United Christian College (Kowloon East)
Annual Plan 2019-2020
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) Stable and experienced Committee members in the team with different focuses b) School is willing to input resources in LP in response to the students' needs c) LPE curriculum is being implemented in both junior and senior forms	WEAKNESSES a) Students' initiatives in joining the non-compulsory LP activities are rather low b) Lack of time and venue for whole form LP activities c) Students' LP Inventory is not organized or easily to be retrieved
OPPORTUNITIES a) The alumni network is getting stronger which can benefit our current students in knowing about workplace and U-Life b) More experiences in NLC poses an opportunity to work on multiple pathways c) Colleagues are supportive in backing up the subject-based company visit and job shadowing opportunities	THREATS a) Current LP activities may not cater all students' needs as there are rapid changes in workplace and emerge of new job types b) Parents and students still have reservation towards sub-degree programmes c) No common practice for doing students' evaluation after activates thus maybe difficult to gather their feedbacks and modify the activity accordingly

4) TEAM MEMBERS: KLHY, CCC, CHCY, CYKY, HCT, LCHW, WCKT

5) 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 forms the basis of all the LPE activities and programs conducted.

<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 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="4" rowspan="2"></td><td>Formulating medium and long term goals and career/ learning targets</td><td>Establish career aspiration & related study targets</td></tr>
<tr><td colspan="2"></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>
</table>

6) LIFE PLANNING CURRICULUM FOR S.1 – S.6 (2019-2020)

Session	S.1	S.2	S.3	S.4	S.5	S.6
	Adaption to JS learning - building competence & confidence		**Getting ready for transition to SS and adaptation to SS learning**		**Getting ready for transition to university (Choice of institution & majors)**	
Autumn		Dreamstarter kick-off	Introduction to life planning activities and university info day	S.4 Orientation *Socio-game on life in senior form*	Presentation (I) - My CV (S4 post-exam)	**Multiple pathways 301** *JUPAS strategies*
					Introduction to LP activities and university info day	**Multiple pathways 302** *Alumni's sharing*
		Design-thinking process	SDS Holland Model (I) (II)	Introduction to life planning activities and university info day	**Multiple pathways 201** *Uni. admissions criteria* (5A-E: local, 5F: overseas)	**Multiple pathways 303** *OEA & e-app*
		Introduction to entrepreneurship	Parents night on subject selection (I)			DSE release socio-game
					Abilities cards 能力咭	S.6 Parents Night (I) – Meeting Subj T, updated info
Winter	My Assets (I) (II)	Design-thinking and entrepreneurship in action Company visit	Introduction to subj. choice	SDS Holland Model (I) (II)		Presentation (II) - Interview
			Viewing subject materials on e-class	Introduction to university summer camps/ prog.	Promotion of university summer camps/ programs	
			Subj. briefing session (I, II)	S.4 Parents Night *Personality and LP*		
			Parent-child workshop on subject choice	Values card 生涯咭		
			COA - *Understanding careers interested in*			
Spring	L&S lessons (Working world, Holland)	Company visit	Talks by professional	**Multiple pathways 101** *Introduction to JUPAS and other pathways* (4A-E: JUPAS and others 4F: Overseas, non-JUPAS)	**Multiple pathways 202** *Strategies and preparation for university application* (5A-E: local, general 5F: overseas, non-JUPAS)	
	COA *Understanding careers interested in*			Talks by professionals	Talks by professionals	
					S.5 Parents Night: strategies & university application	S.6 Parents Night (II) *Pre-DSE release planning*

7) EVALUATION OF 2018 – 2019 ANNUAL PLAN

Goals	Strategies / Tasks	Target	Evaluation
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	Fully achieved. The refined Life Planning Curriculum was fully implemented this year to students in all forms, ranging from mass education to form-based tailor-made programs. • Mass education There were a total of 4 assemblies on life planning – Summer working/ job shadowing experience (by S.6 students), Turning your passion into meaningful work I II III (Drama – Tom Chan, Boxing – Rex Tso 曹星如, Video production – Wallace Jim of 港故仔). All of them were well received by students. • Form based activities An online program called 'PROBE' was used as a tool for all S.1 students to understand the careers they are interested in as well as job requirements. Students generally 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 abilities. • Curriculum Two lessons designed by CHCY on 'Understanding self – use of Holland code' and 'Understanding the working world' for
	• **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	
	• Collaborating with LS Department on the life planning component in **S.1 & S.2 LS lessons**	S.1 students	
	• 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	
	• Mass education through **assembly** on the topic of 'work', 'aspiration', 'work ethics'	All students	

	• 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	S.1 LS lessons. Teachers conducting the lessons found the materials easy to use and could achieve its goals in giving students an understanding of self and the working world. 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. • Participation in DreamStarter has allowed S.2 students to come up with projects that bring social impact in relation to UN Sustainable Development Goals. Students gained experience in entrepreneurship and exposure to various careers and real business environment during the whole process. • More than 60 S.4 & S.5 students joined Career Sparkle, a career simulation activity held by St James Settlement on 2/4/2019 to gain hands-on experience of 3 careers. • A total of 7 company/ workplace visits were organized, involving 140 S.3 – S.5 students and covering the following businesses: 星島新聞集團有限公司, 司徒維新律師行, 港島海逸君綽酒店, 國泰城, 北京同仁堂, RFID 中心, 民航處總部 A total of 7 job shadowing/ internship activities were organized, providing students with working experience in the following companies: 香港仲景堂中醫綜合診療中心, 大細路劇團, 香港科技園公司, 葉浩然測量師行有限公司, government departments (Social Welfare Department, Hong Kong Observatory, Architectural Services Department)

Goals	Strategies / Tasks	Target	Evaluation
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	Training for teachers – Fully achieved • The following training sessions were run for teachers to equip them with the knowledge and skills to give students guidance and advice: a) Information on multiple pathways (Target: S.3-S.5 FCs, FTs, AFTs) b) On using 生涯咭 with students (Target: S.4 FC, FTs, AFTs) c) On using 能力咭 with students (Target: S.5 FC, FTs, AFTs) d) On overseas study and application (Target: LP Teachers) e) On counseling students after DSE release (Target: S.6 FTs and all other teachers involved) • Subject teachers and FTs were also give more support on writing reference letters (both Chinese and English) Training for parents – Partly achieved • A talk on entrepreneurship and future working world was organized for all S.2 parents on 28/9/2018 PTHH to enrich their knowledge in this area. More than 80 parents attended it. • A workshop was organized for S.4 parents on 1/3/2019 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 further study activities like admissions talk by both local and overseas universities (Imperial College, UCL, Trinity Western University and HKU). Yet, sharing with S.1 parents in their Orientation Day and other parents in Mommy's Group were not held due to time constraint.
	• 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	
	• 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	
	• Sharing on the future of work and need of entrepreneurship education in the first PTHH	S.1 – 6 parents	
	• Organizing one parents workshop on personality and aspiration	S.4 parents	
	• Inclusion of life planning education & activities in at least 2 sessions of Mommy's Group	S.1 – 6 parents	

Goals	Strategies / Tasks	Target	Date / period of implementation	Evaluation
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	Fully 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. • More than 80% of the S.6 students signed up for the counseling session. Other than the Life Planning teachers, the following teachers were also involved to give students counseling and guidance in relation to the subject area they are familiar with: TCHY, LLHYa, NHY, CTH, LSYb, LCF, YWMY Counseling was launched for all S.5 students in 2nd term and 3rd term this year, allowing students to
	• Provision of individual counseling to all S.5 students on exploring their future study and field of study	S.5 students	2nd & 3rd term	
	• 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	
	• Participation in at least 3 activities organized by local universities	S.3 – S.5 students	Whole year	
	• Enhanced support given to students applying for universities in Taiwan, mainland, UK and Australia	S.5, S.6 students	Whole year	

	• Registration as UCAS School to provide more personalized support for students applying for UK universities	S.6 students	Whole year	discuss or explore their aspiration with the counselor in pairs/ groups of 3. Most sessions ended with students gaining better insights and direction for career exploration. 4 admissions talks / visit on local universities and institutions were held: • HKU on B.A.Sc. programs • Faculty of Social Science CUHK • Admissions talk by Thei • Visit to Polytechnic University 9 admission talks/ consultation sessions by overseas universities were run for students & parents: • Consultation session by Trinity Western University • Admissions talk by UNSW • Admissions talk by Imperial College • Admissions talk by UCL • Admissions talk by Newcastle University Business School • Taster lecture on Psychology & Brain Science (by UCL) • Taster lecture on Physical Geography (by University of Exeter) • Taster lecture on Arts, Engineering and Sports Science (by Griffith University) • Taster lecture on Mathematics (by University of Edinburgh)

				Successful registration as a UCAS centre school.

8) 2019 – 2020 IMPLEMENTATION PLAN

Major focus of the coming developmental cycle (2019-2022)

A. To continuously enrich the existing Life Planning Curriculum to address the changing needs of student and working world
B. To provide more individualized support on multiple pathways
C. To enrich students' understanding of the career world and their workplace experience
D. To develop a user-friendly record keeping system for easy access to both teachers and students

Goals	Strategies / Tasks	Target	Date/ period of implementation	Success criteria / method of evaluation	PIC
A. To implement and enrich the refined 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 S.3 students	Mar – Apr 2020 Feb 2020	• Smooth running of the programs and activities • Feedback from FCs, FTs and students on the usefulness of programs • Feedback from Social Workers leading the programs	CYKY, HCT S.1, S.3 FCs, FTs
	• Early introduction of **SDS Holland Model** to S.3 students to promote self-understanding before senior form subject choice	S.3 students	24/9/2019 29/10/2019		LCHW
	• **Experiential activities** helping students explore their values, skills and personality are organized c) 生涯咭 (S.4) d) 能力咭 (S.5)	S.4 & S.5 students	S.5: Sept – Dec 2019 (6 times) S.4: Dec 2019 – May 2020 (6 times)		LCHW (S.4) CYKY (S.5) S.4 & S.5 FC, FTs, AFTs, May
	• To promote self-understanding and development of soft skills through the following activities: • S.1 - 'My Assets' • S.4 – 'My City'	 S.1 students S.4 students	 4 & 18/2/2020 7/7/2020		 WCKT, FC CYKY, FC

	• Collaboration with LS Department on the launch of 'DreamStarter' program in **S.2 L&S lessons** to promote entrepreneurship education	S.2 students	Whole year		CHCY KLHY
	• Special sessions on further studies designed for Integrated Stream (4F) and NLC Class (5F)	S.4F students S.5F students	Whole year		KLHY
	• Mass education through **assembly** on the topic of 'overseas study', 'work', 'aspiration', 'work ethics'	All students	Dates TBC		KLHY, team members
B. To provide more individualized support on multiple pathways	• Two sessions of individual counseling offered to each S6 student (1st: Sept-Nov 2019, 2nd: July 2020) with more flexibility given	S.6 students	Sept – Nov 2019 7/2020	• Feedback from teachers and students on the usefulness and effectiveness of counseling sessions	HCT, team members
	• Provision of individual counseling to all S.5 students on exploring their future study and field of study	S.5 students	Jan – May 2020		HCT, CYKY, CCC
	• 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
	• At least 3 activities with the following focus: ➢ Non-JUPAS (for NLC students) ➢ Promoting lesser known overseas study destination ➢ Christian universities	S.3 – S.6 students & parents	Whole year	• Students' and parents' participation and feedback	KLHY LCHW HCT
	• Participation in at least 3 activities organized by local universities	S.3 – S.5 students	Whole year	• Students' participation 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	WCKT CYKY, CCC
	• Strengthening support for students' application for UK universities through UCAS ➢ Submission of application ➢ Preparation for UCAS application	 S.6 students S.5 students	Whole year	• Successful processing of application for students • Feedback from students	CYKY KLHY
C. To enrich students' understanding of the career world and their workplace experience	• Career Simulation Game – Career Sparkle (St. James Settlement)	S.4, S.5 students	8/5/2020	• Students' participation and feedback/ reflection written	CCC WCKT
	• Workplace Visit (HKFYG) – with briefing session provided	S.4, 5 students	July 2020		HCT WCKT
	• Enriching the content of 'Talk by Professionals' by: ➢ adding new types of careers ➢ having both experienced and young adults as speakers ➢ including 1-2 parallel sessions focusing on trends in workplace	S.3 – S.5 students	12/5/2020		HCT, CYKY WCKT, CCC
	• Provision of at least 7 workplace experience (e.g. company visit, job shadowing) for students	S.3 – S.5 students	Whole year		CHCY CCC
	• Continuous liaison with DreamBackers on company visit opportunities	S.2 students	Dec 2019 – May 2020	• Feedback from students and DreamStarter teachers	CHCY KLHY

9) LIST OF ACTIVITIES IN 2019-2020 (Please refer to the Excel File attached.)