curricula in collaboration with class teachers as well as English and Chinese teachers. Career-related matters including reading materials and writing genres will be incorporated into the English and Chinese curricula.
- b. We have restructured the General Assembly Periods (GAPs) and Class Teacher Periods (CTPs) by integrating the life and career education curricula into our school curricula, with life education and career guidance as the focuses in the junior forms and senior forms respectively. In each form, there are form coordinators of Life Education Team and Careers and Guidance Team. They will seek advice and comments from class teachers, then modify and enrich the ISP materials.
- c. With the fund, the design fees of the booklets (On My Way 1 & 2) for instilling life education can be subsidized. Also the booklets will be printed for Form One and Form Two students in 2016-17. The theme of the booklets is self-discipline, self-understanding, goal-setting and enhancement of EQ and time-management, all of which can help junior graders to start their life planning when they are young.
- d. The curriculum targets at meeting groups' developmental needs at different stages of growth with distinctive goals and themes. The focuses from Form One to Form Six for life and careers education are: F. 1: Self-understanding and social competence; F. 2: Emotional & behavioural competence; F. 3: Self-efficacy, self-determination and goal setting; F.4: Moral competence / values; F. 5: Working world and moral values; F.6: Future studies and careers. As for the senior forms, students use Career Mapping as core materials for ISP in CTP in addition to some current materials, which are modified and compiled by the career mistress and form coordinators.

2. Activities / Programmes of life and career education

a. Career Education

| Form | Programme | Organization / company | Date /venue | Time / Duration | No. of students | Amount (\$) | Purpose |
|----------|---|---|---|---|-----------------|-------------|--|
| F.3 | Career Visit | Hong Kong Young Women's Christian Association (HKYWCA)/ other | CTP (Oct 12 & Feb 13) (5 classrooms) June 29 (5 classrooms and hall) | 2 CTP periods (8:15 am – 9:15 am) 8:10 am-3:30pm | ~160 | 26,000 | <ul style="list-style-type: none"> ● Develop students' values, knowledge, skills and attitude towards work ● Provide students with career-related experience |
| F.2–F. 5 | ASK Programme (ASK Talks and Careers Day) | Alumni | Nov 4 (Saturday) | Afternoon (2:15 – 5:20 pm) Hall, 4/F + (3/F) | ~ 200 | 1,000 | <ul style="list-style-type: none"> ● Enhance students' Working experience and ethics ● Let students grasp understanding of |

| | | | | | | | |
|------------|---|--------------------------|-----------------|------------------|--|-------|--|
| | | | | classrooms | | | workplace skills and knowledge |
| F.4 – F.5 | Mentorship Programme and Job Shadowing Scheme | Tolo-Harbour Rotary Club | Whole year | 7:00 pm– 9:30 pm | ~ 30 | 6,500 | Help students get exposed to different occupations while developing communication and social skills |
| F.5 – F. 6 | JUPAS Guidance Talk / Mock Result Release | Hok Yau Club / Other | May 5 (+May 12) | 3 hours | F.6 (and F.5 students) and their parents | 3,000 | <ul style="list-style-type: none"> Invite a speaker from Hok Yau Club to teach students the strategies of making final option modifications, which is crucial to students when preparing for DSE Result Release |

b. Life Education

| Form | Programme | Organization / company | Date / Time /venue | Time / Duration | No. of students | Amount (\$) | Purpose |
|-----------|---|--|--------------------|-----------------|----------------------|-------------|--|
| F.2 | Leap Programme | Police volunteers | Oct to April | 6 – 8 meetings | 30 | 8, 止 000 | Develop students' confidence and build a positive self-image |
| F.3 – F.5 | Visits and Programmes for enriching student learning | Not yet confirmed | Oct to April | 20 meetings | 100 | 18,000 | Enrich student learning by serving the community |
| F.1 – F.5 | Workshops or seminars for parents to help children cope with anxiety (for the under-resourced families) | Caritas Dr. & Mrs. Olinto de Sousa. Integrated Family Service Centre | April to June | 5 meetings | 25 students' parents | 10,000 | Support parents with children suffering from anxiety |
| F.1 – F.5 | Workshops or seminars for students cope with anxiety | Not yet confirmed | Oct to Nov | 6 – 8 meetings | 8 – 12 students | 2,000 | Help student cope with anxiety |

3. Subsidy

a. Career Education (*CE: Career Education; LE: Life Education)

| Form | Program | CE/LE* | Date / Time /venue | Time / Duration | No. of students | Amount (\$) | Purpose |
|------------|------------------------------------|--------|--|---------------------|---------------------------------------|---|--|
| F. 6 | Mock Interview Workshop | CE | The Hong Kong Federation of Youth Groups (HKFYG) | May 3 and 4 (AM/PM) | Each group X 6 groups (~8) ~2 hours @ | 3,000 (~1/5 of tuition fees to be subsidized to students) | Learn interview skills for Jupas / future studies |
| F. 4- F. 6 | career-related visits / programmes | CE | TBC | Whole year | | 5,000 | Collaborate with external organizations for work-related experiences and schemes and opportunities for further studies and careers |

b. Life Education

| Target / form | Item | Amount (\$) | Purpose |
|------------------------|--|-------------|---|
| Teachers for all forms | Teachers' subsidy (\$50@ X 60 teachers (maximum) (for all forms) | 3,000 | <ul style="list-style-type: none"> Build relationships between students and teachers Motivate students to perform better in classroom participation and academic pursuits |
| F. 1 – F. 3 students | Subsidy for class activities (\$1,000@ X 15 classes (F.1 – F.3) | 15,000 | <ul style="list-style-type: none"> Build relationships between students and teachers Strengthen a sense of belonging and enhance class spirit |

4. Publication for Careers Education and Life Education (*CE: Career Education; LE: Life Education)

| Item | Amount(\$) | CE/LE* | Purpose |
|---|------------|--------|---|
| a. Designing and Printing of 'On My Way' (F. 1 and F. 2) | 1,000 | LE | <ul style="list-style-type: none"> Develop life education curriculum to help equip students with management skills, including self-understanding and social competence. Develop life education curriculum to help equip students with emotional and behavioral competence |
| b. Issue of publications (F. 1 – F. 6) | 1,000 | CE | Help students explore opportunities and understand themselves with provision of updated information concerning further studies and careers |

5. External service

Career Education

| Item | Amount (\$) | Purpose |
|---|-------------|--|
| Membership fee of HKACMGM | 400 | Get information and services from HKACMGM |
| Proofreading self-accounts and OEA for F.6 students | 25,000 | English teachers of other schools and an alumnus help proofread F.6 students' self-accounts and OEA Marking fee for each student' s self –account: \$120 / copy = ~\$22,000 Marking OEA: \$3,300 / All students' OEA records |
| Seeking information from organization/websites | 1,000 | Resources from organizations/websites |

6. Enhancement of teachers' skills in Career and life Education

Career Education

| Item | Amount (\$) | Purpose |
|---|-------------|--|
| Reference books for careers teachers and subject teachers | 2,000 | Enrich and enhance teachers' skills in conducting career guidance and implement ISP lessons with substantial teaching reference. |
| Subsidy on teachers on careers training | 10,000 | Enrich and enhance teachers' skills in career guidance |

V. Monitoring / evaluation

1. Feedback of participants:
 - the response and performance of students in GAPs, CTPs and activities
 - the response of students towards individual and group counseling
2. Teachers' observation on speakers' performance and students' responses in all forms
3. Questionnaires given to participants: Qualitative and quantitative feedback on the life planning and career guidance programmes and activities, with questions designed so as to measure whether the success criteria as stated in the programme plan can be met.

VI. Codes of ledgers (Internal Use)

| No. | Area | CE /LE | Code | Details | Budget (\$) |
|----------------------------|------------------------------|--------|---------|--|--------------|
| 1 | Programme / activity | CE | U15-14 | ASK Programme (ASK Talks and Careers Day) (F. 2 – F. 6) | 1,000 |
| | Programme / activity | CE | U15-15 | Mentorship Programme and Job Shadowing Scheme (F. 4 & F. 5) | 6,500 |
| | Programme / activity | CE | U15-16 | Careers Visit (F. 3) | 26,000 |
| | Programme / activity | CE | U15- 17 | DSE Mock Result Release / DSE Guidance Talk (F. 5 & F. 6) | 3,000 |
| 1 | Subsidy | CE | U15- 18 | Subsidy on Mock Interview Workshop (F.6) | 3,000 |
| | Subsidy | CE | U15- 19 | Subsidy on participants for career-related visits and programmes (F.4 – F. 6) | 5,000 |
| 3 | Publication | CE | U15- 20 | Issue of publications(F.1 – F.6) | 1,000 |
| 4 | External Services | CE | U 15-21 | Membership fee of HKACMGM | 400 |
| | External Services | CE | U15- 22 | Proofreading self-accounts and OEA (F.6) | 25,000 |
| | External Services | CE | U15 –23 | Resources from organization/websites (F.1 – F.6) | 1,000 |
| 5 | Enhancement Programme | CE | U15- 24 | Reference books for careers teachers | 2,000 |
| | Enhancement Programme | CE | U15- 25 | Subsidy on teachers on careers training | 10,000 |
| | Sub-total (Career Education) | | | | 83,900.00 |
| 6 | Programme / activity | LE | U15-31 | Leap Programme (F. 2) | 8,000.00 |
| | Programme / activity | LE | U15-32 | Workshops or seminars for parents helping children cope with anxiety (F. 1 – F. 5) | 10,000.00 |
| | Programme / activity | LE | U15-33 | Workshops or seminars for helping student cope with anxiety (F.1 – F.5) | 12,000.00 |
| | Programme / activity | LE | U15-34 | Visits / Programs for enriching student learning (F.3-5) | 18,000.00 |
| 7 | Subsidy | LE | U15-35 | Subsidy for organizing self-initiated class activities (F. 1 – F. 3) | 15,000.00 |
| | Subsidy | LE | U15-36 | Subsidy for teachers (F.1 – F.6) | 3,000.00 |
| 8 | Publication | LE | U15-37 | Designing and printing of the booklet ‘On My Way’ (F.1 - F.2) | 1,000.00 |
| Sub-total (Life Education) | | | | 67,000.00 | |
| Total | | | | 150,900.00 | |