United Christian College (Kowloon East)
Annual Plan 2018-2019
Life Planning Committee

1) AIMS

1. To develop students' self-understanding in relation to their planning for further study and career.
2. To enhance students' understanding of further study opportunities.
3. To enhance students' understanding of the career world and nurture a positive attitude towards professionalism.
4. To help students devise proper learning strategies through discovering their aspiration.
5. To equip students with the skills and strategies necessary for achieving their further study or career goals.
6. To facilitate parent-child communication regarding further study and career.
7. To share with students that one's career is in God's hand.

2) BIBLE SCRIPTS AND MOTTO

1. Trust in the LORD with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight. 你要專心仰賴耶和華、不可倚靠自己的聰明，在你一切所行的事上、都要認定他、他必指引你的路。(箴言 3:5-6)
2. A man may make designs for his way, but the Lord is the guide of his steps. 人心籌算自己的道路，唯耶和華指引他的腳步。(箴言 16:9)
3. Down to earth and touch stars by hand. 腳踏實地、伸手摘星。

3) SWOT ANALYSIS

STRENGTHS a) Strong school leadership: positive, supportive, forward-looking b) Collaboration rather than competition for resources is witnessed among LP and other functional groups c) Active parent participation in school activities	WEAKNESSES a) Not too much time available for life planning activities, esp. for visits and job shadowing b) Importance of life planning not yet a widely owned concept c) The exam-oriented environment deprives students of the time and space to think about their dream
OPPORTUNITIES a) Supportive parents and alumni b) School has good connection with overseas universities, NGOs, and the business/ education sector c) The launch of NLC poses an opportunity to work on multiple pathways	THREATS a) Tension brought by the need to pursue one's dream and the expectation of students to enter 'competitive subjects' at 'prestigious universities' by parents b) Teachers may focus more on teaching instead of student development due to the vigorous pedagogical reform c) Rapid changes in workplace makes it hard to the LP education to catch up with the pace outside

4) TEAM MEMBERS

KLHY, CCC, CYKY, HCT, HCY, LCHW

5) EVALUATION OF 2017-18 ANNUAL PLAN

Goals	Strategies / Tasks	Target	Evaluation
A. To implement the refined life planning curriculum to address the changing needs of students and society	• Use of an **online program** named 'Probe' to help students identify and explore careers they are interested in	S.1 – S.5 students	Fully achieved. The refined Life Planning Curriculum was implemented this year, with various new elements added at both form and school levels. • An online program called 'PROBE' was used as a tool for all S.1 – S.4 to understand the careers they are interested in as well as job requirements. Students in general found it useful. • Experiential activities like 生涯咭 (S.4), 能力咭 (S.5) and 'My CV' (S.5) were held. Students in general found it helpful for understanding their values, skills and ways to present themselves. • Regarding curriculum, two lessons were designed by HCY on 'Understanding self – use of Holland code' and 'Understanding the working world' for S.1 LS lessons. Teachers conducting the lessons found the materials easy to use and could achieve its goals in giving students a brief understanding of self and the working world. Three lessons were also designed by KLHY for S.5 English based on the book *What Color is Your Parachue'* and another three on interview skills for oral lessons. • A total of 4 assemblies were dedicated to topics related to life planning – Study in UK (alumni), University Mentoring Scheme (S.5 & S.6 students), 尋夢之旅: 從香港到南非 (亜翔 Linus Cheng), the Future of Work (Prof. Erwin Huang). The 4 sessions were well received with a number of students showing much interest in the topics.
	• **Experiential activities** helping students explore their values, skills and personality are organized - 生涯咭 (S.4) - 能力咭 (S.5)	S.4 & S.5 students	
	• Collaborating with LS Department on the life planning component in **S.1 LS lessons**	S.1 students	
	• Incorporation of life planning elements into **form activities** a) Orientation Day b) FP c) Post-exam whole form activity	S.4 students All students S.4 students	
	• Mass education through **assembly** on the topic of 'work' and 'aspiration', with one on a less popular/ new career	All students	

	• Organizing at least 5 **work experience**/ attachment activities a) 'Career Express' (Edvenue) b) Career Simulation (St. James) c) Company visit/ job shadowing	All S.2 Ss S.4 & S.5 Ss S.4 & S.5 Ss	Apart from these, workplace related activities were organized to help both junior and senior form students to understand the working world and to better equip themselves for it. • 'Career Express' was held on 23/3/2018 for all S.1 students, with each student performing tasks in related to 3 careers of their own choice. More than 60 S.4 & S.5 students also joined Career Sparkle, a career simulation activity held by St James Settlement on 13/2/2018 to gain hands-on experience of 3 careers. • Company visit to CITIC Bank and CSoft (Online Game Design Company) were held on 30/11/2017 and 3/7/2018 respectively for selected students. A few students from Drama Club were also invited to a half-day placement at 大細路劇團 on 16/12/2017.
B. To enhance the training of teachers and parents on the changing concepts of life planning education and students' diverse needs	• Provision of 3 PD sessions for teachers based on the feedback collected last year and the changing needs of students	All teachers	Achieved. • Enhanced training was witnessed in the new training sessions provided. • Four PD sessions were provided throughout the year, namely 'Training for S.5 FTs on the use of "Ability Cards"' (4/10/2017), 'Training for S.4 FTs on the use of "Value Cards" (23/11/2017), 'PD for LP teachers on overseas study' (19/6/2018) and 'Training on counseling students after DSE release' (6/7/2018), with the second and the third ones being new PD sessions offered this year. Most participating teachers found the sessions useful and practical.
	• More support and resources given to teachers on writing reference letters	S.4-6 FTs, AFTs	
	• Training non-LP / non-S.6 FTs for counseling students during post-DSE release JUPAS reprioritization	Selected teachers and Panel Heads	
	• Sharing with all S.1 parents on the life planning education curriculum and the changing concepts behind	S.1 parents	Achieved. • Training for parents was enhanced by extending our sessions to S.1 parents this year. A session on Life Planning was added to the S.1 Orientation for Parents this year (25/8/2017) giving parents an

	• Organizing one parents workshop on personality and aspiration	S.4 parents	overview of the life planning education framework and our rationale behind, laying a more solid ground for future cooperation. • A workshop was organized for S.4 parents on 2/3/2018 on students' personality and study/ career options and parents' role in guiding them. More than 100 parents attended the workshop. Most of them found both the content and discussion in small groups useful in helping them understand and guide their children. • Parents were also invited to the following overseas study activities like admissions talk (Cambridge University, University of Birmingham, International Christian University) and UK Universities Expo.
C. To enhance the support given to students through individual counseling, information dissemination and better networking and collaboration with both local and overseas universities/ institutions	• Amending the counseling arrangement to better address students' needs	S.6 students	Achieved. • More flexibility was given in terms of S.6 individual counseling, allowing students to choose the counselor and whether to do it individually or in pairs. Most students and counselors found the change conducive to more effectively counseling. • Counseling was launched for all S.5 students in 2nd term and 3rd term this year, allowing students to discuss or explore their aspiration with the counselor in pairs. Most sessions ended with students gaining more insights and better direction for further research.
	• Provision of individual counseling to S.5 students	S.5 students	
	• Holding at least 8 overseas university briefing sessions during lunch time, with at least two with a high QS ranking	S.4 – S.6 students	8 briefing sessions/ consultation sessions were held throughout the year: • Cambridge University • Trinity Western University • University of Birmingham (Law) • University of Queensland (Science) • University of Brunel (Physiotherapy & Occupational Therapy) • Indiana Wesleyan University • Griffith University (Engineering) • International Christian University University of Adelaine (Vet science)

	• Participation in at least 5 activities organized by local universities	S.3 – S.5 students	Partly achieved. • BU (School of Business), HKUSE (School of Science) and SCAD were invited to conduct briefing sessions or subject talks with S.3 – S.5 students.
	• Enhanced support given to students applying for universities in Taiwan, mainland, UK and Australia	S.5, S.6 students	Achieved. • More resources were provided to students applying for overseas universities. • Students were introduced to alumni studying in the country they planned to apply for as a kind of resource person. *Personal Statement Planner* is also made available for free at Career Room. • A 'UK Universities Fair' featuring 28 universities was also held on 30/1/2018. A talk on UCAS application procedures was also held during the fair.
	• Increasing the collection of books related to university application, aspiration and life planning	All students	Partly achieved An increase of 10% of library books related to life planning (mostly career and pursuit of dreams) was witnessed. A book exhibition of all titles related to career and workplace was held in mid-May.

6) 2018 – 2019 IMPLEMENTATION PLAN

Major concern (School Plan #2b) – To nurture leadership through consolidating and refining the life planning practices

Goals	Strategies / Tasks	Target	Date/ period of implementation	Success criteria / method of evaluation	PIC	Budget/ resources
A. To fully implement the revised life planning curriculum that addresses the changing needs of students and society	• Use of an **online program** named 'Probe' to help students identify and explore careers they are interested in	S.1 students	Mar or April 2019	• Smooth running of the online program and other experiential activities • Feedback from FCs, FTs and students on the usefulness of programs/ outing • Reflections written by participants in the workplace experience activities	CYKY, S.1 FCs, FTs	$2000
	• **Experiential activities** helping students explore their values, skills and personality are organized a) 生涯咭 (S.4) b) 能力咭 (S.5)	S.4 & S.5 students	S.4: 2nd & 3rd term (6 times) S.5: 1st & 2nd term (5 times)		LCHW, HCT S.4 & S.5 FC, FTs, AFTs, social worker	$1500 (5 extra sets of 能力咭)
	• Collaborating with LS Department on the life planning component in **S.1 & S.2 LS lessons**	S.1 students	3rd term		HCY	
	• Incorporation of life planning elements into **form activities** a) Orientation Day b) FP c) Chapel d) OLE Days	 S.4 students S.1-6 students S.5, 6 students S.4, 5 students	 29/8/2018 Whole year July 2019		 KLHY, team members, FC & FTs	 $800 $25,000
	• Mass education through **assembly** on the topic of 'work', 'aspiration', 'work ethics'	All students	Dates TBC		KLHY, team members	$2000
	• Organizing at least 5 **work experience**/ attachment activities a) Career Simulation (St. James) b) Company visits/ job shadowing c) 'Dreamstarter' Project d) Projects with Breakthrough & HKGCC (TBC)	 S.4 & S.5 Ss S.3 - S.5 Ss S.2 students TBC	 2/4/2019 Post-exam Whole year TBC		 CCC, HCT HCY, CYKY KLHY, HCY KLHY, team members	 $6,000 $10,000 $50,000

Goals	Strategies / Tasks	Target	Date / period of implementation	Success criteria / method of evaluation	PIC	Budget/ resources
B. To further enhance teachers and parents' training on students' diverse further study and career needs	• Provision of at least 4 PD sessions for teachers based on the feedback collected last year and the changing needs of students	All teachers	Whole year	• Provision of at least 4 PD sessions • Feedback from teachers on the usefulness of the training and resources provided • At least 60% of the teachers received post-DSE release counseling by 7/2019	KLHY, team members	
	• More support and resources given to teachers on writing reference letters (esp. for students applying for overseas universities)	S.4-6 FTs, AFTs, subject teachers	Whole year		LCHW, KLHY	
	• Training non-LP / non-S.6 FTs for counseling students during post-DSE release JUPAS reprioritization	Selected teachers and Panel Heads	7/2019		CCC	
	• Sharing with all S.1 parents on the life planning education curriculum and the changing concepts behind	S.1 parents	24/8/2018	• Feedback from parents on the content of the talk/ parents night • Parents' attendance rate and participation in the activities	KLHY	
	• Sharing on the future of work and need of entrepreneurship education in the first PTHH	S.1 – 6 parents	28/9/2018		KLHY, Erwin Huang	
	• Organizing one parents workshop on personality and aspiration	S.4 parents	1/3/2019		LCHW	Funding from HAB
	• Inclusion of life planning education & activities in at least 2 sessions of Mommy's Group	S.1 – 6 parents	2nd term or 3rd term		KLHY, TNYM, PTA	

Goals	Strategies / Tasks	Target	Date / period of implementation	Success criteria / method of evaluation	PIC	Budget/ resources
C. To enhance and personalize support offered to students through individual counseling, information dissemination, better networking with both local and overseas universities as well as alumni	• Two sessions of individual counseling offered to each S6 student (1st: Sept-Nov 2018, 2nd: July 2019) with more flexibility given	S.6 students	9/2018 – 12/2018 7/ 2019	• Feedback from teachers and students on the usefulness and effectiveness of counseling sessions	KLHY, team members	
	• Provision of individual counseling to all S.5 students on exploring their future study and field of study	S.5 students	2nd & 3rd term		HCT	
	• Holding at least 8 overseas university briefing sessions during lunch time, with at least two with a high QS ranking	S.3 – S.6 students & parents	Whole year	• Students' / parents' participation in the talks	Whole team	$3,000
	• Participation in at least 3 activities organized by local universities	S.3 – S.5 students	Whole year	• Students' participation in the activities and feedback	Whole team	
	• Enhanced support given to students applying for universities in Taiwan, mainland, UK and Australia	S.5, S.6 students	Whole year	• Students feedback on the support given	KLHY, LCHW, CYKY, CCC, HCT	
	• Registration as UCAS School to provide more personalized support for students applying for UK universities	S.6 students	Whole year	• Successful registration as a UCAS School	CYKY	

7) OBJECTIVES & GOALS FOR EACH FORM

To better facilitate the whole-school approach of life planning education, goals for all forms are specified in the table below, which may still be subject to minor amendment.

<table>
<tr><th></th><th>S.1</th><th>S.2</th><th>S.3</th><th>S.4</th><th>S.5</th><th>S.6</th></tr>
<tr><td></td><td colspan="2">Adaption to JS learning - building competence & confidence</td><td colspan="2">Getting ready for transition to NSS and adaptation to NSS learning</td><td colspan="2">Getting ready for transition to university (Choice of institution & majors)</td></tr>
<tr><td rowspan="3">I. Self-understanding</td><td>Understanding & developing their strengths and personal attributes</td><td>Making more realistic self-assessment of achievements, qualities & abilities</td><td>Understanding your personality and occupational preference</td><td>Understanding their personality, trait factor</td><td>Gaining a holistic understanding of personal attributes, personalities and abilities</td><td>Integrating personal growth into career development</td></tr>
<tr><td colspan="2">Building a positive self-image and confidence</td><td colspan="4"></td></tr>
<tr><td></td><td>Understanding their life values</td><td colspan="2">Understanding their life values and work values</td><td colspan="2">Understanding their work values and the forces behind</td></tr>
<tr><td rowspan="4">II. Exploration of further education and career</td><td colspan="5">Exploring one’s dream</td><td>Articulate one’s dream</td></tr>
<tr><td>Exploring different careers</td><td>Exploring less common careers</td><td>Exploring various careers and stereotyping associated with</td><td>Identifying careers they are interested in / that match their personality</td><td>Exploring careers they are interested in / that match their personality</td><td rowspan="2"></td></tr>
<tr><td rowspan="2"></td><td rowspan="2">Exploring subjects offered at University</td><td rowspan="2">Exploring U programs / subject areas they like</td><td>Exploring universities and subjects they like</td><td>Exploring universities and subjects they like</td></tr>
<tr><td>Understanding QF</td><td colspan="2">Exploring various local and overseas study options</td></tr>
<tr><td rowspan="4">III. Management of further education and career</td><td colspan="3"></td><td>Formulating medium and long term goals and career/ learning targets</td><td>Establish career aspiration & related study targets</td></tr>
<tr><td></td><td>Making informed NSS subj. choices</td><td colspan="2">Learning to make informed choices concerning further study</td><td>Making informed choices concerning further study</td></tr>
<tr><td colspan="2">Learning goal-setting methods (e.g. SMART)</td><td colspan="2">Setting tentative study plan and strategies for NSS with or without connection with personal goals and aspirations</td><td colspan="2">Formulating study plan and strategies to realize learning / career goals</td></tr>
<tr><td colspan="3"></td><td>Understanding what SLP & OEA are</td><td>Preparing for SLP & OEA</td><td>Developing skills and attitudes in presenting themselves</td></tr>
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8) LIFE PLANNING CURRICULUM FOR S.1 – S.6

<table>
<tr><th>T</th><th>S.1</th><th>S.2</th><th>S.3</th><th>S.4</th><th>S.5</th><th>S.6</th></tr>
<tr><td></td><td colspan="2">Adaption to JS learning - building competence & confidence</td><td colspan="2">Getting ready for transition to SS and adaptation to SS learning</td><td colspan="2">Getting ready for transition to university (Choice of institution & majors)</td></tr>
<tr><td rowspan="5">1</td><td rowspan="2">S.1 Parents Orientation
Introduction to LP education</td><td rowspan="2">Dreamstarter kick-off</td><td rowspan="2">Introduction to life planning activities and university info day</td><td rowspan="2">S.4 Orientation
Socio-game on life in senior form</td><td rowspan="2">Introduction to life planning activities and university info day</td><td>Introduction to JUPAS</td></tr>
<tr><td>Multiple pathways 301
JUPAS strategies</td></tr>
<tr><td rowspan="3"></td><td>Design-thinking process</td><td>My Type
Learning Inventory</td><td rowspan="2">Introduction to life planning activities and university info day</td><td rowspan="2">Multiple pathways 201
University admissions criteria</td><td>Multiple pathways 302
OEA & e-app</td></tr>
<tr><td>Introduction to entrepreneurship</td><td>Parents night on subject selection (I)</td><td>Multiple pathways 303
Self-financed programs</td></tr>
<tr><td></td><td></td><td></td><td>Abilities cards 能力咭</td><td>DSE release socio-game</td></tr>
<tr><td rowspan="4">2</td><td rowspan="4">LS lessons (我創我夢想, Working world, Holland Model)</td><td rowspan="4">Design-thinking and entrepreneurship in action</td><td>Introduction to subject briefing</td><td>SDS – Holland Model (I) (II)</td><td>Multiple pathways 202
Alumni's sharing</td><td>Presentation (II) - Interview</td></tr>
<tr><td>Viewing subject materials on e-class</td><td>Introduction to university summer camps/ programs</td><td>Promotion of university summer camps/ programs</td><td rowspan="4"></td></tr>
<tr><td>Subject briefing sessions (I) (II)</td><td>S.4 Parents Night
Personality and LP</td><td rowspan="2"></td></tr>
<tr><td>Parent-child workshop on subject choice</td><td>Values card 生涯咭</td></tr>
<tr><td rowspan="4">3</td><td rowspan="4">COA
Understanding careers students are interested in</td><td rowspan="4"></td><td>Talks by professional</td><td>Multiple pathways 101
Introduction to JUPAS and other pathways</td><td>Multiple pathways 203
Study strategies and preparation for university application</td></tr>
<tr><td rowspan="3"></td><td rowspan="2">Talks by professionals</td><td>Presentation (I) - My CV</td></tr>
<tr><td>Talks by professionals</td></tr>
<tr><td></td><td>S.5 Parents Night on study strategies & university application</td><td>S.6 Parents Night (II)
Pre-DSE release planning</td></tr>
</table>

9) LIST OF ACTIVITIES IN 2018-19 (TBC – LAST UPDATED on 22/8/18)

Date	Day	Form	FP/ A?	Time	Activity	Remark	Venue	PIC
Sept-Dec 2018		6			Individual counseling			All
7/9/2018	Fri	4-Jun		1:00 - 2:30	Admissions talk by Imperial College		Conference Rm	LCHW, CYKY
18/9/2018	Tue	6	FP	3:30-4:15	Introduction to JUPAS, e-app and life planning activities		LT	KLHY
18/9/2018	*Tue*	*3, 4, 5*	*FP*	*3:30-4:00*	*Introduction to life planning activities & university info day*		Classroom	KLHY, HCT
9/10/2018	Tue	5	FP	3:30-4:15	Multiple Pathways 201: University admissions criteria		LT	KLHY
15 or 18/10/2018		5, 6		1:00 – 2:00	Admissions talk by UCL (TBC)		Conference Rm	TBC**
16/10/2018	Tue	3	FP	3:30-4:30	My type (Getting to know your learning style)	HKFYG	Classroom	HCT
16/10/2018	Tue	6		3:30-4:40	JUPAS strategies (II) - by Hok Yau Club	Hok Yau Club	LT	CCC
Oct					Admissions talk by UCL			
23/10/2018	Tue	6	FP	3:30-4:15	Completing your OEA and introduction to e-app		LT	KLHY
27/10/2018	Sat	6		9:00-1:00	DSE release socio-game	HKFWA	Hall, 2/F	CCC
29/10/2018	Mon	ALL	Assembly		Sharing - summer internship/ job shadowing experience			KLHY
6/11/2018	*Tue*		*FP*	*3:30-4:00*	*Socio-game debriefing*		Classrooms	KLHY, FTs
13/11/2018	Tue	6	FP	3:30-4:30	Non-JUPAS/ self-financed programs		5/F classrooms	CYKY, HCY
16/11/2018	Fri	6	FP	6:30-8:30	S.6 parents night		LT, 1/F classrooms	CCC

16/11/2018	Fri	3		7:00-8:30	S.3 parents night		Hall	FKYS, LCHW/ HCT
5/12/2018	Wed	6		2:00-4:00	Interview training workshop	Soc worker May	LT, 1/F classrooms	CYKY, HCY
18/12/2018	Tue	3	FP	3:30-4:15	S3 subject choice introduction		LT	KLHY
18/12/2018	Tue	4	FP	3:30-4:30	SDS - Holland Model (I)		LT	CCC
20/12/2018	Thur	ALL	Assembly	1:30-2:00				HCY
Jan – May/ 2019		5			Individual counseling			HCT
8/1/2019	Tue	3	FP	3:30-4:00	Viewing subject choice materials		Classrooms	LCHW, HCT
22/1/2019	Tue	4	FP	3:30-4:30	Holland model SDS (II)	HKFWA	Classrooms	CCC
15/1/2019	Tue	3	FP	3:30-4:30	S3 Subject consultation session (I)		Hall	LCHW, HCT
22/1/2019	Tue	3	FP	3:30-4:30	S3 Subject consultation session (II)		Hall	LCHW, HCT
25/1/2019	Fri	3		8:00-9:30	S3 parents and students' workshop on subject selection		Hall	FKYS, LCHW/ HCT
14 or 15/2/2019					Admissions talk by UCL, Imperial, King's and SOAS (TBC)			KLHY, CYKY
19/2/2019	Tue	5	FP	3:30-4:30	Multiple Pathways 202: Alumni's sharing on U & majors		Hall	HCY, CYKY
21/2/2019	Thur	ALL	Assembly	1:30-2:00				HCT
26/2/2019	Tue	4	FP	3:30-4:00	Introduction to university summer programs		Classrooms	KLHY, FTs
26/2/2019	Tue	5	FP	3:30-4:00	Promotion of university summer camps/ schools		Classrooms	KLHY, FTs
1/3/2019	Fri	4		7:30-9:00	S4 parents night on personality and life planning	HKFWA	Hall	KLHY
26/3 or 9/4/2019	Tue	1	FP	3:30-4:15	COA Probe - Career Exploration		Classrooms	CYKY
26/3/2019	Tue	4	FP	3:30-4:30	Multiple Pathways 101		LT	HCY

27/3/2019	Wed	5		2:00-4:00	My CV		Classrooms	CYKY, FTs
2/4/2019	Tue (Sp.Fri)	4, 5		12:00-4:00	Career Sparkle	St James		CCC
9/4/2019	Tue		FP	3:30-4:30	Multiple Pathways 203: Study strategies		LT	KLHY
29/4/2019	Mon	ALL	Assembly	1:30-2:00				LCHW
7/5/2019	Tue	3,4,5	FP	3:30-4:40	Talk by professionals		Hall, LT, 311, classrooms	HCT, LCHW, CYKY
3/7/2019	Wed	4		9:00-1:00	OLE Day	HKFYG	Hall, 201, 202	LCHW
5/7/2019	Fri	6		7:30-9:30	DSE release workshop for S6 parents and students		Hall	KLHY, CYKY
8/7/2019	Mon	5		7:30-9:30	S5 parents night		Hall	HCT